

Gonzaga University Undergraduate Catalog



2021-2022

Mission Statement

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, culturally, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

Introduction

What's in a Name?

The University is named after the 16th-century Italian Jesuit saint, Aloysius Gonzaga. A descendant of a noble Renaissance family and a page at the court of Francesco de Medici, Aloysius Gonzaga entered the Society of Jesus (the Jesuit order) in 1585. Later, while a seminarian in plague-stricken Rome, he attended to the sick and dying; as a result of his heroic service, he died of exhaustion on June 21, 1591, only 23 years old. He was declared the patron saint of youth in 1726.

Quality That Earns National Recognition

U.S. News and World Report's most recent America's Best Colleges ranked Gonzaga in the top 21% — 80th among National Universities. Fiske Guide to Colleges, Kiplinger's Best Colleges and The Princeton Review have also consistently praised the academic strength and quality of education provided at Gonzaga University.

Spokane and the Inland Northwest

Spokane, Washington and Coeur d'Alene, Idaho, form a flourishing metropolitan area with a population of approximately 734,218. This area offers many opportunities for work, service and relaxation for Gonzaga students.

Gonzaga's campus overlooks the Spokane River, where the Washington Centennial Trail extends 39 miles between northwest Spokane and Coeur d'Alene. Students enjoy biking, rollerblading, running and walking along the trail. Downtown Spokane is just a few blocks' walk from the campus, providing easy access to shopping, dining, and entertainment. The nearby 12,000-seat Spokane Veterans Memorial Arena, a multipurpose entertainment venue, hosts concerts, sporting events, and special programs such as Gonzaga's undergraduate commencement ceremonies.

Spokane boasts many parks, including the 100-acre Riverfront Park in the heart of the city. In addition, there are 21 public golf courses within an hour's

drive, ice- and roller-skating rinks, theaters, and art galleries. A symphony orchestra, civic theatre and professional athletic teams add to the cultural and entertainment opportunities of the urban core.

Nearby recreational areas are easily accessible to students. Seventy-six lakes and five ski areas provide swimming, water skiing and winter sports activities. Spokane has consistently been lauded for its quality of life.

Students: The Center of the University

Total enrollment each semester at Gonzaga is over 7,200 of which almost 70 percent are undergraduates and over 30 percent are in graduate programs, including the School of Law and four doctoral programs. Our student body are from nearly every state and over thirty countries.

Three quarters of undergraduates are ranked in the top quarter of their graduating class.

More than half of the undergraduate student body comes from homes at least 200 hundred miles from Spokane. The result is a diverse, welcoming campus community, where cultures and friendships are shared warmly.

The academic curriculum is supported by over 700 faculty. The ratio of students to faculty is 11-to-1.

Finance: An Important Part of Your Education

As you begin your academic career, it is important to remember that although tuition at independent or private universities is typically higher than at public universities, the ultimate value of a degree from Gonzaga University is well recognized by members of business and industry.

Gonzaga is committed to assisting students in financing their college education. Over 95% of our students receive financial aid. The Financial Aid Office welcomes your inquiries and is prepared to provide assistance in the development of your financial aid award, assuring you the best package possible.

The Campus: Your Home Away From Home

Gonzaga's campus has grown from one building which housed both students and Jesuit faculty in its early years to 104 buildings spread over 150 landscaped acres. The University site is along the north bank of the Spokane River and includes its own small lake and an attractive, well-kept campus. Some highlights of the campus include the following:

The Department of Housing and Residence Life provides living options for around 3,000 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 40 to 620. Residence halls are staffed by Professional, Graduate and Assistant Residence Directors, Resident Assistants, Resident Ministers, and Social Justice Peer Educators who collectively provide a large range of services as live in staff members. Full-time unmarried first and second year students who are under age 21, not living at home, must live in on-campus residence facilities. Upper-division students have access on a first come/first served basis to some apartment-style living units, and the University owns three apartment complexes and up to 12 houses in the neighborhood depending upon the year. At this point in time the university does not provide married or family housing in any on or off campus property, yet is happy to assist students in locating such.

John J. Hemmingson Center is over 167,000 square feet of contemporary space that supports a fun, healthy living and engaged community. It is a living and learning environment where students, faculty, staff, alumni and members of the larger community can interact with one another.

Dining options include:

The COG with two floors of diverse resident dining with six restaurant-style platforms, Starbucks, Handcrafted - gourmet sandwiches offering a build-your-own option, The Marketplace convenience store, and The Bulldog, a full-service restaurant.

A state-of-the-art rooftop hydroponic greenhouse grows organic produce that is served in resident dining. Additionally, the Hemmingson Center offers U.S. Bank, Next Gen Tech Bar, a grand ballroom, auditorium, meetings room and spaces for events, a reflection room, pop-up retail alcove, outdoor fire pit, and many places for students to meet and study.

Administrative offices within the building include:

- Mission & Ministry
- Diversity, Inclusion, and Cultural Engagement (DICE) including Unity Multicultural Education Center (UMEC) and Lincoln LGBTQ+ Resource Center
- Center for Community Engagement (CCE)
- Student Involvement and Leadership including Payne Center for Leadership Development (PCLD), Center for Student Involvement (140+clubs and student governments), Gonzaga Outdoors (including bike and ski repair shop), Gonzaga Student Body Association (GSBA), and Transfer, Veteran, and Returning Adult Services (TVRAS)
- Center for Global Engagement (CGE) including Study Abroad and International Student and Scholar Services (ISSS)
- Auxiliary Enterprises
- ZAGCARD Services
- Gonzaga University Event Service Team (GUEST)

Gonzaga University Athletic Facilities

The Charlotte Y. Martin Centre is the home of Gonzaga volleyball. The gym, which is the birthplace of the Kennel, seats 2,000 fans. As a whole, the Martin Centre is 136,000 square feet and houses the volleyball gym, but is also the location of athletic department offices and Diedrick & DeLong Sports Medicine Center. The athletic training facility is a wonder on its own, covering nearly 5,000 square feet and featuring two state-of-the-art rehabilitation whirlpools.

The Rudolf Fitness Center is a 38,000 sq. ft. facility with cardiovascular and weight areas containing a full line of Olympic benches, dumbbells, Hammer Strength equipment, treadmills, elliptical machines, rowers, versaclimber, bikes, and steppers with 14 televisions. Also available are four racquetball courts, two aerobics rooms, a field house with three full basketball or volleyball courts, a (1/11 mile) rubberized running track, a six lane 25-yard swimming pool and a smoothie snack bar. The Rudolf Fitness Center also houses a majority of the physical education classes offered by the University and is open throughout the year for use by students, staff/faculty, and spouses.

The McCarthy Athletic Center is home to the Gonzaga men's and women's basketball teams as well as the Harry A. Green Indoor Rowing Facility. The facility, which features a 6,000-seat arena, is 144,000 square feet of screaming fans come basketball season and lives and breathes the legacy of past basketball greats, such as John Stockton.

Patterson Baseball Complex and Washington Trust Field became the home of Gonzaga baseball in the spring of 2007. The completion of the facility brought GU baseball back to the campus for the first time since 2003. The complex is named after benefactor and former Chairman of the Board of Trustees Mike Patterson, while Pete Stanton and Washington Trust Bank of Spokane were also major contributors.

Luger Field is home to Gonzaga's Men's and Women's soccer programs. Phase I of the new facility was finished in fall 2008. Phase II of the facility was completed in the fall of 2015 with the addition of state of the art lighting which will allow our soccer teams to play their home games under the lights. The new facility provides not only a playing field, but a practice field for both the men's and women's teams as well as a press box and ticket booth. Phase III and IV will include the installation of permanent seating and a locker room for the home and visiting teams.

The Stevens Center, Gonzaga University's new state-of-the-art indoor tennis and golf facility, opened in January 2014. This 72,000-square-foot facility includes six regulation tennis courts and a golf practice area with putting green, chipping area and four TrackMan simulators. Other prominent features include locker rooms, training rooms, team lounge, offices and balcony seating overlooking the tennis courts.

The Volkar Center for Athletic Achievement is a 51,240-square-foot facility built directly south of the Martin Centre, and helps student-athletes succeed in competition, in the classroom and in the community. The building houses the Rian G. Oliver Student Athlete Enrichment lab, The Karen Gaffney Champions room, The Steve Hertz Practice facility, Brown court, and the Hall of Honor presented by the Wolff Family, along with multiple meeting spaces. The building provides Gonzaga student-athletes with some of the finest facilities and support services in the nation.

Campus Buildings

The Gonzaga University Campus includes 104 buildings. Among these are several new buildings, including the new Hemmingson University Center which houses the Center for Global Engagement, the Mission & Ministry offices, the Center for Community Engagement, the Diversity, Inclusion, Community, and Equity (DICE) office, the Student Involvement and Leadership Center, student government offices, multiple meeting rooms and lounges, a US Bank branch, a ballroom, as well as multiple food venues. Since 2000, fourteen other new buildings have been constructed, including the bookstore and parking facility; the Corkery and Kennedy Apartments; Coughlin, Dillon, Goller, and Twohy Residence Halls; the Law School; the McCarthy Athletic Center; the Paccar Center for Engineering; the Patterson Baseball Complex; and the Stevens Center for Tennis and Golf. The Rudolph Fitness Center was also added to the Martin Centre sports facility, and the Tilford Center for Nursing and Human Physiology, as well as Leadership Studies, was created from a purchased facility. The Magnuson Theater was also renovated during this time frame.

The Foley Center library was opened in the fall of 1992, providing sophisticated on-line computer access to libraries across the United States. It also contains one of the finest rare book rooms in the country.

In addition to the library, Foley is now the home for the Writing Center, the Center for Teaching and Advising, the Center for the Virtual Campus Digital Design and Production Center, the Center for Academic Advising and Assistance, including the Disability Access, and Academic Testing Center, and Information Technology Services (ITS).

Other new buildings as well as historic ones grace the Gonzaga campus. The Jundt Art Center and Museum was completed in 1995. The Jepson Center for the School of Business was remodeled and expanded in 2004. The Rosauer School of Education building was completed in 1994. The historic Huetter Mansion was relocated to the University Campus and houses the Office of Campus Security and Public Safety, while the graceful 1902 Monaghan Mansion continues to house offices and practice rooms for the Music department. The Alumni Association along with the Division of University Advancement is now located in the Boone Avenue Retail Center BARC.

A new Performing Arts Center, the Myrtle Woldson Performing Arts Center, opened in the Spring of 2019 and a new integrated science and engineering

facility that is nearing completion. Additionally, the Volkar Center for Athletic Achievement as well as the new the Della Strada Jesuit residence have recently been completed. The former Jesuit House has been renovated into a new facility for the Humanities and contains a new office suite for the Dean of the College of Arts and Sciences, as well as offices for the Honors Program, Women and Gender Studies, the Center for Public Humanities, and the Center for Undergraduate Research and Creative Inquiry, as well as the Science in Action outreach program, English, and Religious Studies.

St. Aloysius Church, the Student Chapel, and the spires of St. Al's Church are landmarks of the Spokane area. The chapel, located in College Hall, offers students a place for solitude and reflection as well as daily Masses.

A Century of Educational Leadership

After forty years of pioneer missionary efforts to bring Christian civilization and culture to the Pacific Northwest, the Rev. Joseph M. Cataldo, S.J., an Italian Jesuit missionary, initiated plans to build a mission school in Spokane Falls Territory. Out of the vision and courage of early Jesuits, Gonzaga College became a reality and admitted its first students in 1887, two years before Washington became a state.

The College became Gonzaga University with the opening of the School of Law in 1912. In 1916 the School of Philosophy of Letters for Jesuit Scholastics became part of the University. In 1921 the University opened the School of Business Administration and in 1928 the School of Education. The School of Engineering was established in 1934 and in 1975 the School of Continuing Education was recognized and named as the School of Professional Studies. The School of Professional Studies was renamed the School of Leadership Studies in 2018. Gonzaga is an independent, Roman Catholic and Jesuit university committed to ensuring our students an educational experience that encourages individual intellectual, moral, and spiritual development.

Accreditation: The Mark of Excellence

Gonzaga University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Secretary of the U.S. Department of Education. Gonzaga University holds specialized accreditations for specific degree programs through:

- The Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA)
- The Association to Advance Collegiate Schools of Business (AACSB)
- The Commission on English Language Program Accreditation (CEA)
- The Commission on Collegiate Nursing Education (CCNE)
- The Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
- The Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC/ABET)
- The Council for Accreditation of Counseling and Related Education Program (CACREP)
- The Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
- The British Columbia Ministry of Advanced Education and the Degree Quality Assessment Board (consent)
- The Alberta Ministry of Education and Technology and the Campus Alberta Quality Council (approved)
- The National Association of Schools of Music (Associate member NASM)
- The American Chemical Society
- The Washington State Professional Educator Standards Board

GU Coat of Arms - The University Seal: The Mark of Distinction

The Coat of Arms of Gonzaga University was assembled in 1914 is an adaptation of the coat of arms of the Loyola family, members of the Spanish nobility from whom the founder of the Society of Jesus descended. It combines symbols representing both the paternal and the maternal houses, Loyola and Onaz. The Coat of Arms contains:



- **Hatchment Number 1** (dexter chief): Two gray wolves leaning on a black pot and chain, all on a white field. It represents the House of Loyola, as the founder of the Jesuit Order was Inez Loyola. The pride of the House was that they fed the poor, kept the wolf from the door.
- **Hatchment Number 2** (sinister base): The arms of the House of Gonzaga, a red cross sustaining an in-escutcheon, the lions of Florence and two black for the ecclesiastical dignity of their House. The four falcons in the corners of the escutcheon represented the hunting prowess of the family. Now the faculty of Gonzaga are first, Jesuits founded by Loyola; secondly, the patron of the University is St. Aloysius Gonzaga; thirdly, the House of Onaz was associated with Loyola; and lastly, the University is situated in Spokane, represented by the river, the sunburst, and the Indian symbols.
- **Hatchment Number 3** (sinister chief): The colors of Spain, seven red bars on a field of gold, given to the House of Onaz by the King, because seven brothers of that House distinguished themselves in the service of Spain.
- **Hatchment Number 4** (dexter base): Sun burst over the Spokane Falls, a pine tree to the right and an Indian tepee to the left. The Spokane Indians were so called because they were in their interpretation,

children of the sun. The colors are natural, the tepee being a russet, or dun color.

- **Eagle crest:** American bald eagle of the Republic, protecting the Institution.
- **IHS:** The name of Jesus, His cross, and the three nails of His crucifixion. The nails and lettering are black, surrounded by a halo for gold.
- **In-escutcheon:** Blue and White, a royal blue field on which the letter G stands for Gonzaga, the University colors are Royal Blue and Immaculate White.
- **AMDG scroll:** Stands for “Ad Majorem Dei Gloriam”, for God’s greater glory, the motto of the Society of Jesus as given to it by its founder, St. Ignatius Loyola.
- **1887:** University was founded in 1887, and was only a college until 1912.
- **Wreath:** Bays on the right, representing classic renown, Oak on the left signifying civic pride, both in natural colors.

Our Commitment to Non-Discrimination

Gonzaga University subscribes to the principles and laws of the federal government and Washington State pertaining to civil rights and equal opportunity. The university does not discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, sexual orientation, gender identity, age, disability, protected veteran status, or any other non-merit factor in employment, educational program, or activities that it operates. All university policies, practices, and procedures are consistent with Gonzaga’s Catholic, Jesuit identity and Mission Statement.

As a church-related institution, in conformity with federal and state law, Gonzaga reserves the right to take religious faith into consideration where it is deemed appropriate. As a federal contractor, Gonzaga University maintains an Affirmative Action Plan.

Gonzaga University Strategic Planning Process

Vision Statement

Approved by the Board of Trustees on July 17, 2015

Gonzaga is a premier Liberal Arts based University recognized nationally for providing an exemplary Jesuit education that empowers its graduates to lead, shape, and serve their chosen fields and the communities to which they belong.

Institutional Priorities and Strategic Objectives

Gonzaga University is a complex organization that encompasses multiple channels of accountability, functions in a shifting competitive environment, serves a variety of constituencies and pursues a wide array of goals. Additionally, the University is increasingly being asked to become more sophisticated in how it makes decisions, delivers educational content, supports students and approaches its strategic planning. Meeting these expectations currently involves the work of more than 1,200 full-time employees, involves in excess of 3.1 million square feet of facilities and operates with a gross annual operating budget surpassing one third of a billion dollars.

At the beginning of the current administration, the President set forth three institutional priorities to guide decision-making and resource allocation:

- Gonzaga University an *exemplar* of American *Jesuit higher education*.
- Academic and educational *excellence across the institution*.
- A commitment to *institutional viability and sustainability*.

Strategic Plan

The Vision, Institutional Priorities, and Strategic Objectives articulated above served as the foundation for the development of the Gonzaga University Strategic Plan. This Plan identifies four primary guideposts toward our vision, called “commitments” – an acknowledgment that we do our work in an active, relational context, possessed of mutual accountabilities.

Commitment 1: Foster Responsibility For Shared Mission

Commitment 2: Animate Academic Excellence Across The Institution

Commitment 3: Provide An Integrative Jesuit Educational Experience For Our Students

Commitment 4: Optimize Institutional Stewardship And Sustainability

Each commitment in turn contains strategic objectives that serve as declarations of continuous institutional improvement. The thirty-five (35) specifically identified goals provide a means of defining institutional success in achieving the objectives.

View a complete copy of the [University Strategic Plan](#), [Strategic Plan Update](#), and the [Annual Strategic Plan Progress Report](#).

Admission

Policy

Decisions on admission to any undergraduate school or college of the University are made after a careful review of an applicant's academic achievement, scholastic aptitude, and personal characteristics which may predict success at the University. High school or college grades, course rigor, optional test scores, essays, extra-curricular activities and character play an important role in the admission process. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, color, creed, national or ethnic origins, marital or financial status, disability, gender, or sexual orientation. For Admission to an undergraduate program for any term beginning in 2021, neither the SAT nor the ACT will be required.

Prerequisites

Applicants for regular admission are expected, prior to enrollment, to have graduated from an accredited high school in a college preparatory curriculum while showing evidence of ability to complete the University's requirements for graduation.

The following pattern of coursework is recommended, but not required, for admission to Gonzaga University:

English	four years;
Mathematics	three/four years;
History/social studies	three years;
Foreign language/ American Sign Language	two/three years of a single language;
Natural/physical laboratory science	three/four years

Gonzaga recommends high school calculus and physics for students seeking admission to an engineering major. For first-year applicants seeking admission to nursing, Gonzaga recommends science and math all four years of high school, including in the senior year.

As of fall 2020, Gonzaga does not require an SAT or ACT to be submitted as part of an application; students may apply with or without ACT or SAT scores and there is no penalty or preference for either. Candidates submitting SAT or ACT scores to the University are urged to take their tests no later than the first semester of their senior year in high school. Scores must be submitted through the testing agency or be posted on the high school transcript to be considered official.

Review admission requirements at www.gonzaga.edu/admissionreqs.

An application for undergraduate admission will not be considered until all required documents are received by the Office of Admission.

How to Apply for Admission:

Application for First-Year Students:

1. Students applying to Gonzaga University must submit the Common Application. Applications can be accessed online at the Common Application website www.commonapp.org.
2. Students must complete all parts of the Common Application including the Member Questions.
3. Submit the non-refundable application fee. The application fee may be submitted via the Common Application website.
4. Forward an official high school transcript to the Office of Admission. The application may be completed after the student has finished six semesters (or nine trimesters) of work in a college preparatory program.
5. Optional: Have ACT or SAT scores forwarded to the Office of Admission if they do not already appear on the high school transcript.
6. Home-schooled students are a significant part of Gonzaga University's applicant pool. Students may choose home schooling for a variety of reasons and may implement a variety of styles. Therefore, home-school applications receive highly individualized attention. The Office of Admission requests the following information:
 - a. The Common Application
 - b. Any transcript(s) of academic work
 - c. Optional: ACT and/or SAT
 - d. One letter of recommendation, by someone other than a parent, addressing academic accomplishments

- e. The Common Application School Report, which can be filled out by a parent/guardian
- 7. Gonzaga's Nursing Program accepts first-year applications only. Applicants interested in the Nursing Program must choose "Nursing" on their application to be considered. Students not admitted into the Nursing Program through the application process will not be permitted to change their major to nursing.
- 8. The School of Engineering and Applied Science has competitive, direct admission for engineering programs. This includes civil, computer, electrical, mechanical, engineering management as well as students who are undecided but desire a major in an engineering discipline.

Application for Transfer Students:

- 1. Submit the Transfer Application for Admission at www.gonzaga.edu/transfer.
- 2. Request one Academic Evaluation and/or a letter of recommendation from a college advisor or professor.
- 3. Request one Transfer College Report from an official at your current or most recent institution and forward it to the Office of Admission.
- 4. Submit an official college transcript for each institution attended.
- 5. Submit a final high school transcript if you have not yet earned 30 or more transferrable semester credits (or 45 quarter credits) by the time of application. ACT and/or SAT scores are not required, but applicants under 21 may choose to submit them for consideration.
- 6. Submit the non-refundable application fee.

Application for International Students

Gonzaga welcomes applications from international students, who make up a valued part of the University's student body. Since 1969, Gonzaga has been authorized by the Federal government to issue both I-20s and DS-2019s so that international students can secure visas and enroll in our programs. To be considered for undergraduate admission, international applicants are required to submit the following:

- 1. A completed application:
 - a. First-year applicants must complete the Common Application at www.commonapp.org.

- b. Transfer applicants must complete the Transfer Application at www.gonzaga.edu/transfer.
- 2. Transcripts:
 - a. First-year applicants must provide proof of academic preparation through the submission of official academic transcripts, demonstrating satisfactory achievement in the completion of a secondary education equivalent to that offered in the United States.
 - b. Transfer applicants must submit official transcripts from any post-secondary institution attended. Please submit transcripts in both your native language and in English. If admitted, a professional course-by-course evaluation will be required.
- 3. School Report or College Report:
 - a. First-year applicants must provide a completed Common Application School Report (completed by the high school counselor).
 - b. Transfer applicants must provide a completed Transfer College Report (completed by a school official at your current or most recent institution).
- 4. A letter of recommendation from a professor or school counselor, to be sent directly to Gonzaga University.
- 5. A copy of your current passport.
- 6. Proof of English language proficiency adequate for undergraduate study at Gonzaga, which may be demonstrated by any of the following:
 - a. Test Scores. Official test scores must be received directly from a testing agency or reported on the official high school transcript. Test scores must be dated within two years of the application
 - 1. A TOEFL score of at least 550 written or /80 iBT. "My Best Score" and "TOEFL Home Edition" accepted.
 - 2. An IELTS score of 6.5 or higher.
 - 3. An official ACT composite of 23 or higher.
 - 4. A SAT Evidence Based Reading and Writing score of 550 or higher.
 - 5. Duolingo score of 105 or higher.
 - 6. An iTEP Academic Plus score of 4.5 or higher.
 - 7. A PTE (Pearson Test of English) score of 56 or higher.
 - 8. A TOEIC score of 695 or higher.

9. An IB English A (Higher or Standard) predicted score of 5 or higher.
 10. GCSE/IGCSE/GCE O-Level in one of the following courses with a B or higher: English, English Language, English Literature or First Language English.
- b. Successful completion of the course of study offered by Gonzaga University's ESL Program with faculty recommendation.
 - c. Completion of two U.S. college-level English composition and/or speech courses with a 3.00 or higher (on a 4.00 scale).
 - d. Applicants from the following countries are exempt from providing proof of English proficiency: Australia, Botswana, Canada (except Quebec), Ghana, Ireland, Kenya, New Zealand, Nigeria, South Africa, Uganda, United Kingdom, and any English speaking Caribbean country (Antigua and Barbuda, Bahamas, Barbados, Grenada, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago).

Application fee note: Gonzaga offers an application fee waiver for international students. To receive the waiver, please select the International Student Fee Waiver on the Common Application or on the Transfer Application.

Once admission has been granted and students pay their confirmation deposits, Gonzaga University requests international applicants to provide documentation of sufficient funds for academic and living costs while studying in the United States for at least the academic year (two consecutive full-time semesters) so that immigration documents can be issued.

When to Apply for Admission

All new students may apply for admission to either the fall or spring semesters.

FIRST YEAR: Gonzaga has a first-year deadline of December 1, and will take late applications until February 1. Decisions are released by early March. Students seeking entrance into the spring semester should apply for admission by November 15.

TRANSFER: All students who wish to transfer to Gonzaga from another college or university should submit an application early in the semester preceding their intended enrollment at Gonzaga; this is especially true for

transfer students who wish to apply for financial assistance. Transfer students applying for the fall semester should apply no later than June 1, and students applying for the spring semester, no later than November 15.

Enrollment in a summer session does not imply admission for the regular academic year. Summer session students who desire regular admission to the University should submit an application to the Office of Admission.

All applicants seeking financial aid should also complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA is available starting October 1 of the year prior to the year for which admission is sought, and families are encouraged to submit the FAFSA as soon as possible. The FAFSA priority deadline for first-year students is February 1 and for transfer students, March 1. This form can be accessed online at <https://studentaid.gov/h/apply-for-aid/fafsa>. Gonzaga's FAFSA code is 003778.

Credit Earned Elsewhere

Transfer of Credit

Applicants who have earned college credit at other regionally accredited colleges or universities should note that all credits submitted for transfer approval must have a grade of at least 2.00 (on a 4.00 point scale), must represent college-level course work, and must be academic in nature for acceptance by the University. Students may not transfer more than sixty-four semester credits or ninety-six quarter credits from a two-year college. Students transferring to Gonzaga University with sixty-four semester credits from a community college may not return to a two-year college for any additional transfer credit. All transfer students must complete at least thirty semester credits at Gonzaga immediately preceding their graduation from the University. For further information on transfer credit policies, applicants should consult the Academic Policies and Degree Requirement sections of this catalog.

Advanced Placement/International Baccalaureate Credit

The University welcomes requests for special placement evaluation for incoming students who have taken the Advanced Placement (AP) Examinations of the College Board or International Baccalaureate Examinations. Examination results should be forwarded to the Office of

Admission. Applicants may be granted credit, advanced standing, or a waiver of requirements depending on the field of study, the scores achieved, and the general regulations of the University. AP and IB Examination policies at Gonzaga University are available on the Office of Admission website, www.gonzaga.edu/creditbyexam.

Cambridge International A and AS Level Exams

Cambridge International A Level is a two-year course, and Cambridge International AS Level is a one-year course offering advanced curriculum to students preparing for colleges worldwide. The Cambridge International A and AS level curriculum is recognized as a rigorous college preparatory curriculum. Based on the results of Cambridge International Exams, students may receive 3 to 6 credits per advanced level exam. Review Gonzaga's policy for granting credit based on the advanced level exam or certificates online at www.gonzaga.edu/creditbyexam.

German Abitur (Zeugnis der Allgemeinen Hochschulreife)

The Abitur is certification that a student has successfully completed the German college-preparatory educational program and has scored passing grades on the Abitur examinations administered during the final year of secondary school. Based on the results of the Abitur exam, students may receive up to 6 semester credits per Leistungsfach subject area with a minimum grade of 10. Review Gonzaga's policy for granting credit based on the advanced level exam online at www.gonzaga.edu/creditbyexam.

Honors Program

Gonzaga University has long challenged exceptional students through its Honors Program. This interdisciplinary, competitive program seeks academically gifted and intellectually curious students who are willing to put their talents to work for the service of others.

The four-year Honors curriculum allows a student to choose any major or minor course of study. In addition to team-taught, interdisciplinary classes and close personal advising, a scholarship, a waiver of tuition fees for excess credit, an optional Honors Living Learning Community residence hall, flexible scheduling, unique study abroad opportunities and pride of place at graduation are provided.

Admission to the Honors Program is highly competitive: eighty to one hundred places are open each year. Candidates must complete a separate Honors application to be considered for admission. Acceptance is based on independent intellectual achievement and commitment, creativity, skill in effective expression, strength of curriculum, resilience through challenge, and the Honors portfolio on the Honors application form. If candidates submit test scores for their Gonzaga application for admission, they will also be considered in the Honors evaluation. If candidates don't submit test scores, strength of curriculum, GPA, and writing will be given more weight in the evaluation. Potential applicants are encouraged to visit the campus and to meet with the Honors Director or an Admission Counselor or to schedule a video or phone call to learn more about the Program.

Campus Visit

The Office of Admission offers an extensive visit program for those interested in attending Gonzaga. Pending availability, an individualized visit may include an overnight stay, class visit, faculty meeting, admission interview, information session, and campus tour. In addition to individualized visits, several Preview Days (larger open-house days), Saturday Visits, Nursing Fridays, and virtual programs are offered throughout the year. To schedule a visit, contact the Visit Office at visit@gonzaga.edu or www.gonzaga.edu/admission/visit. A notice of at least two weeks is appreciated.

Dual Enrollment

High school students who have not yet completed their graduation requirements may enroll (with certain restrictions and on a space-available basis) in a maximum of two courses per semester while still enrolled in high school. This program is reserved for juniors and seniors who present a minimum cumulative grade-point average of 3.50 (4.00 scale) and a letter of recommendation from their principal or counselor. A special tuition rate is available for all students taking Dual Enrollment courses. For more information on this program, students may contact the Office of Admission.

Non-matriculation

Non-matriculated students not seeking a degree may enroll in courses at Gonzaga on a space-available basis after matriculated students have registered. Contact the Registrar's Office for further information.

Financial Information

General Information

The University's cost of providing a Gonzaga education is not borne solely by student tuition and fees. The annual Jesuit Community gift, endowment income, and gifts of many types from individuals, firms, and foundations constitute some of the other revenue sources essential for a balanced budget.

However, revenue from student charges constitutes most of Gonzaga's income. Student charges (less verified financial aid) are payable in full in U.S. dollars on a per semester basis, no later than three weeks prior to the beginning of the term. Knowing that payment in full presents a burden for many parents and students, Gonzaga offers installment plans each semester which spread payments over four months.

4-Month Installment Payment Plan (per semester)

Gonzaga University has partnered with CASHNet to provide a completely automated and paperless 4-month semester payment plan.

Installment Payment Plan features:

- Interest free
- Real-time account balance information through CASHNet for students and their authorized payers.
- The total semester cost, less verified financial aid (excluding work study and pending outside scholarships) can be set up in 4 equal monthly installments.
- Automatic payment enrollment (optional)
- Enrollment is by semester and includes a \$50 non-refundable enrollment fee each term

Fall Semester 4 Month Plan (Enrollment Deadline August 10, 2021)

- In **mid-July**, all registered students and their authorized payers will receive email notification that the fall semester Statement of Account and payment options are ready to view in CASHNet. At this time, the option to enroll in the Installment Payment Plan for fall semester will be available.
- Sign up for the Installment Payment Plan (online only). There is a **\$50 enrollment fee**, which will be required in addition to your **first payment for August**.
- **Payments are due monthly, the tenth of each month, beginning August 10, 2021 through November 10, 2021.**

Spring Semester 4 Month Plan (Enrollment Deadline January 10, 2022)

- In **mid-December**, all registered students and their authorized payers will receive email notification that the spring semester Statement of Account and payment options are ready to view in CASHNet. At this time, the option to enroll in the Installment Payment Plan for spring semester will be available.
- Sign up for the Installment Payment Plan (online only). There is a **\$50 enrollment fee**, which will be required in addition to your **first payment for January**.
- **Payments are due monthly, the tenth of each month, beginning January 10, 2022 through April 10, 2022.**

Additional information:

- Students accepted to the University after the installment plan deadline dates may still enroll within two weeks of their acceptance, making up any missed payments and will not be assessed the additional \$25 late enrollment fee.
- Students are not eligible to enroll in an installment plan if they owe for a previous term.
- The payment plan covers only one term, so you will need to re-enroll every term.
- Students can only be enrolled in one Payment Plan each semester.

- **Note:** All charges are payable in U.S. funds. Student Accounts accepts checks for payment on account. Electronic payment is also available which includes e-Check at no charge to the student and credit card payment through American Express, MasterCard, Discover and VISA with a 2.75% convenience fee. An international payment option is available through Flywire. Billing statements are available ONLINE only. For additional information, go to: www.gonzaga.edu/studentaccounts and click on the 'Billing and Payment' link.

Third Party Sponsors

A student whose account will be paid by a corporate or foreign sponsor, a government agency, a religious institution, a scholarship foundation or trust account, requires written proof of sponsorship in the Student Accounts Office to settle their account.

Confirmation Deposit

In order to reserve a place in the student body, each first-time student is required to pay a \$ 500.00 confirmation deposit. This will apply as a credit toward first semester tuition expenses. Confirmation deposits are non-refundable unless written notification of cancellation of enrollment is received by the Admission Office prior to its deadline dates.

Room Reservation/Damage Deposit

Students are expected to make housing reservations with the Housing office prior to May 1st for fall semester and prior to December 1st for spring semester. All new students must complete and sign a Residential Living Application/Agreement. Reservations for new students must be accompanied by a \$200 advance room deposit fee which is non-refundable after June 1st for fall semester and January 1st for spring semester. This room reservation deposit converts to a room damage deposit at the time of first registration. Damage deposits are left on account until the student leaves the housing system permanently. Damage deposits are refundable when a student checks out of the residence hall or leaves the University and appropriate damage charges, if any, have been assessed.

Returning students who have been refunded their damage deposit are required to resubmit a damage deposit of \$200. Room reservation deposits are non-refundable unless written notification of cancellation of room reservation is received by the Housing office prior to the deadline dates.

Withdrawals from the University

Students completely withdrawing from the University must obtain a Complete Withdrawal form from the Registrar's Office. Tuition adjustments are calculated in Student Accounts. Final adjustments are based on the effective date of the withdrawal and exclude non-refundable fees. Room and board are pro-rated throughout the semester. Laboratory and course fees are not refunded after the first full week of classes. Financial aid funds are refunded in accordance with federal, state, and University regulations.

The withdrawal refund schedule and refund schedule for dropped classes are available at <http://www.gonzaga.edu/studentaccounts> and in the Student Financial Services Office.

Miscellaneous

The University reserves the right to change any costs and/or provisions without notice. It further reserves the right to withhold student information, including diplomas, until a student's account has been paid in full. No student will be allowed to register for an ensuing semester if a balance is owed for a prior semester. A finance charge of 12% per annum pro rata (365 days) or a rebilling fee of 1% of the total amount due or \$2.00, whichever is greater, will be added to a student's account on any amount more than 30 days past due. A "No Payment/No Arrangement Fee" of 3% of the amount due will be charged to a student not meeting the established payment deadlines.

Financial Aid

Gonzaga University consistently is ranked among the best regional comprehensive colleges and universities in the West. In addition, Gonzaga is ranked extremely high in value among regional comprehensive universities. A primary reason for this recognition is the excellent quality of financial aid awards provided Gonzaga students. In addition to the University's significant institutional grant and scholarship program, Gonzaga participates in all federal and state financial aid programs. The Financial Aid Office provides numerous services to meet the needs of those who wish to obtain a Gonzaga degree.

Applying for Admission

Students are encouraged to apply for admission and financial aid concurrently in order to expedite each important process. However, aid applicants must be admitted to the University in order to receive a financial aid award.

Applying for Financial Aid

All applicants seeking financial aid should also complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA is available starting October 1 of the year prior to the year for which admission is sought, and families are encouraged to submit the FAFSA as soon as possible. The FAFSA priority deadline for first-year students is February 1 and for transfer students, March 1. This form can be accessed online at <https://studentaid.gov/h/apply-for-aid/fafsa> . Gonzaga's FAFSA code is 003778.

Financial Aid Process

The FAFSA data is processed by the Federal processor, and an Expected Family Contribution (EFC) is calculated utilizing a formula mandated by the federal government. The results of this calculation are forwarded to the University, and utilized to determine each applicant's financial need and eligibility for specific types of financial assistance.

The Financial Aid Award Offer

Once financial need is established, the Financial Aid Office assembles the best possible financial aid award offer for each applicant. This award offer generally combines several types of aid from sources inside and outside the University. Rarely does total student aid come from a single source. A typical financial aid offer is developed from four sources: scholarships, grants, work-study, and long-term educational loans. The proportions of aid from each of these sources vary greatly, depending upon individual circumstances and available funding. Financial aid award offers can vary from year to year, depending on changes in a student's financial need, grades, and date of filing. Students must reapply for financial aid each year by the priority date to ensure maximum eligibility. Institutional assistance covered by the Gonzaga Guarantee provides four years of Gonzaga based funds or scholarships provided the recipient maintains full-time, continuous, undergraduate enrollment and maintains good academic standing according to this University catalog.

Scholarship Aid

Gonzaga University offers scholarship assistance exceeding \$80 million on an annual basis. Eligibility for scholarships is based solely on academic merit or on a combination of merit and financial need.

Merit-Based Scholarships

By applying for admission to the University, all incoming freshmen are automatically considered for one of a series of merit-based institutional scholarships. Other merit-based scholarships require separate applications with varying deadlines. These can be found at <https://www.gonzaga.edu/undergraduate-admission/tuition-aid/scholarship-opportunities>.

Need-Based Scholarships

Students who have been admitted and who have filed the FAFSA are automatically considered for Gonzaga funding which incorporates academic achievement and financial need. These funds are renewable by maintaining a

specified grade point average and successful completion of specified credit hours.

Grants

Grants are a form of financial aid for which eligibility is based upon financial need, not academic achievement. Grants do not have to be repaid.

Federal Pell Grants

This program provides grant assistance from the federal government to needy students. The amount of the grant is determined by the federal government, and it is prorated to reflect actual enrollment status. <https://studentaid.gov/understand-aid/types/grants/pell>

Federal Supplemental Educational Opportunity Grants (SEOG)

This is another form of federal grant assistance provided to students with substantial financial need. The amount of the grant varies according to funding and need criteria. <https://studentaid.gov/understand-aid/types/grants/fseog>

Federal TEACH Grant

This annual grant/loan can be awarded to students who meet the federal academic requirements, have filed a FAFSA, and agree to teach for four years as a highly-qualified teacher in a high-need field at a low-income school after completing their degree. If the four-year service requirement is not met, the funds must be repaid by the student as an unsubsidized loan. The grant/loan amount is based on enrollment status and is determined each year by the federal government. <https://studentaid.gov/understand-aid/types/grants/teach>

Students who meet the 3.25 gpa requirement can request the Federal TEACH Grant by completing the required Agreement to Serve and Counseling online at <https://studentaid.gov/app/launchTeach.action>. Students must also meet Gonzaga's School of Education requirement of having passed the EDTE 101 course.

Washington College Grant/College Bound Grant

These state-funded programs provide financial assistance to undergraduate students who are residents of the State of Washington and who demonstrate substantial financial need. <https://readysetgrad.wa.gov/college/washington-college-grant> <https://readysetgrad.wa.gov/college/college-bound-scholarship-program>

University Grants

Gonzaga awards a significant number of grants from University funds. The amount of these grants varies according to an applicant's financial need and date of application. <https://www.gonzaga.edu/admission/tuition-scholarships-aid/financial-aid/types-of-aid/grants#Institutional>

Loans

Student and parent loans are available from a number of sources to assist with the financing of a college education. Federal Loan eligibility is based upon FAFSA data, and require on-line counseling and a separate promissory note. Student loans must be repaid. While Gonzaga students have demonstrated responsible loan repayment, all students are encouraged to borrow only that amount which is necessary. <https://www.gonzaga.edu/admission/tuition-scholarships-aid/financial-aid/types-of-aid/loans>

Federal Direct Subsidized Loan

This type of student loan is made available by the federal government to students with financial need. The amount you can borrow depends on your grade level and your financial need as determined by the FAFSA. The U.S. Department of Education pays the interest on this loan so long as you are enrolled at least half-time. Repayment begins six months after you graduate, withdraw, or drop below half-time enrollment. <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>

Federal Direct Unsubsidized Loans

This type of loan is not based on financial need, but a FAFSA is still required to borrow from this loan program. The loan is identical to the Federal Direct Subsidized Loan, with the exception that the borrower is responsible for the interest which accrues while the student is enrolled and during any other deferment period. Repayment begins six months after graduation or withdrawal from a degree program. <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>

Federal Nursing Loans

After a student has finished their first year of Gonzaga's Undergraduate Nursing Program, they may be able to borrow this type of loan. The loan opportunity is based on available funding and a student must have financial need as determined by the FAFSA to be considered. The Federal Nursing Loan carries a fixed 5% interest rate, with no accrual of interest while enrolled at least half-time. Students have a nine month grace period after their enrollment drops below half-time before monthly payments are required. Minimum monthly payments of at least \$40 per month and interest begin after the nine month grace period. <https://www.gonzaga.edu/admission/tuition-scholarships-aid/financial-aid/types-of-aid/loans/federal-nursing-loan>

Federal Direct Plus Loans (PLUS)

The PLUS Loan is available to all credit-worthy parents of dependent undergraduate students. These loans are not based on financial need, although the student must submit a FAFSA form to receive these funds. The applicant of this loan must be the biological or adoptive parent (or in some cases, the stepparent) of a dependent undergraduate student. The maximum amount that can be borrowed is the Gonzaga "cost of attendance" minus other financial aid. <https://studentaid.gov/understand-aid/types/loans/plus/parent>

Other Loan Funds

Other loan funds have been established to assist students with expenses due to emergencies or other special circumstances. Eligibility is based on need and available funding. These funds include the Gonzaga Loan Program, the Bigelow Loan (funded by the Fred E. and Venora Bigelow Trust), the Leo J. Brockman Loan Fund, the Gonzaga loan, and the Carrie Welch Loan Fund.

Inquiries should be directed to the Financial Aid Office. <https://www.gonzaga.edu/admission/tuition-scholarships-aid/financial-aid/types-of-aid/loans>

Private or Alternative Loans

Private or Alternative Loans that are not need-based can also be obtained from private sources such as banks or credit unions. The maximum amount that can be borrowed in private or alternative educational loans is the Gonzaga “cost of attendance” minus other financial aid. <https://www.gonzaga.edu/admission/tuition-scholarships-aid/financial-aid/types-of-aid/loans/private-alternative-loans>

Student Employment

Studies done regarding the relationship between academic achievement and working show that working part-time, especially on campus, results in students more invested in their education, better able to prioritize, and use campus resources for success. The Gonzaga Financial Aid Office supports these findings and encourages students to pursue part-time employment opportunities. <https://www.gonzaga.edu/admission/tuition-scholarships-aid/student-employment/student-employment-opportunities>

Federal Work Study Program

This financial aid program, funded by the federal government and the University, provides a variety of on campus employment opportunities for students. Jobs range from assisting with research to general office work to community action projects. Students work an average of 10-12 hours per week during the semester. Eligibility for FWS is based on financial need as determined by the FAFSA.

State Work Study Program

This financial aid program is funded by the State of Washington and private employers. It allows Washington State residents to work with Spokane area employers during the academic year and summer sessions. These opportunities provide an excellent way for students to gain valuable experience in their fields of study, network, and earn money to help pay for college. Eligibility for SWS is based on financial need as determined by the FAFSA.

Satisfactory Academic Progress

The Higher Education Amendments of 1992, and the Washington Student Achievement Council, require that a student receiving federal and/or state assistance must demonstrate satisfactory academic progress (SAP). In general, SAP is defined as “proceeding toward successful completion of degree requirements.”

Full-time students who are eligible for, and receiving, financial aid must successfully complete 12 credits with a minimum GPA of 2.00 each semester. Students who fail to achieve this criterion are placed on Financial Aid Warning and may lose all financial aid if their academic performance does not reflect satisfactory progress during the next semester. Additionally, State of Washington financial aid recipients who are enrolled full-time are required to successfully complete at least six credit hours per semester or risk immediate suspension of state aid. Please note that current financial aid awarding procedures reflect the expectation that undergraduate students enrolled on a full-time basis will complete their degree requirements in eight semesters.

The policies and procedures governing SAP and its relationship to financial aid are available online at www.gonzaga.edu/SAP. Students with additional questions regarding this policy are invited to inquire at the Financial Aid Office.

Tuition and Fees

Tuition Schedule (Academic Year 2021 - 2022)

Undergraduate:

Full-time (12-18 credits), per semester	\$23,780
Excess Credits, (19+ credits), per credit	\$1,585
Part-time (1-11 credits), per credit.....	\$1,585

Study Abroad Programs:

Contact the Study Abroad Office at (509) 313-3549

Special Programs:

Dual H.S. Enrollment, part-time (6 credit limit per semester), per course...	\$480
Dual Enrollment, Administrative Fee, per semester	\$15

Auditors:

Of Record (recorded on transcript), per credit.....	\$815
No Record/No Credit, per credit	\$450

Notes:

- 1) Tuition schedules for graduate, postgraduate, doctoral, and law programs are contained in separate catalogs.
- 2) Physical Education activity courses may not be taken on an “audit” basis.

Special Fees: 2021-2022

I. Academic Fees:

Application Fee:\$50

Summer Session Administrative Fee:\$45

Degree Application Fee:\$75

Late Add/Drop, Withdrawal Fee, per course:\$50

Late Degree Application Fee:\$100

Sustainability Fee, per semester:\$5

International Student Fee:\$50

Replacement of ZAGCARD:\$30

Tuition Deposit: (Full refund prior to 5/1)\$500

Housing Deposit: (Full refund prior to 6/1)\$200

Fitness Center Fee:

- Full-time Undergraduate, per semester\$125

-Optional, for all other undergraduate categories, (per semester).....\$150

-Optional, entire summer\$30

Course Challenge Fee:

-Undergraduate only, per credit\$100

Transcript Fee: per official copy..... \$6-\$8.25

Technology Fees:

-Full-time Student, per semester\$300

-Part-time Student, per semester	\$105
-Summer.....	\$64
-ESL, per session.....	\$150
-Gonzaga in Florence, summer	\$64
-Gonzaga in Florence, per semester	\$300
Mandatory Accident Insurance and Wellness Fee, per year.....	\$50
Laboratory Fees:	
-Art.....	\$55-\$105
-Biology	\$125
-Chemistry	\$110-\$125
-Computer Science Program Fee (per semester)	\$170
-Education:	
-Special Ed Assessment	\$50
-Special Ed Precision Teaching	\$15
-Teacher Ed Field Experience	\$120
-Teacher Ed Intercultural Competency	\$35
-Environmental Studies	\$ 50-\$125
-Honors	\$50
-Human Physiology.....	\$ 150
-Integrated Media.....	\$75
Leadership Studies.....	\$45 - \$75
-Math.....	\$10-\$30

Modern Languages..... \$15-\$105

-Music:

-Choirs.....\$75

-Class Lessons.....\$50

-Creative Music Ensemble\$50

-Band/Drumline\$75

-Guitar Ensemble\$100

-Instrumental Techniques.....\$25

-Symphony Orchestra\$75

-Jazz Workshop Combo.....\$75

-String Chamber Orchestra\$25

-Wind/Jazz Ensemble\$75

-Nursing:

-BSN Community Health Fee.....\$ 50

-BSN Program Delivery Fee.....\$350

-BSN Kaplan Rev/Exam Prep Materials\$540

-Physical Education (varies with course)..... \$15-\$340

-Physics \$75-\$85

-Psychology \$25-\$65

-SEAS Program Fee (per major, per semester).....\$265

-Solidarity and Social Justice.....\$75

-Theatre \$10-\$ 40

II. Student Affairs Fees:

Fees required of all first time, full-time undergraduate students:

First Year Experience Fee - Fall.....	\$210
First Year Experience Fee - Spring	\$25
Fees included in full-time tuition and non-refundable upon withdrawal from the University:	
Student Affairs Fees, per semester	\$125
Career and Professional Development Fee, per semester	\$10
Publications, per semester	\$37
Facility Fee, all resident students, per semester included in room charge ...	\$43
Activity Fee, per semester, included in room charge	\$54
Mail Services Fee, per semester, included in full-time tuition	\$28

Room & Board: 2021-2022

These are per semester costs:

Room: (per semester)

Chardin/Cushing/DeSmet/Dooley – Small Room	\$3,055
Chardin/Cushing/DeSmet/Dooley – Large Room	\$3,205
CM/Coughlin/ /Dillon/Goller/Madonna/Twohy/Welch - Double.....	\$3,410
CM/Coughlin//Dillon/Goller/Madonna/Twohy/Welch - Single	\$3,915
All Other Residence Halls Double	\$3,160
All Other Residence Halls Single.....	\$3,495
All Residence Halls Premium Single	\$3,670
Dussault Double	\$3,540
Dussault Single.....	\$3,725
Burch/Corkery/Kennedy - Double Apartments	\$3,955
Burch/Corkery/Kennedy - Single Apartments.....	\$3,725
Kennedy Apartments - Premium Single	\$4,490
Sharp Apartments.....	\$3,410

Board:

Meal Plans* (per semester)

Food services to the University students are provided by Zag Dining by Sodexo. The University facilitates those arrangements by billing, collecting and remitting charges for those services. Each plan provides access to dining in two formats: community resident dining in the COG and Bulldog Bucks to spend at both on and off campus locations.

Students required to fulfill the residency requirement may choose from the following five meal plans:

Platinum All Access	\$3,260
Provides unrestricted entrance into the dining halls and \$500 in Bulldog Bucks per semester	

Gold 16.....\$3,235

Provides 16 meals (swipes) per week in the dining halls and \$550 in Bulldog Bucks per semester

Silver 12.....\$3,135

Provides 12 meals (swipes) per week in the dining halls and \$700 in Bulldog Bucks per semester

Blue 225.....\$3,165

Provides 225 meals (swipes) in the dining halls and \$600 in Bulldog Bucks per semester

White 175.....\$3,135

Provides 175 meals (swipes) in the dining halls and \$800 in Bulldog Bucks per semester

**No meals are served during the Christmas or Spring Break periods. All board charges are subject to further increase should rising food costs make it necessary.*

Additional meal plans are available for students who have fulfilled the residency requirement. Please visit [Zag Dining](#) for details.

Books and Supplies

- The cost of books and supplies will vary depending on your major and class schedule. (Used books may be available at substantial savings.)
- Books and supplies are not billed through the Student Accounts Office. Please visit the [Zag Shop website](#) or call (509) 313-6390 for information regarding costs and payment options for purchasing books.

Student Affairs

College Hall, Office 120
509-313-4100
www.gonzaga.edu/student-life

Mission Statement

Grounded by the University mission, the Division of Student Affairs provides educational opportunities and services that transform student's lives.

We achieve this through priorities of:

- Finding Purpose
- Developing resilience
- Cultivating intercultural competence
- Promoting well-being and healthy living

As Student Affairs professionals we are committed to this work because we believe Gonzaga students, as individuals and in community, are on a quest for self-knowledge and character formation. We live out our calling to journey with them during this life-long transformation: **"Transforming Together"**

Student Affairs Vision Statement

We envision a community where students **LIVE** the University's mission.

Offices

The Division of Student Affairs is led by the Vice President of Student Affairs and includes the Assistant Vice President for Career & Professional Development, Assistant Vice President and Dean of Well-Being and Healthy Living, and Dean of Student Engagement. The following programs, offices, and departments:

<u>Resolution Center for Student Conduct and Conflict</u>	Crosby Center 202 509-313-4009 resolutioncenter@gonzaga.edu www.gonzaga.edu/resolutioncenter
<u>Center for Cura Personalis (CCP)</u>	Crosby Center 216 509-313-2227 ccp@gonzaga.edu www.gonzaga.edu/ccp
<u>Health & Counseling Services</u>	704 East Sharp Ave. 509-313-4052 studenthealth@gonzaga.edu www.gonzaga.edu/healthandcounseling
<u>The Office of Housing and Residence Life</u>	Crosby Center 201 509-313-4103 housing@gonzaga.edu www.gonzaga.edu/student-life/housing-dining
<u>Lincoln LGBTQ+ Resource Center</u>	Hemmingson Center 217 509-313-5847 lgbt@gonzaga.edu www.gonzaga.edu/lgbtq
<u>Center for Community Engagement (CCE)</u>	Hemmingson Center (2nd Floor & Lower Level) 509-313-6824 www.gonzaga.edu/student-life/community-engagement-and-service

<u>Unity Multicultural Education Center (UMEC)</u>	Hemmingson Center 215 509-313-5836 umec@gonzaga.edu www.gonzaga.edu/UMEC
<u>Transfer, Veterans, and Returning Adult Services</u>	Hemmingson Center (2nd Floor) 509-313-5606 nontrad@gonzaga.edu www.gonzaga.edu/student-life/student-services/veterans-military-connected-students
<u>Student Media</u>	College Hall, Office 433 509-313-6875 www.gonzaga.edu/student-life/student-groups-activities/student-media
<u>Student Involvement and Leadership</u>	Hemmingson Center (3rd Floor) 509-313-6123 studentactivities@gonzaga.edu www.gonzaga.edu/student-life/student-groups-activities
<u>First Year Experience Programs</u>	Crosby Center 110 509-313-5501 www.gonzaga.edu/FYEP
<u>Parent and Family Relations</u>	Crosby Center 017 & 022 509-313-4154 families@gonzaga.edu www.gonzaga.edu/parents
<u>Career & Professional Development</u>	Crosby Center First Floor 509-313-4234 careers@gonzaga.edu www.gonzaga.edu/careers

<u>Office of Investigation and Inquiry</u>	729 E. Boone 509-313-3998 www.gonzaga.edu/about/offices-services/human-resources/equity-inclusion/title-ix
<u>Office of Health Promotion</u>	Crosby Center 206 509-313-5923 ohp@gonzaga.edu www.gonzaga.edu/ohp
<u>Academic Events</u>	College Hall 018 509-313-3572 www.gonzaga.edu/academics/academic-calendar-resources/academic-events
Campus Security & Public Safety	Huetter Mansion, 503 E. Sharp Ave. 509-313-2222 www.gonzaga.edu/about/our-campus-location/Campus-safety

Resolution Center for Student Conduct and Conflict

The Resolution Center for Student Conduct and Conflict is responsible for reconciling issues of student misconduct. Our processes provide transformative opportunities as we guide students to engage in ethical discernment, develop enhanced decision-making skills, and learn to accept ownership for actions. The Student Code of Conduct contains the University's standards of conduct and the accountability processes that address allegations of misconduct.

Gonzaga University's expectations for conduct go beyond what is minimally required for maintaining public order, both on and off-campus; and our student conduct processes are educational in nature as we actively seek to create an environment conducive to living and learning together. Our processes are not civil or criminal proceedings and our standard for determining a finding of misconduct is based upon what is "more likely than not" to have occurred.

By attending Gonzaga University, you agree to abide by University standards of conduct, expectations and policies. All students should be familiar with the Student Code of Conduct which is published at: www.gonzaga.edu/studentcodeofconduct.

Center for Cura Personalis (CCP)

The Center for Cura Personalis (CCP) exists to empower students to be their best selves. Cura Personalis means care for the whole person and our case managers are here to meet one-on-one with students, support them in dealing with life's challenges and help connect them to useful offices and resources both on and off campus. Case managers at Gonzaga operate in a non-clinical capacity which means they do not provide counseling or therapy to students, though will quickly outreach to students who are struggling and connect students to resources for additional support. Case managers aim to build self-advocacy skills and promote personal growth through individualized meetings in a comfortable, private setting. If you or a fellow student are struggling, but not sure where to start, CCP is a great place to connect.

Learn more by visiting gonzaga.edu/CCP or calling us at (509) 313-2227.

Health & Counseling Services

Gonzaga University Health and Counseling Services is here to support eligible campus-based undergraduate, graduate, and law school students physical and mental healthcare needs right on campus. Our expert staff are focused on the wellbeing of students and provide quality care just steps away from your residence hall or classroom.

Health and Counseling Services delivers your physical healthcare in a clinic setting. Providers, nurses, and other healthcare staff help diagnose and treat illnesses and injuries. Our psychiatric and mental health providers afford services that are accessible for everyday concerns and crises impacting the student experience.

We strive to offer holistic, comprehensive healthcare in partnership with you. We keep you moving toward your educational goals and maintain our focus on the wellbeing of the whole person. Please see our [Health and Counseling Services website](#) for further information.

The Office of Housing and Residence Life

The University operates 22 traditional residential communities, largely devoted to first, and second year students. These on campus options offer you a variety of housing experiences as you complete your residence requirement. Most students in their third and fourth year live off campus in the surrounding neighborhood. A few hundred beds usually exist for a few students wishing to remain on campus after the residence requirement, yet the demand significantly exceeds supply. The approximate student population in housing is 3000 students, inclusive of some off- campus spaces.

A Faculty in Residence and Visiting Scholar program exists which allow for a few opportunities for faculty to live in facilities with residents and contribute to the community.

Residential housing and dining options are open throughout the academic year with the exceptions of Christmas vacation and spring breaks. During these times there may be limited service provided. Opening and closing dates are published and decimated by various means; including the housing and residence life website, departmental publications, and community meetings. As the university may observe and publish various dates of openings and closings of numerous offices, it is important to note only those dates communicated by the Office of Housing and Residence Life pertain to their operation. You should rely on these dates when making travel and lodging arrangements. The university will not be held responsible for expenses incurred by referencing conflicting dates referenced by other offices or departments.

Living in any residential setting (on or off campus) may present risk to personal property. As such, the University does not assume responsibility for the loss or damage of personal property. You are encouraged to obtain "Renter's Insurance". Information from private insurers will be made available during summer communications and will be posted on the department's website. Additionally, a comprehensive list of residential regulations and expectations is published separately in the student

Residence Policies (overview)

The University requires all full-time first and second year students, who are unmarried and under the age of 21, to reside on campus in university

managed residential facilities. Likewise, students required to live on campus must take part in the university dining program. All students residing in housing owned, leased, or managed by the university are contractually obligated to the University for the Room and Board Fees as outlined in the “terms and conditions” portion of the Residential Living Application/Agreement. Campus dining services are operated by Zag Dining by Sodexo. For more information about meal plans and other services provided, you may visit Zag Dining’s website at <http://zagdining.sodexomyway.com> or call the Zag Dining office at (509) 313-6906.

To be eligible for University housing, you must be at least 17 years and 3 months of age prior to the first day of class. Students younger than this must reside off-campus with their parent(s) or legally recognized guardian who must be over the age of 21 (typically an immediate family member). Exceptions to this policy or special requests, including those of students who are under 21 and unmarried but want to continue living with parent(s) or immediate family members, should be made in writing to the Senior Director of Housing and Residence Life. Students who reach the required age for residency after the first day of class may request a housing assignment during term. Accommodation of these requests will be honored as appropriate vacancies exist. Note, sometimes there is confusion when referencing this residential requirement policy. This requirement refers to the actual time a student has attended Gonzaga University and not to their academic standing.

Residential Living Application/Agreement

All students who are required to live in University Housing or who wish to continue in housing after their first and second year must complete and sign a Residential Living Application/Agreement. This document serves several purposes: it serves as the room and board contract between the University and the student, and outlines some of the University’s housing policies, and refers students to where they may obtain the rest of the policies regarding on-campus living and expected behaviors, and it provides information on room and damage deposits.

It should be noted by first year students that acceptance of the Residential Living Application/Agreement does not constitute acceptance to the University as a matriculating student. Prospective students, however, are encouraged to apply for housing as early as possible prior to their expected term (fall or spring) of attendance.

If you withdraw from the University during the semester, you will be refunded room and board fees on a prorated basis.

Room Reservations

It is expected and highly recommended that you apply for housing at least five months prior to the beginning of the semester you intend to occupy an assignment. Completion of the Residential Living Application/Agreement found on-line provides the Office of Housing and Residence Life the information they need to plan for you being a part of the living community at Gonzaga University. Along with the finished application, you must submit a \$200 housing deposit, which is automatically converted to a “damage deposit” upon check-in to your assignment and will be used to defray any damages up to that amount which may have occurred while you are in residence. Any remaining balance of the \$200 will be refunded when you check out after all applicable fees and charges have been processed.

Room assignments are processed by the Office of Housing and Residence Life. As a new student, you will have the opportunity to select the space you live in. Students who do not select by the deadline will be assigned a space based on vacancy, and the profile question responses. Living-Learning Community housing options are also available each year and these options will be published on the Office of Housing and Residence Life website. Living Learning Communities requires supplemental questions on the application to be answered. Additional information on each Living Learning Community can be found on the website.

No guarantees can be made to first-year students regarding building, roommate, or Living Learning Community preferences, but all realistic attempts will be made to honor requests. Returning residential students are eligible to take part in a sign-up process during the spring semester which allows for selection of specific rooms for the following fall semester.

Sodexo Zag Dining

All students who reside in the residence halls are required to eat on campus under a board plan. Sodexo Food Service provides a full service food program to the University under the direction of the Executive Vice President.

Sodexo Food Service assists students with many health needs, including special diets when prescribed and approved in writing by a medical doctor.

The food service offers a "flex-dollar" option (Bulldog Bucks) to enhance the student's board plan. Students may use this allotment to purchase meals and/or snacks at any on-campus Sodexo food service location.

Meal Plan changes can usually be made during the first week of each semester.

Lincoln LGBTQ+ Resource Center

Guided by the University mission to honor the dignity of the human person, the Lincoln LGBTQ+ Resource Center provides a safe and affirming space for people of all sexual orientations, gender identities, and gender expressions. Through social justice programming – including speakers, artists, films, Out to Lunch with Allies, Lavender Mass, and Lavender Graduation – all Gonzaga members are welcome to participate and build community. The Center also offers Sexuality and Gender Equity (SAGE) Certification to students, staff, and faculty in an effort to expand and deepen LGBTQ+ cultural fluency. As part of the department of Diversity, Inclusion, Community, & Equity (DICE), the Lincoln LGBTQ+ Resource Center works closely with the Unity Multicultural Education Center (UMEC) and other campus partners to support students from historically underrepresented and traditionally marginalized groups following an intersectional approach. DICE works closely with the Unity Alliance of Cultural Clubs and employs approximately 35 student leaders.

Center for Community Engagement (CCE)

For over twenty years CCE has been putting Gonzaga's mission into action through a wide spectrum of volunteer and community engaged learning projects. CCE's programs offer you the opportunity to develop a personal commitment to service, social justice, and leadership. We take seriously the Jesuit mission of forming "women and men for and with others." You can find our office in the Hemmingson Center. CCE serves as a resource center for students, faculty, alumni, and community partners.

Housed within The Center are the following programs and initiatives:

Community-Engaged Learning

Gonzaga University has offered community-engaged learning (also known as service-learning) courses for over 20 years. These classes are taught across

the curriculum and offered by the various schools, including the Law School. Over 1500 students are actively engaged in community-engaged learning each year. This office coordinates service fairs each semester which invite non-profit agencies to campus to share opportunities and recruit student volunteers.

Gonzaga's Youth Programs & Initiatives

For over 20 years, the Center for Community Engagement has paired well-trained and passionate college students together with school-aged youth from the Spokane community. Started in 1995 with the creation of Campus Kids at Stevens and Logan Elementary, CCE's Youth Programs & Initiatives have expanded by leaps and bounds. Today, we run 7 distinct mentoring programs in 13 Spokane Public Schools, with approximately 350 Gonzaga students serving over 700 youth.

Weekly Student Engagement Volunteering

We have many ways for you to volunteer alongside other Gonzaga students addressing a variety of local community issues. You can serve meals with Campus Kitchens, form a community with adults with disabilities with Gonzaga University Specialized Recreation, or serve weekly at a local non-profit with your peers through the Zag Volunteer Corps Semester of Service program.

Zag Volunteer Corps (ZVC) Program

Join the ZVC Semester of Service program and serve weekly at a local non-profit organization. Partner organizations engage students in a range of projects serving youth, senior citizens, or members of the homeless community.

If you don't have the ability to serve weekly throughout the semester, consider participating in a ZVC Saturday of Service project. You can serve several times a year with a group of fellow students all over the city with our half-day Saturdays of service. This will give you a chance to work with various non-profits serving youth, helping construct homes, building trails, serving meals and much more.

Wolff Fellowship Program

Wolff Fellows co-design projects with local community-based organizations that build community capacity and strengthen partnerships between Gonzaga and the host agency. Projects are designed around CCE's six Arrupe Engagement Pathways: Advocacy & Awareness, Community-Engaged Learning & Research, Direct Service, Faith & Justice, Philanthropy, Policy & Politics, and/or Social Innovation. Through their unique projects, Wolff Fellows explore the connection between their disciplinary/career interests and public service, learn about community needs and assets, and partner with community organizations to build community capacity.

Service Immersion Programs

During winter or spring break, you can commit a week to serving in communities all over the country, from New York City to San Francisco and many in between. Our immensely popular service immersion programs, Mission: Possible and Justice in January, send groups of students across the country to serve, learn and engage in a diverse set of communities. We also provide an international immersion each summer.

Unity Multicultural Education Center (UMEC)

UMEC provides experiential learning opportunities for all students in their identity development, cultural fluency, and connection to social justice. UMEC is organized around three pillars: (1) mentoring, (2) social justice programming, and (3) intercultural development. Many students first hear about UMEC through BRIDGE, which begins with a Pre-Orientation Social Justice and Leadership Institute and continues as a first-year peer mentoring program for incoming students with underrepresented identities. UMEC also offers social justice programs that feature speakers, films, art and activism workshops, and Diversity Monologues. UMEC's third pillar on intercultural development encourages students to go even deeper through Intergroup Dialogue courses, Sustained Dialogue co-curricular groups, and Social Justice Peer Education. As part of the department of Diversity, Inclusion, Community, & Equity (DICE), UMEC works closely with the Lincoln LGBTQ+ Resource Center and other campus partners to support students from historically underrepresented and traditionally marginalized groups following an intersectional approach. DICE works closely with the Unity Alliance of Cultural Clubs and employs approximately 35 student leaders.

Transfer, Veteran, and Returning Adult Services

This office serves as your central point of information and provides you with the opportunity and resources to address any questions or concerns you may have about being a transfer, veteran, or returning adult student at Gonzaga University. We understand that transfer, veteran, and returning adult students face unique challenges when returning to college. We are committed to supporting your successful transition to college and to connecting you to the services available at Gonzaga to support your educational journey. We value and appreciate the diverse skills, talent, and knowledge that you bring to Gonzaga University.

Student Involvement and Leadership

Student Involvement and Leadership is dedicated to inspiring and empowering students! The Department of Student Involvement is home to:

- The Gonzaga Student Body Association (GSBA)
- Student Clubs and Organizations
- Gonzaga Outdoors
- Payne Center for Leadership Development
- SpikeNites
- Student Media

The Gonzaga Student Body Association (GSBA) is committed to helping students. Through programs, sponsorships, events, and other academic and social activities, GSBA strives to meet the student's needs. GSBA partners with student clubs and organizations to offer an array of events, from weekly coffeehouse artists, to guest speakers and lectures, and even big name concerts like Yellowcard and Ben Folds. GSBA also offers everyday programs like the Partnership in Education Readership Program, Safe Ride, the Wall, and much more! Most importantly, GSBA acts as the voice of the students to the administration. GSBA prides itself on a strong relationship with the faculty and administration which helps students' voice their concerns and suggestions. Need more information, a GSBA form, curious about GSBA funding or painting the wall? Visit the GSBA website at www.gonzaga.edu/gsba.

Student Clubs and Organizations: Gonzaga currently has over 130 active and recognized student clubs that cover a wide range of interest. GSBA and the office of Student Involvement and Leadership work together to provide support and services for all student clubs and their members.

Visit the Zagtivities site to view all the clubs and organizations that are available, and to learn how to sign up! Curious about starting a club? Check out Gonzaga's Student Group Policy. If you have questions about guidelines, policies, processes and/or resources for Gonzaga University Student Groups, check out the Gonzaga University Student Group Manual. For more information visit our website at www.gonzaga.edu/getinvolved

Gonzaga Outdoors strives to keep the outdoors as accessible as possible by providing inexpensive gear rentals, subsidized outdoor adventures, and educational clinics. Their goal is to give as many students as possible the opportunity to enjoy the beautiful local surroundings. A few of the activities offered by Gonzaga Outdoors focus on: Skiing/snowboarding, snowshoeing, hiking, backpacking, kayaking, biking, fishing, rock climbing, and more. The Gonzaga Outdoors office is located in lower Hemmingson. Contact us at 509-313-4189 or outdoors@gonzaga.edu

The Payne Center for Leadership Development engages and supports all students seeking to develop their leadership potential and inspire positive change on campus and in their local and global communities. Our programs, services, and resources offer students a deeper understanding of leadership in the Jesuit context of knowing self, building community, and impacting our world. We are also home to the Experiential Leadership Institute, a year-long leadership program for sophomore and junior students.

Gonzaga's Community of Leaders is comprised of over 800 student leaders who facilitate, manage and impact positive change for over 100 student clubs and organizations. The Payne Center helps students make meaning from their leadership experience and transform that learning into valuable lifelong leadership skills.

The Payne Center for Leadership Development offers a variety of services, including:

- Student Leadership Summits
- Leadership Workshops and Consulting
- Access to personal leadership inventories
- Guest speakers and professionals in the field

- Library of Leadership Resources

For more information, visit our website at <https://www.gonzaga.edu/student-life/student-groups-activities/payne-center-for-leadership-development>

The PCLD office is located in Hemmingson 203. Contact us at 509.313.5610 or pcld@gonzaga.edu.

SpikeNites is the late night programming series in Hemmingson Center. Every Friday and Saturday from 10pm-2am SpikeNites will feature free movies, video game tournaments, comedians, special events and late night food options. Learn more about SpikeNites on Zagtivities.

Student Media

Student Media provides a number of publications that feature student work. All publications are written, designed, and staffed by students under the guidance of a faculty or staff advisor. Our current publications include:

- The Gonzaga Bulletin
- One World
- Charter
- Our Voices
- Reflection
- GU Bulldog Blog
- Spires Yearbook

New Student and Family Programs

New Student & Family Programs (NSFP) is dedicated to welcoming all new students and their families into the GU community through programs such as New Student Orientation, Parent & Family Orientation, and Fall Family Weekend. We support student learning and growth through programs that support transition and engage both students and families as active partners in student success at Gonzaga University.

NSFP develops and facilitates year-long transitional programs for students such as the How to Zag series and Zaglink through which new students are provided a holistic introduction to the university, connections to students with faculty, staff, and current students and support to their development and success during their first year.

NSFP serves as a hub for information, programs and services that inform and educate families about valuable resources, critical issues, and topics relevant to student success. We design and sponsor programs that promote family involvement in the life of the university and create opportunities for participation in their student's experience.

Parent and Family Relations

Parent and Family Relations, in collaboration with the Gonzaga Parent and Family Council, promotes each student's learning experience by engaging parents and families as active partners in supporting student success at Gonzaga University.

We serve as an advocate for parents and the university internally and externally, by facilitating communication and creating a climate that fosters mutual understanding.

We develop and implement programs and services that inform and educate parents and families about valuable resources, critical issues and topics relevant to student success.

We design and sponsor programs that promote parents and family involvement in the life of the university and create opportunities for participation in their student's experience.

Career & Professional Development

Career & Professional Development (CPD) helps students clarify and attain their educational and career goals by 1) developing a collaborative, community-wide network of career educators, 2) offering relevant and meaningful services and programs to foster and support their success, and 3) teaching them how to navigate lifelong career development.

CPD Services

- Individual Career Counseling & Advising: Schedule an appointment over the phone, by email or online at www.gonzaga.edu/ZagsIgnite. Open hours: 1-4pm Monday-Friday.
- Career Assessments: Self-Directed Search, Myers Briggs Type Indicator, Card Sorts, and more.
- Career Courses: One-credit courses offered each semester that focus on the job search and applying to graduate or professional school.
- Health Professions Pathways Program (H3P): A program designed to educate, support and mentor students through the process of applying to a variety of health-related professional programs including but not

limited to medicine, dentistry, physical therapy, occupational therapy, and nursing.

- Speed Mock Interviews: An annual practice interviewing program featuring local employer and human resources representatives.
- Workshops and Presentations: Representatives from Career & Professional Development regularly conduct workshops and seminars on a variety of career-related topics around campus and in classrooms.
- Business Cards: Students can order Gonzaga-branded student business cards.
- Etiquette Dinner: An annual event highlighting proper dining and business etiquette.

Online Resources

- ZagsIgnite: Gonzaga's online career tool kit that lists job openings and employers specifically for Gonzaga students and alumni.
- ZagsConnect: An online alumni mentoring platform for students.
- CareerShift: Job and internship posting board that facilitates communication with employers and serves as a job search document repository.
- GoinGlobal: Provides country-specific career and employment information, including world-wide internship and job postings, H1B employer listings, corporate profiles, and career resources for 30 countries.
- InterviewStream: A tool designed to help students practice their interview skills by video recording themselves and answering a variety of industry-specific questions.
- What Can I do With This Major: A database of career paths related to academic majors.

Career Fairs

CPD hosts several career fairs throughout the year including:

- All Majors Career & Internship Fair
- Engineering and Computer Science Career & Internship Fair
- Post Graduate Service Fair
- FUSE Career Fair (a joint career fair in collaboration with Eastern Washington University, WSU Spokane, and Whitworth University).
- School of Education Career Fair
- Nursing Career Fair
- Graduate and Professional School Fair

Career Treks

CPD organizes regional career development and networking events in popular geographic areas. Treks include visits to employers and opportunities for students to network with alumni and parents in the following locations:

- New York City (September/October)
- Spokane (October)
- Portland (January)
- Seattle (January)
- London (March)
- San Francisco (March)
- Silicon Valley (March)
- Denver/Los Angeles (May/June alternating years)

Gonzaga Alumni Mentor Program (GAMP)

GAMP is a career development and networking resource for students and alumni. This award-winning program assists students in exploring alternative career fields and in developing a personal network of contacts by matching them with alumni mentors. The program has almost 3000 participating alumni that represent a broad range of careers, experiences, and geographical locations. These mentors are willing to help students clarify academic and career decisions with real-world knowledge and experience. By taking part in this program students will gain realistic and current information from Gonzaga graduates. They will also begin to develop the relationships they will need to help in the transition from school to the professional world of work. This

program is intended for all majors and students are encouraged to use these services throughout their college experience. Students can register at zagsconnect.gonzaga.edu.

Office of Investigation and Inquiry

This office works in conjunction with the Director of Title IX and the Office of Community Standards (OCS), to conduct inquiry and/or investigation of alleged violations of the Student Code of Conduct as related to sexual misconduct or Sexual Harassment. Investigations are conducted through trauma informed practices and are unbiased.

At times, the Office of Investigations and Inquiry is used to complete larger scale investigation not involving Title IX or sexual misconduct. These cases typically involve complex student conduct issues involving multiple parties (complainants and respondents).

Office of Health Promotion

The Office of Health Promotion (OHP) fosters the health of students through the use of proactive, non-judgmental, and inclusive public health principles and practices. Our goal is that all students will cultivate behaviors that contribute to sustainable, life-long well-being. The professional and student staff in this department lead initiatives, create programs, deliver trainings, and identify services and spaces that promote positive, holistic well-being and reduce high-risk behaviors. Contact us if you are interested in consultation for an event, project or idea you have.

Zags Help Zags – This is a program coordinated by OHP that helps develop students, faculty, and staff members to be active bystanders who step in to make a positive difference in the Gonzaga community. As a Jesuit University, we have a commitment to the dignity of the human person and strive to be in service to others. We aim to find proactive ways to establish healthy community norms, as well as identify strategies for intervening when challenging situations do arise.

Collegiate Recovery Community (CRC) - The CRC's mission is to foster a common, collective sense of purpose that helps students lead meaningful lives with the desire to stop or reduce their use of substances and other potentially harmful behaviors. This mission is supported by programmatic

efforts for recovery, alternatives to alcohol and drug use, strategies and resources for maintaining sobriety and a community of belonging promoting recovery, holistic well-being, and academic success. The space provided by Gonzaga University for the purposes of the Collegiate Recovery Community is known as **OUR House**.

Academic Events

Academic Events provides project management support for activities that foster academic engagement and promote community relationships.

Programs include:

Commencement: All students graduating in the calendar year are invited to join the one annual celebration event in May of that year, Commencement. Whereas graduation is the completion of studies resulting in a diploma, commencement is the celebratory acknowledgement of this academic achievement with ceremonies for Law, Graduate, and Undergraduate students. Collaboration and partnership with all areas of the university are necessary for successful events.

The Presidential Speaker Series: An annual event hosted by the University President featuring a high-profile author with a message of social justice, particularly highlighting the value of education.

Academic Honors Convocation: An annual event hosted by the Provost to honor student achievement and faculty excellence awards, as well as recognize retiring and emeriti faculty.

Mass of the Holy Spirit: A Jesuit education tradition for blessing the opening of the academic year, hosted by Mission and Ministry. Academic events provides project planning support and manages the academic procession.

Constitution Day: Activities to honor the United States Constitution on September 17 are created in partnership with Financial Aid and Student Involvement and Leadership.

Support is also provided to First Year Experience for Undergraduate New Student Orientation and to the Parent and Family Relations team for Family Weekend. In general, any academic area hosting a program or speaker event needing assistance may receive support from the Academic Events team.

Campus Security & Public Safety

Campus Security and Public Safety (CSPS) facilitates the safety and security of students, staff, faculty, visitors and property of the University. The department operates 24 hours a day, 365 days a year. Officers make regular checks of all university buildings and grounds with an emphasis on the residence halls and areas where students gather. Other services provided from this Department are: Emergency Communications, Emergency Preparedness, Crime Prevention and Education, Behavioral Threat Assessment, Parking, safe escorts from location to location (on and near campus), jump starts, alarm response, and suspicious activity investigations. CSPS works closely with the Spokane Police Department to coordinate criminal investigations and for requests of police services outside the authority of the department. CSPS works collaboratively with all local law enforcement and emergency service providers. To contact CSPS dial (509) 313-2222.

Student Services

Mission and Ministry

Mission and Ministry supports the spiritual development of all members of the Gonzaga community, regardless of religious affiliation and tradition. Mission and Ministry provides opportunities and resources for spiritual growth and fellowship through retreats, liturgies, music ministry, small groups, spiritual direction, residence hall programs and more. These activities invite participants into a deeper understanding of Gonzaga's Jesuit and Catholic identity as well as a profound respect for other religious and spiritual traditions.

Retreats

Retreats provide an opportunity for going deeper, both as individuals and as a community. We offer an extensive retreat program throughout the academic year. The Escape Retreat (for First Year Students) is offered during the fall and spring semesters. We offer an opportunity for Sophomore students to retreat together in the fall and spring as well. Search, Gonzaga's longest-running retreat program, targeted at Juniors is held four times a year at the Bozarth Mansion and Retreat Center, an historic estate in north Spokane. For Senior students we will be offering a 5 day Ignatian Retreat during the winter prior to the start of the spring semester.

CLC/Life Groups

These are intentional small groups that meet weekly to reflect, share life, pray, laugh and grow. Each year, roughly 500 students gather in these small groups to deepen their relationship with God, form lasting relationships with others, and walk through the valleys and peaks of college life together. CLC/Life Groups also gather regularly for large-group activities, social events, and service projects.

Mass and Sacraments

As a Catholic university, we hold Masses on campus to unite us as a faith community. Two public liturgies are available each day in the Gonzaga community. People of all religious paths are welcome to join us in prayer and

worship. In addition, we help students connect with other local churches and places of worship.

Not only are students invited to come to Mass, but they are also invited to take on leadership positions, such as Eucharistic Minister, Lector, Server, or Sacristan. Mission and Ministry also offers students the Sacrament of Reconciliation through appointment or before Sunday evening Mass.

If you have questions about other Mission and Ministry events and programs, please contact the office at (509) 313-4242 or umin@gonzaga.edu. Mission and Ministry is located on the main floor of the Hemmingson Center (Suite 104) and online at www.gonzaga.edu/missionandministry.

Veterans

Gonzaga University's academic programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

For graduate students enrolled in academic programs offering courses in non-standard terms, the number of credits required to achieve a time status of "full time" shall be proportional to the number of weeks in that non-standard term divided by sixteen (e.g. 8 divided by 16, times 6 credits equals a full-time status of three (3) credits for a non-standard term of eight (8) weeks duration).

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Satisfactory Academic Progress for Veterans

Veterans failing to achieve minimum standards of academic progress are placed on probation for the following semester and notified via email by the University's Veterans' Advisor. Should satisfactory academic progress not be achieved by the following term, certification of veteran benefits will be suspended and the VA Regional Processing Office will be notified. Certification of veteran benefits can resume once satisfactory academic progress standing is attained.

Eligible veterans needing to apply for their benefits, approved veterans needing certification of enrollment, or students with questions about possible veteran benefits should contact the University's Veterans Advisor in Room 234 of College Hall.

Military Call to Active Duty/Training

Gonzaga students in the National Guard and Reserves and some prior active duty personnel may be called/recalled to active duty. Gonzaga University recognizes and appreciates the important contributions made by men and women to our country. Gonzaga supports a policy related to our students who have been called to active duty and/or training by any branch of the United States armed forces. The policy *does not apply* to students ordered to active duty in another country's armed forces. This policy applies to all University schools and programs and is intended to recognize and make appropriate allowances for students who find themselves in such situations.

According to Federal Title X regulations, students should not be disadvantaged by being called to military service, whether for deployment or training. It is expected that everyone at the University will work together to do what is best for our students. Gonzaga has developed the following procedures to provide maximum flexibility in assisting these students. Students with activation orders or other official documentation should follow the process outline below. Dependent on when a student is called to active

military duty and/or training, various processes will differ, depending on the time of the call up and length of the call up.

1. Deployment or Training Call-Up Prior to the Start of a Semester Through the Add/Drop Period:

Students should determine if they should drop all courses in every semester/session for which they are registered that will be impacted by their call-up. Consideration should be given to the length of the call-up, the number of credits and types of courses they're registered for, and their personal assessment of their capability to make up missed classes. Should all courses be dropped, this will result in an automatic 100% refund of all tuition and related fees. The Military Call to Active Duty/Training Notification form will be submitted per the form instructions to the VA Certifying Official located in the Office of the Registrar. A copy of the deployment or training order will be provided with the form. If orders are not immediately available, submit a signed letter from your command pertaining to completion of your military obligation, sensitive information should be redacted. Student will initiate a Military Leave of Absence (MLOA). Return to Gonzaga and Reactivation/Readmission will be based on the criteria outlined in this policy.

2. Call-Up During a Term:

The Military Active Call to Duty/Training Notification form will be submitted per the form instructions to the VA Certifying Official in the Office of the Registrar. A copy of the deployment or training order is to be provided with the form. If orders are not immediately available, submit a signed letter from your command pertaining to completion of your military obligation. Sensitive information should be redacted. It may not be in the best interest of the student to withdraw from the University. Academic accommodations may be possible to allow the student to progress in the existing course of study. However, students should carefully consider if missing course work necessary to meet course/degree requirements (e.g. labs, clinicals) will be impacted.

Guiding Principles for Consideration:

1. Students activated for deployment or training are held to the same standard of academic excellence expected for all students. Documented absences for scheduled deployment or training does not relieve the student of class responsibilities, including any course material covered during missed classes. Students should consider major exams, due dates for projects/papers, and mandatory class activities.
2. It is the student's responsibility to notify instructors as soon as possible regarding their deployment. Where there are schedule conflicts, absences, or other issues, the student, along with the faculty member and the student's Chair and/or Dean, will work together to achieve the most optimal solution.
3. Faculty members should make every reasonable effort to support and accommodate the student during the call-up period.
4. Students should work with faculty to develop a plan for making up missed coursework when they don't withdraw from a course. Discussions should also be made concerning changes to the student's circumstances which would not allow completion of the plan.
5. When permissible and with the instructor's agreement if the excused course is near the end of the term and the student has completed all but a small portion of the coursework, a grade of Incomplete or In Progress may be assigned. Deadlines for removal of these grades will be in accordance with University policy. No further tuition or course fees will be charged to the student in order that a student may successfully complete courses for removal of the incomplete or in progress grade. Law students will follow Law School policy for withdrawing, incomplete/in progress grades, and returning to the university.

Room and board refunds will be pro-rated based on the date of the complete withdrawal when applicable.

A transcript notation "Student Called to Active Military Duty" will be applied to the student record outlining why the withdrawal occurred. Student will initiate a Military Leave of Absence (MLOA) when withdrawing. The Electronic document can be found here <https://my.gonzaga.edu/academics/registration-enrollment/registrar-office/resources/forms?> The student record will be coded accordingly outlining information related to the Military Leave of Absence.

Reinstatement/Readmission

Reinstatement

A student will be reinstated under a reactivation procedure through the Office of the Registrar. A Return from Military Duty form is necessary for all students wishing to re-enroll in order that the required adjustments in the student information system can be made, and so that the University can inform the student about academic advising, registration procedures, housing options, tuition charges and financial aid options. The Electronic document can be found here <https://my.gonzaga.edu/academics/registration-enrollment/registrar-office/resources/forms?>. Reinstated students will be allowed to continue with the academic requirements under the semester/session of their original entry to Gonzaga University (matriculation term) whenever possible (i.e. using the same catalog). In recognition that tours of duty frequently exceed one year in duration, every effort will be made to accommodate through exception, the special academic needs of students returning from active military duty. However, such exceptions and substitutions can be made only to the extent that they do not compromise the quality or integrity of the student's degree. The student must meet the required GPA, and financial and disciplinary requirements of any other student.

Readmission

Should it be necessary for the student to reapply for admission, policies of the Undergraduate, Graduate, and Law admission offices will be adhered to.

FINANCIAL AID IMPLICATIONS

Financial aid and payments received by these students for the term are refunded to the source, as per the Office of Student Financial Aid policies.

Students who have received a refund from financial aid sources are expected to repay the financial aid according to the terms of any promissory notes they have signed. The same standards that are applied to students who have an outstanding tuition balance with the university are applied to those called for military duty.

In addition, the University adheres to the guidance offered by the U.S. Department of Education regarding students who have received a Federal Perkins Loan or Federal Nursing Loan.

Students must contact their lender to request a loan deferment.

NOTE: It is recommended that students wishing to resume or begin collecting VA benefits should contact the Veteran Certifying Official located in the Office of the Registrar to discuss the documentation needed for veteran educational benefits to be certified.

Center for Student Academic Success

www.gonzaga.edu/csas

The Center for Student Academic Success (CSAS) is an all-inclusive academic support center designed, through programs and retention initiatives, to empower Gonzaga students to be active and independent learners in pursuit of their academic success. The Center includes three integrated areas:

Academic Advising and Assistance

Professional advisors in AAA provide developmental academic advising across all curricula at Gonzaga. They assist students on a variety of topics, including academic planning, policy clarifications, crisis management, transitional advising for students between majors, and academic skill development. AAA is responsible for academic standing and probation, freshman registration, as well as individual assistance for students and faculty on academic issues. In partnership with the Center for Cura Personalis, AAA coordinates a campus wide early alert and referral system called REFER. www.gonzaga.edu/aaa.

Learning Strategies

Students seeking strategies, tools and resources to enhance academic success can sign up for a variety of one-on-one, group tutoring and academic coaching sessions. Strategic Learning Specialists are available to work with students on developing effective academic skills that help get the most out of your courses. A few techniques include, individualized learning plans, creating accountability, develop metacognitive skills and explore opportunities to improve academic success and increase resiliency. For more information please visit www.gonzaga.edu/learningstrategies .

Disability Access

Disability Access provides access services to Gonzaga University's programs, services, activities and facilities for qualified students with disabilities in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and Washington State laws. Disability Access serves students with permanent or temporary disabilities. Disability Access may arrange or provide appropriate and reasonable accommodations for students with disabilities. Students should contact Disability Access to inquire about the procedure for requesting accommodations. The University recommends the student contact Disability Access at least four weeks prior to the semester for which they are requesting services (please see our website for specific deadlines). However, Disability Access continuously evaluates student documentation and requests for accommodation throughout the school year.

If at any time during the process of application, admission, and enrollment, individuals feel that they have been discriminated against because of disability, they are encouraged to notify Disability Access. Incidents which have occurred more than 120 days prior to making the complaint may or may not be given consideration. To obtain copies of GU's Informal Complaint Process for Reasonable Accommodation or the Formal Grievance Procedure, please contact the Disability Access office.

Disability Access is located in Foley Center Library, 2nd floor, Room 209 and is at extension 4134. Visit www.gonzaga.edu/disabilityaccess.

Center for Global Engagement

The Center for Global Engagement includes International Student and Scholar Services and the Study Abroad Office. We believe an engaging international experience should encompass and epitomize all the strengths of an excellent university education. Positive international experiences should offer an immersion into a new culture through rigorous academics, dynamic exchange and dialogue with diverse groups, and a broad exposure to new ideas and experiences.

Study Abroad

A critical part of any education is the growth of skills, knowledge and attitudes that nurture an active engagement with the world and the people who inhabit it. If you are looking for an education that will challenge you as well as position you for an outstanding career in our increasingly interconnected world, studying abroad is a popular option at Gonzaga. Studying abroad is part of our tradition at Gonzaga. Gonzaga allows you to use your scholarships and financial aid to pay for programs that fit into your degree plan with the goal of graduating on time.

Over 60% of Gonzaga graduates study abroad compared to less than 9% of US graduates who achieve a baccalaureate degree. CGE boasts programs in over 60 locations and there are multiple programs that will allow students to earn credit toward core curriculum, major and minor requirement. To learn more about the study abroad programs at Gonzaga, eligibility and the process, explore the Study Abroad Office website at www.gonzaga.edu/studyabroad.

Gonzaga in Florence is Gonzaga's flagship study abroad program and branch campus in Florence Italy. Please visit <https://www.gonzaga.edu/catalogs/current/undergraduate/other-schools-and-programs/gonzaga-in-florence> for more information. =

International Students

Gonzaga welcomes applications from international students to become part of Gonzaga's Global Community. Non-native English speaking students must present evidence of their ability to perform in undergraduate studies at Gonzaga, including one of the following exam results as proof of sufficient English proficiency:

Proficiency Test	Official Score
iBT / TOEFL (Test of English as a Foreign Language)	iBT: 80+
IELTS (International English Language Testing System)	6.5+

IB English A (Higher or Standard)	predicted 5+
GCSE/IGCSE/GCE O-Level in one of the courses below: <i>English/English Language/English Literature or First Language English</i>	B
PTE (Pearson Test of English)	56+
TOEIC	695
iTEP Academic Plus	4.5+
<u>Duolingo</u> English Test	105+
GaoKao	120 (94-Jiangsu & Shanghai)
ACT English and Reading sections	23+
SAT Evidence-Based Reading and Writing	550+

The following applicants are not required to submit English test scores or any other additional proof of English proficiency:

Students who have completed two years at any accredited U.S. institution of higher education and earned a B or higher in a combination of composition and/or speech classes.

Students from the following English-speaking countries are automatically exempt from any English proficiency requirement*: Australia, Botswana, Canada (except Quebec), Ghana, Ireland, Kenya, New Zealand, Nigeria, South Africa, Uganda, United Kingdom, and any English speaking Caribbean country (Antigua and Barbuda, Bahamas, Barbados, Grenada, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago).

In lieu of test scores, Gonzaga will accept satisfactory completion of Gonzaga English Learning Center's Intensive English Program (IEP), or completion of Extended Accelerator (EAP), Academic Accelerator Program (AAP), and Academic English program as part of the Gonzaga Global

program. Applicants should submit transcripts in both their native language and an official English translation issued by the institution.

Once admission has been granted, Gonzaga University requests international applicants to provide documentation of sufficient funds for academic and living costs while studying in the United States for at least the academic year (two consecutive full-time semesters). On the Financial Declaration students state that they have access to a certain amount of liquid funds and indicates the source(s) of these funds. Students must provide documentation regarding the source of funding such as written notification from a sponsor or a certified bank statement.

The Financial Declaration and supporting documentation are required in order to process a U.S. immigration document known as an I-20 form. The International Admission office collects the information and accompanying documents; and when the student is accepted, prepares and mails the I-20 to the student. The student must report to the Center for Global Engagement immediately upon arrival in the United States in order to receive a travel signature and to submit immigration information.

The Center for Global Engagement provides an international student orientation prior to the new student undergraduate orientation as well as ongoing academic, cultural, and immigration support for the duration of program at Gonzaga University.

Degrees Requirements & Procedures

A. Degrees Offered

Gonzaga University offers programs leading to the degrees listed below. For specific majors within these degrees, more information can be found under the listing of the individual School or College. This document provides undergraduate degree information and references to the other divisions of the University. Information on graduate and legal studies can be found in the separate catalogs of the Graduate School and the School of Law.

The University has the following advisory programs to assist students in preparation for admission to professional schools: pre-dentistry, pre-law, and pre-medicine. The Department of Military Science also offers a program leading to a commission in the United States Army.

- **The College of Arts and Sciences** confers the degrees of Bachelor of Arts (B.A.) (Honors and General), and Bachelor of Science (B.S.) (Honors and General).
- **The School of Business Administration** confers the degree of Bachelor of Business Administration (B.B.A.) (Honors and General).
- **The School of Education** confers four degrees: Bachelor of Education (B.Ed.) (Honors and General) in Special Education, Bachelor of Education (B.Ed.) in Sport Management, Bachelor of Education (B.Ed.) in Kinesiology and Physical Education, and Bachelor of Education (B.Ed.) in Community, Culture, and Language Education. The school also provides programs leading to initial and continuing teacher certification in elementary, secondary, and special education in conjunction with the B.A. degree.
- **The School of Engineering and Applied Science** confers the degree of Bachelor of Science (B.S.) (Honors and General) in Civil, Computer, Electrical, Mechanical Engineering, Engineering Management, and Computer Science.
- **The School of Nursing and Human Physiology** confers the degree of Bachelor of Science in Nursing (B.S.N.) (Honors and General) and B.S. in Human Physiology (Honors and General).

- **The School of Law** confers the degree of Juris Doctor. In cooperation with the Graduate School of Business, a combined program is offered for the M.B.A./J.D. and MACC/J.D.

A listing of graduate programs in the above College and Schools can be found at www.gonzaga.edu/catalogs.

B. Programs Offered

1. Special University-Wide Programs

Gonzaga makes available special programs for selected students in all of its Schools and the College. Further information on the following programs can be found on the Gonzaga website.

- **Honors Program:** A distinctive curriculum for academically motivated undergraduates, featuring innovative, collaborative courses and immersive educational experiences. The program is designed to complement all majors and programs at Gonzaga. Upon graduation, students in this program receive an Honors designation as part of their degree. For further information visit www.gonzaga.edu/honors.
- **International Admission:** Gonzaga University welcomes international students and provides guidance on admission criteria and required documentation. International applicants are encouraged to contact Gonzaga at iadmissions@gonzaga.edu.
- **International Student and Scholar Services (ISSS):** International Student & Scholar Services (ISSS) offers centralized support to all international undergraduate, transfer, graduate, PhD, law, ESL, Gonzaga Global, exchange and visiting students attending Gonzaga as well as support for visiting scholars. The office specializes in immigration advising; international student, visiting professor and scholar support; international student employment authorization; tax assistance; workshops and specialized international programming.
- **Study Abroad Program:** Gonzaga University offers a multitude of different study abroad opportunities in Africa, Asia, Europe, Latin America, the Middle East, and Oceania for the academic year, semester, or summer study. Opportunities to complete internships, research, and service learning abroad are also available.

2. Pre-Professional Programs

Pre-Health Professions: Pre-health students are those interested in pursuing a career and graduate study in fields such as Dentistry, Medicine, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Public Health, Veterinary Medicine, and other health professions. Students who are matriculating in the direct-admit undergraduate nursing program are not considered pre-health.

Most health professions graduate programs do not require specific undergraduate majors. At Gonzaga, we strongly encourage students to choose a major that they are genuinely interested in studying. This will increase the likelihood of academic success, which is often a big factor in graduate school admissions.

Health professions programs each determine their own admissions prerequisite coursework, but most require a strong foundation in the basic sciences along with coursework in the humanities, which can be found in the University Core Curriculum. In consultation with their academic advisors, students can expect to complete a basic science curriculum that includes Biology, Chemistry, Physics, and Math. Additional science courses may be necessary based on specific program requirements.

Admission to health professions graduate programs is competitive. Schools look for candidates that have distinguished themselves in their academics, leadership, and service and gained the skills necessary to be effective members of their professions. Health professions graduate programs assess cognitive abilities primarily through GPA and standardized admission tests. Students have the opportunity to demonstrate a commitment to their chosen field and highlight personal attributes and experiences by submitting an application, writing several essay questions, requesting letters of recommendation, and participating in interviews. Hands-on experience in healthcare settings is vital to both the preparation and admission processes. This clinical experience exposes students to the complex duties expected of today's healthcare professionals and enables them to make informed career decisions.

The Committee on Health Science Careers provides committee letters as a service to eligible students and alumni seeking admission to health professions programs, most commonly medical and dental schools. While not required by Gonzaga University applicants, the committee letter is highly

recommended as it serves as a holistic evaluation of the candidate's proficiency in the core competencies. The committee letter often fulfills multiple letters of recommendation requirements for admission, but it is important for applicants to confirm requirements for each school to which they apply.

The Health Professions Pathway Program provides comprehensive resources and a support network for students interested in pursuing a career and graduate study in the health professions. For more information, visit www.gonzaga.edu/h3p or email h3p@gonzaga.edu.

Pre-Law: A bachelor's degree is normally required by law schools for admission. No particular major is required, but these schools look for students who have done well in their undergraduate program and on the Law School Admission Test. Further information can be found at: The School Of Law.

The best preparation for law school is a solid liberal arts education with particular emphasis on those majors and courses that develop the ability to read critically, to analyze difficult written material carefully, to think logically, and to write clear, coherent, and effective English prose. More pre-law students major in Political Science than any other field, but Gonzaga graduates have done well in law school recently with majors in all rigorous academic programs.

The pre-law program is administered by the Department of Political Science. Students can request to be assigned to the pre-law advisor, Dr. Joseph Gardner. The pre-law advisor can suggest an individually tailored minor in legal studies, upon request, or specific pre-law courses typically offered by the Political Science department. A course helping students to prepare for the LSAT examination is generally offered in the fall semester. Internships with private law firms, prosecutors and public defender offices, or the Office of the State Attorney General can be arranged for qualified students.

3. Miscellaneous Programs

The University provides students with opportunities to prepare for careers in health fitness and human performance, corporate fitness, health education, and sport and fitness business administration. For further information on preparation for careers in these fields, contact the Department of Human Physiology in the School of Nursing and Human Physiology or the Department of Sport and Physical Education in the School of Education. Students who wish to pursue degrees in agriculture, architecture, forestry, or mining are

encouraged to complete the core curriculum at Gonzaga as well as those courses which will form a foundation for further study in the field of their choice.

Degree Requirements

A. University Wide Undergraduate Degree Requirements

- Completion of a minimum of 128 semester credits.
- Completion of the core requirements of the University.
- Completion of all common curriculum from the individual school or college.
- Undergraduate courses or post baccalaureate course work may not be counted toward a graduate level degree. Graduate and doctoral level courses may not be counted toward an undergraduate or post baccalaureate degree.
- A minimum cumulative grade point average of 2.00.
- Completion of upper-division major and minor requirements with a minimum cumulative grade point average of 2.00 in those courses. At least 50% of the required upper-division degree credits must be from Gonzaga.
- Courses graded with a “P” (pass) grade mode can only be used as elective credit. Credit earned with a “P” may not be used to satisfy core, major, minor, or concentration requirements.
- Senior Residency Requirement: The last thirty semester credits immediately preceding graduation must be earned in Gonzaga University course work. Students can petition for a waiver of this requirement via the Permission to Transfer Credits/Senior Residence Waiver form available in the Registrar’s Office. Under a Senior Residence Waiver, students may petition to take up to a maximum of eighteen credits off campus. Students whose cumulative or major GPA is below a 2.00 are not eligible for a waiver.
- Formal application for graduation: Students must file an application and pay the graduation application fee according to the instructions and dates published by the University Registrar. Degrees will be awarded upon completion of all requirements in March, May, June, August,

October or December, with one public commencement ceremony held in May. Administration of honors level designations will be based on the fall semester credits earned and cumulative GPA for inclusion in the annual May commencement ceremony. The final honors designation if earned by the student, will be reflected on the transcript and the diploma for the semester of degree conferral.

- Fractional credit is never rounded up on a course nor is the total minimum credits required for a Gonzaga degree of 128 semester credits. The calculation of the cumulative GPA and major GPA is never rounded up.
- Once a student has graduated from the University and a degree has been posted, no further change can be made to the academic record (i.e. grade changes).
- Course attendance is not allowed without official registration and financial confirmation.

Note: Payment of all indebtedness to Gonzaga University, the return of all equipment to the appropriate entity, and the return of all books to Foley Library are required prior to graduation. Holds may be placed on transcripts and diplomas for any of these deficiencies.

B. University Core Curriculum

In addition to their major and minor areas of study, all undergraduate students follow a common program designed to complete their education in those areas that the University considers essential for a Catholic, Jesuit, liberal, and humanistic education. The University Core curriculum consists of forty-five credits of course work, with additional designation requirements that can be met through core, major, or elective courses.

The University Core curriculum is a four-year program, organized around one overarching question, which is progressively addressed through yearly themes and questions. Hence, core courses are best taken within the year for which they are designated. First year core courses encourage intellectual engagement and provide a broad foundation of fundamental skills. Second and third year courses examine central issues and questions in philosophy and religious studies. The fourth year course, the Core Integration Seminar, offers a culminating core experience. Taken at any time throughout the four years, broadening courses intersect with the core themes and extend students' appreciation for the humanities, arts, and social and behavioral

sciences. Finally, the designation requirements (writing enriched, global studies, and social justice) reflect important values and reinforce students' knowledge and competencies.

Overarching Core Question: As students of a Catholic, Jesuit, and Humanistic University, how do we educate ourselves to become women and men for a more just and humane global community?

Year 1 Theme and Question: Understanding and Creating: How do we pursue knowledge and cultivate understanding?

- The First-Year Seminar (DEPT 193, 3 credits): The First-Year Seminar (FYS), taken in the fall or spring of the first year, is designed to promote an intellectual shift in students as they transition to college academic life. Each small seminar is organized around an engaging topic, which students explore from multiple perspectives. The FYS is offered by multiple departments across the University.
- Writing (ENGL 101, 3 credits) and Reasoning (PHIL 101, 3 credits): The Writing and Reasoning courses are designed to help students develop the foundational skills of critical reading, thinking, analysis, and writing. They may be taken as linked sections. Writing (ENGL 101) carries one of the three required writing-enriched designations (see below).
- Communication & Speech (COMM 100, 3 credits): This course introduces students to interpersonal and small group communication and requires the application of critical thinking, reasoning, and research skills necessary to organize, write, and present several speeches.
- Scientific Inquiry (BIOL 104/104L, CHEM 104/104L, or PHYS 104/104L, 3 credits): This course explores the scientific process in the natural world through evidence-based logic and includes significant laboratory experience. Students pursuing majors that require science courses will satisfy this requirement through their major.
- Mathematics (above Math 100, 3 credits): Mathematics courses promote thinking according to the modes of the discipline—abstractly, symbolically, logically, and computationally. One course in mathematics, above Math 100, excluding MATH 193 and including any math course required for a major or minor, will fulfill this requirement. MATH 100 (College Algebra) and courses without the MATH prefix do not fulfill this requirement.

Year 2 Theme and Question: Being and Becoming: Who are we and what does it mean to be human?

- Philosophy of Human Nature (PHIL 201, 3 credits): This course provides students with a philosophical study of key figures, theories, and intellectual traditions that contribute to understanding the human condition; the meaning and dignity of human life; and the human relationship to ultimate reality.
- Christianity and Catholic Traditions (RELI, 3 credits). Religious Studies core courses approved for this requirement explore diverse topics including Christian scriptures, history, theology, and practices as well as major contributions from the Catholic intellectual and theological traditions.

Year 3 Theme and Question: Caring and Doing: What principles characterize a well lived life?

- Ethics (PHIL 301, RELI XXX, 3 credits): The Ethics courses are designed to help students develop their moral imagination by exploring and explaining the reasons humans should care about the needs and interests of others. This requirement is satisfied by an approved ethics course in either Philosophy (PHIL 301) or Religious Studies.
- World/Comparative Religion (RELI XXX, 3 credits): Religious Studies courses approved for this core requirement draw attention to the diversity that exists within and among traditions and encourage students to bring critical, analytical thinking to bear on the traditions and questions considered. These courses carry one of the required two global-studies designations (see below).

Year 4 Theme and Question: Imagining the Possible: What is our role in the world?"

- Core Integration Seminar (DEPT 432, 3 credits). The Core Integration Seminar (CIS) offers students a culminating core experience in which they integrate the principles of Jesuit education, prior components of the core, and their disciplinary expertise. Some CIS courses may also count toward a student's major or minor. The CIS is offered by multiple departments across the University.

The Broadening Courses

- Fine Arts & Design (VART, MUSC, THEA, 3 credits): Arts courses explore multiple ways the human experience can be expressed through creativity, including across different cultures and societies. One approved course in fine arts, music, theatre, or dance will fulfill this requirement.
- History (HIST, 3 credits): History courses are intended to develop students' awareness of the historical context of both the individual and the collective human experience. One approved course in History (HIST 101, HIST 102, HIST 112, HIST 201, HIST 202) will fulfill this requirement.
- Literature (3 credits): Literature courses foster reflection on how literature engages with a range of human experience. One approved course in Literature (offered by English, Classics, or Modern Languages) will fulfill this requirement.
- Social & Behavioral Sciences (3 credits): Courses in the social and behavioral sciences engage students in studying human behavior, social systems, and social issues. One approved course offered by Criminology, Critical Race and Ethnic Studies, Economics, Political Science, Psychology, Sociology, or Women and Gender Studies will fulfill this requirement.

The Designations

Designations are embedded within already existing core, major, minor, and elective courses. Students are encouraged to meet designation requirements within elective courses as their schedule allows; however, with careful planning students should be able to complete most of the designation requirements within other core, major, or minor courses.

- Writing Enriched (WE; 3 courses meeting this designation): Courses carrying the WE designation are designed to promote the humanistic and Jesuit pedagogical ideal of clear, effective communication. In addition to the required core course, Writing (ENGL 101), which carries one of the WE designations, students must take two other WE-designated courses. Ideally, students will take at least one WE course within their major.
- Global-Studies (GS; 2 courses meeting this designation): Courses carrying the GS designation are designed to challenge students to

perceive and understand human diversity by exploring diversity within a context of constantly changing global systems. In addition to the required core course, World/Comparative Religion (RELI 300-level), which carries one of the GS designations, students must take one other GS-designated course.

- Social-Justice (SJ; 1 course meeting this designation): Social justice lives at the heart of the Gonzaga mission. Courses carrying the SJ designation are designed to introduce students to one or more social justice concerns. Students must take one course that meets the SJ designation.

Each course fulfilling a core requirement is designed around a common set of learning outcomes. Therefore, only those courses approved for each core requirement will fulfill the requirement. Please consult the University Core Registration Guide posted on the University Core Website for lists of approved core courses in each area: www.gonzaga.edu/core.

Major-specific adaptations to the University Core Curriculum

All Gonzaga students, regardless of their major, will complete the University Core curriculum requirements. However, some Gonzaga students will satisfy certain core requirements through major-specific programs or courses. Any major-specific adaptations to the core are described with the requirements for the majors to which they apply.

C. Catalog Options

Students entering Gonzaga after June 1, 1981 may select the core and degree requirements from any appropriate catalog which is within **six years prior to their graduation**. Students who entered before June 1, 1981, do not have a time limit regarding the catalog they select. An appropriate catalog is one in effect when a student attends with regular status as an undergraduate in a degree program. Summer session attendance does not qualify. The complete degree requirements of only one catalog must be followed. Selections may not be made from more than one catalog. Substitutions for discontinued courses are required and must be authorized by the proper University authorities.

D. Major Area

Either at the time of entrance or by the end of their second year, undergraduates should declare the particular field in which they wish to do their major work. They are then directed to the proper department for advice in planning a program of study.

The major normally consists of at least eighteen credits of upper-division course work in the major field and such supporting courses as the department requires. The major is listed on the final transcript but not on the diploma with the exception of Engineering, Education, Human Physiology, and Nursing.

E. Minor Area: Minor Courses of Study

An optional minor study program is offered by most of the departments within the University. Specific requirements can be found under the individual departments. The minor must be officially declared and is listed on the final transcript.

F. Second Majors, Minors, and Degrees

Under a Gonzaga baccalaureate degree, a student may complete more than one major and/or minor under that degree type (i.e. Bachelor of Arts with majors in Sociology and in Psychology). Students can receive more than one baccalaureate degree at the same time (i.e. Bachelor of Arts and Bachelor of Science). This is accomplished by completing the common curriculum in both schools and major requirements in addition to completing a minimum of 158 semester credits. Students who already hold an undergraduate degree from Gonzaga or any other institution can enroll at Gonzaga for a second degree as a post baccalaureate student. Gonzaga University offers second majors, second minors, and second degrees according to the following norms:

Second Major:

- The student must fulfill all departmental requirements for the second major and all the common curriculum requirements of the school or college wherein the major is offered.
- The student must formally declare the second major.
- At least during the third and fourth years, the student should utilize the advice of a faculty member in the department of the second major.

Second Minor:

- The student must fulfill the requirements of the department. If the minor is in a school other than the major, the second school common curriculum requirements need not be fulfilled.
- The student must formally declare a second minor.
- The diploma does not indicate a minor, but it is listed on the transcript.

Second Degree (Undergraduate):

- The student must fulfill thirty Gonzaga credits beyond the 128 completed for the first degree.
- The student must fulfill all University core requirements, individual school curriculum requirements and departmental requirements for the second degree; credit and requirements fulfilled under the first degree cannot be repeated in the second degree.
- The student must formally declare the second degree and apply for the second degree prior to graduation.
- A second diploma is awarded only when the second degree is distinctly different from the first.

Second Degree (Post Baccalaureate):

- The student must be admitted to the University by the Office of Undergraduate Admission.
- The student will enter under the academic curriculum of the current catalog and be subject to the current academic policies. This will require the student to take all courses that are new requirements for the school/college since his/her original degree.

- The minimum GPA requirement to receive the degree is a 2.00.
- Students must complete a minimum of thirty credits at Gonzaga University. Any course work considered transferable toward the second degree would require a student to adhere to the course substitution petition process.
- Courses used to complete another degree either through Gonzaga University or another institution cannot be used toward the second degree.

G. Activity Courses

No more than **eight** (8) activity credits can be counted toward a baccalaureate degree.

The following courses, which may be repeated, are designated as activity courses: Dance (DANC): 301; Journalism (JOUR): 220 & 230; Music (MUSC): 131A-131Z, 132A; 133-134, 136-137, 143-154, 156-157, 331A-331Z, 332A; 358; Theatre Arts (THEA): 124-125, 226, 260-261, 320, 324; Physical Education (EDPE): 101-188

Exceptions to these limitations:

- Kinesiology Majors (B. Ed.) are, with the permission of the Chairperson of the Kinesiology department, allowed a total of four (4) EDPE activity courses beyond the eight (8) credit limit for all activity courses. **(twelve (12) credit maximum)**
- Majors and minors in Music or Music Education and Theatre Arts and Dance may exceed the eight (8) credit limit.

H. Multiple Usage of Courses for Meeting Degree Requirements

1. A course may be used to fulfill any number of MAJOR, MINOR, AND CONCENTRATION requirements while also fulfilling a University Core requirement. Using a course to meet more than one core requirement is not allowed with the exception of the designation requirements (i.e., Writing Enriched (WE), Global Studies (GS), Social Justice (SJ)).
2. When multiple usage of a course occurs in meeting degree requirements, the course credit is counted only once. The grade is used in determining the major and minor grade point averages.
3. The 128 credits required as a minimum for degree completion (and the additional 30 credits required for a second degree) are not reduced by a multiple count toward meeting a major, minor, concentration or core requirement.

I. Pass/Fail Grade Course Limit

No more than five (5) Pass/Fail graded courses can count toward a baccalaureate degree, and no more than two (2) can be taken in any one department. This grading option only applies to courses taken as general elective credit.

Academic Policies

A. Disclaimer for Academic Policy and Program Changes

The University reserves the right to make changes in courses, programs, faculty, calendar, tuition and fees, grading procedures, graduation requirements, admission criteria, and any other information contained in this catalog at any time without notification. Changes become effective when the University so determines, and applies to prospective students as well as students currently enrolled. The University will make an effort to notify students of changes through publications and notices.

B. Disclaimer for Course Availability

All reasonable care is taken to ensure that both course offerings and degree requirements contain no erroneous, deceptive, or misleading information by omission, actual statement, or implication. Every effort will be made by the University to offer at least the courses listed in this catalog during the period in which it is in effect; student enrollment and faculty availability, however, may affect the courses offered. Some courses listed in this catalog are offered only as needed. The decision to offer such courses rests with the Chairperson in consultation with the appropriate Dean. Final course information is published on ZAGWEB.

C. Course Numbering System

Lower Division Courses:

Below 100 - Remedial in nature; University credit is granted for no more than two courses numbered below 100 and they do not fulfill any core or major requirements.

100-199 - Primarily first and second year courses for which there are normally no prerequisites.

200-299 - Courses with usually one prerequisite; primarily for first and second year undergraduates.

Upper Division Courses:

300-399 - Courses usually with prerequisites; primarily for third and fourth year undergraduates.

400-499 - Courses with prerequisites; primarily fourth year undergraduates.

500-599 - Graduate courses which may be taken by third and fourth year undergraduates with Dean's permission (these courses do not count toward a baccalaureate degree).

600-699 - Graduate courses for graduate students only.

700-799 - Graduate courses for doctoral students only.

D. Classification of Students

An undergraduate student is classified as a First Year, Second Year, Third Year or Fourth Year based upon the cumulative number of semester credits he/she has earned.

Cumulative Credits Earned	Classification
0 - 25	First Year
26 - 59	Second Year
60 - 95	Third Year
96+	Fourth Year

A post baccalaureate student holds a bachelor's degree from an accredited university and has not been admitted to a graduate program. They may be pursuing a second bachelor's degree or attending for personal enrichment.

E. Transfer and Evaluation of Credits

Gonzaga aims to award all eligible transfer credit for coursework completed at regionally accredited institutions, while maintaining the high standards of a Gonzaga degree. To be eligible for transfer credit, an official college transcript must be delivered to the Office of Admission. Applicants with credit earned at other colleges and universities should note the following conditions regarding the transfer of college credit:

- Transfer credit from a U.S. institution must have been completed at a regionally accredited college or university.
- College credit earned outside of the U.S. must generally be accompanied by a professional foreign credential evaluation, unless credit was earned through an approved study abroad program.
- Transfer credit may not be technical or vocational in nature.
- Transfer credit must be at or above college level (100-level or above).
- Transfer credit is evaluated on a course-by-course basis.
- Transfer credit must be completed with a minimum of 2.0 (or “C”) grade.
- Pass (P) grades, or the equivalent, will be accepted as elective credit only and will not fulfill any core, major, minor or concentration requirements.
- Transfer course grades are not calculated into the Gonzaga University GPA.
- Transfer coursework may have a specific Gonzaga equivalency if the courses are similar in content and depth. In order to fulfill a specific core, major or minor requirement at Gonzaga, the transfer course syllabus must be presented to the department Chairperson and/or the Dean of the College/School for review. Upon approval, the initial transfer credit equivalency may be updated to reflect the faculty’s decision. At least 50% of required upper-division degree credits must be earned at Gonzaga.
- When transfer credit is posted as the equivalent of a Gonzaga course and the student elects to retake that course at Gonzaga, the transfer credit will be removed from the student’s academic record.
- Quarter credit hours can be converted to semester credit hours when multiplied by 0.66.

- Transfer credit from a two-year institution (community or junior college) is limited to a maximum of 64 semester credits (96 quarter credits) that can be applied to a baccalaureate degree at Gonzaga.
- Students transferring with a maximum of 64 semester credits from a community or junior college are not permitted to further enroll at a two-year institution for additional transfer credit.
- There is no limit to the amount of credit that may be transferred from another baccalaureate institution. However, all transfer and post-baccalaureate students must complete a minimum of 30 semester credits at Gonzaga immediately preceding graduation from the University.
- Students may not register in courses through any other institution while on a Leave of Absence status at Gonzaga (with the exception of non-sponsored study abroad programs).
- Transfer students in the School of Business Administration must earn at least 50% of their business core and major coursework at Gonzaga University.

F. Transfer Degrees

Students enrolling at the University with an earned associate degree as identified below, are generally given junior credit standing (a minimum of 60 semester credits) and will have fulfilled many of the requirements within the University Core curriculum. University Core requirements to be completed upon matriculation with an approved transfer degree include: First-Year Seminar, Christianity & Catholic Traditions, and the Core Integration Seminar. Students will also take a major-appropriate college Mathematics, Reasoning, Human Nature, and Ethics, unless they have already fulfilled these requirements with approved transfer credit. Communication & Speech is recommended, but not required, for students who have not completed a course in public speaking.

Degrees that transfer directly to Gonzaga University are as follows:

Arizona State Community Colleges:

Associate in Arts with Arizona General Education Curriculum A (AA with AGECA)

California State Community Colleges:

Associate in Arts with Intersegmental General Education Transfer Curriculum (AA with IGETC)

North Idaho College:

Associate of Arts (AA)

Associate of Science (AS)

Oregon State Community Colleges:

Associate of Arts Oregon Transfer (AAOT)

Washington State Community Colleges:

Associate of/in Arts – Direct Transfer Agreement (AA-DTA), including DTA's for Major-Related Programs in Business and Computer Science.

Associate of Science Transfer (AS-T), including the AS-T for Major-Related Programs for Engineering – Track 2.

Gonzaga's acceptance of the DTA is part of an interinstitutional transfer agreement upheld by the Intercollege Relations Commission (ICRC) for Washington State.

Acceptance of a transfer degree does not guarantee admission to the University. Prospective students are encouraged to contact the Office of Admission for advice in advance of an application for admission.

Reverse Transfer Degrees:

Gonzaga does not currently participate in Reverse Transfer partnerships and will not recognize an approved transfer degree that is obtained using Gonzaga coursework. Therefore, former Gonzaga students who re-enter the University from a two-year college to complete their undergraduate degree will not benefit from the core waiver privileges offered to an approved associate degree holder from a community college in Washington, Oregon, California, Arizona, or North Idaho College. All readmitted Gonzaga students must fulfill the University's core requirements in its entirety. Eligible transfer credit completed by a reapplying student, however, will be evaluated and accepted on a course-by-course basis.

Associate of Applied Science Degrees:

Gonzaga does not currently accept the associate of applied science degrees from the community and technical colleges. Eligible transfer credit completed by a student matriculating with an earned applied science degree will be evaluated on a course by course basis.

Post Baccalaureate Students:

Post-baccalaureate students matriculating to Gonzaga University for a second bachelor degree may benefit from the same policy that Gonzaga affords a transfer student with an approved AA-DTA or AS-T from a Washington State community college.

Post-baccalaureate students who had earned their first undergraduate degree from Gonzaga will be considered as having completed the core in its entirety, including the designations, regardless of when the student completed their first degree.

All other requirements within a student's post-baccalaureate degree would be waived (such as a lower division major, minor, concentration requirement) if completed as a requirement of the first degree earned, or if completed at Gonzaga.

Any waiver of upper division major requirements would be at the discretion of the department chair for which the student is completing the post-baccalaureate major.

Post-baccalaureate students will be required to complete a minimum of thirty semester credits in residence to earn a second bachelor degree from Gonzaga along with completion of any outstanding major, minor, or concentration courses required for the degree.

University Core Waivers

- Students transferring to Gonzaga with 30 or more earned semester credits are permitted to waive the College of Arts and Sciences language requirement.
- Students transferring to Gonzaga with 45 to 59 earned semester credits are permitted to waive the following University Core requirements: World or Comparative Religion and its corresponding Global Studies designation, one Writing-Enriched designation, and one of the additional

three designation requirements (either Writing Enriched, Global Studies or Social Justice).

- Students transferring to Gonzaga with 60 or more earned semester credits are permitted to waive World or Comparative Religion and all designation requirements.

Transfer of Credit from the Military

Gonzaga University may offer up to twenty-five elective credits for successfully completed educational experience in the Armed Forces. Credit must be supported by an official military transcript, such as the Joint-Services Transcript or the Army/American Council on Education Registry transcript. Gonzaga uses credit recommendations from the American Council on Education's (ACE) guidelines for baccalaureate institutions. Up to eight (8) elective credits may be granted for physical fitness courses and training. Graded coursework from accredited institutions such as the Community College of the Air Force or the Defense Language Institute, is evaluated in the same manner as credit from regionally accredited institutions. Technical and vocational level coursework is not transferrable.

Permission for Transfer of Credits by Current Students

Consistent with University policy and existing articulation agreements, courses accepted in transfer must be similar in content and depth to courses taught at Gonzaga. Courses should generally align with the course/designation descriptions and learning outcomes.

For students entering the University prior to Fall of 2016, in order to fulfill a core, a major-specific requirement, or elective credit at Gonzaga, the transferred course must receive the approval of the department chairperson and dean of the college/school by way of the Permission to Transfer Credits/Senior Residency Waiver form.

For students entering the University in Fall of 2016 and forward, course syllabi detailing course requirements must be provided; course titles and descriptions are not sufficient. AP courses will not be accepted in fulfillment of designation requirements (eg., GS, SJ, WE).

For current students irrespective of the semester of entry, the following applies:

- Students must obtain permission to transfer credits *prior* to taking these credits from department chairpersons and the deans or the core curriculum director.
- Pass (P) grades, or the equivalent, will be accepted as elective credit only and will not fulfill any core, major, minor, or concentration requirements.
- Transfer course grades are not calculated into the Gonzaga University cumulative GPA.
- When transfer credit has been posted to a student record that has equivalency to a Gonzaga course and a student elects to complete the same course at Gonzaga, the transfer credit entry will be removed from the student's academic record. If a student elects to complete a transfer course deemed equivalent to a course previously taken at Gonzaga after the Gonzaga course has been completed with a D grade and credit earned, the transfer course will not be accepted in transfer at Gonzaga.
- Taking a course in transfer in order to replace a grade earned at Gonzaga (excluding W, V or F grade) does not qualify under Gonzaga's Repeat of Credit Policy.
- Quarter credit hours are convertible to semester credit hours when multiplied by 0.66.
- Transfer credit from a two-year institution (community or junior college) is limited to a maximum of 64 semester credits (96 quarter hours) that can be applied toward a baccalaureate degree at Gonzaga.
- It is not permissible for students who transfer to Gonzaga with a maximum of 64 semester credits from a community or junior college to further enroll at a two-year institution to complete additional transfer credit.
- There is no limitation to the number of credits that may be transferred from a baccalaureate institution. However, all transfer and post-baccalaureate students must complete a minimum of 30 semester credits at Gonzaga immediately preceding graduation from the University.
- Students may not register into courses through any other institution while on a Leave of Absence status through Gonzaga (with the exception of non-sponsored study abroad programs.) Doing so will

invalidate the Leave of Absence request and students will be required to reapply for admission.

- Credit earned from transfer courses is not rounded up. Current students may view the Transfer Guide on the Admissions website as a guideline for courses previously approved in transfer from other universities; individual approval is still required by way of the Permission to Transfer Credits/Waiver of Senior Year in Residency form.
- As soon as credit is completed from another institution, students must request official transcripts be forwarded to the Registrar's Office AD Box 83, Gonzaga University, 502 E Boone Ave, Spokane, WA, 99258-0083. Official electronic transcripts will be accepted, but only when sent directly from the transfer credit institution to Gonzaga. Electronic transcripts forwarded from students will be considered unofficial.
- A student wishing to register simultaneously at Gonzaga and another college or university must obtain prior written permission from the appropriate academic dean.
- Transfer students in the School of Business Administration must earn at least 50% of their business core and major coursework at Gonzaga University.

G. Transfer Transcripts

Based on standard institutional practice, copies of transcripts from other educational institutions attended by Gonzaga students are housed in student files and will not be provided back to the student upon their request. Students are asked to contact the issuing transfer institutions directly to obtain further copies of their transfer transcript records.

H. Registration Procedures

Every semester, a Student/Advisor Action Guide, providing a detailed registration timeline can be found on the Registrar Office [web pages](#). If a student attends a course section in which he or she is not registered or financially confirmed, no credit or grade will be recorded. Attendance in a course without registration is not permissible.

I. Change in Course Registration

Courses may be changed only during the period listed under Important Dates and Deadlines on the web pages of the Registrar's Office.

Courses dropped during the official change of registration period do not appear on the student's record; courses officially withdrawn after that period will appear on the transcript with a designation of "W" (Official Withdrawal).

J. Course Overload

Students in good academic standing may petition their School's Dean to take more than the maximum of eighteen credits. Additional tuition charges apply for the extra credits. Students in the Honors Program, the Comprehensive Leadership Program, the ROTC Program, or the Hogan Entrepreneurial Leadership Program, however, with the approval of the respective Program Director, may take extra credits without charge.

K. Audit a Course

Audit grading option (AU grade assigned):

Auditors are students who register for a course under the 'Audit' grading option by signing the audit form in the Registrar's Office. Regular tuition is charged. Activity courses (e.g., physical education, music, art, etc.) are not permitted to be taken under the Audit grading option. Auditors will not be allowed access to individual instruction, to equipment, or to supplies in conjunction with the course. Once a course is registered for under the 'Audit' grading option, students who fail to attend the class according to the regular attendance requirements of the class are liable to receive a "V" grade at the discretion of the professor.

- Registration is available through the add/drop period. The auditor registers for a lecture method course under the Audit grading option and pays tuition based on this option and course credits. A designation of "AU" is recorded on the auditor's academic transcript if the auditor satisfactorily attended the course. An "AU" on a student's transcript reflects no academic credits earned and indicates that the person has received exposure to the course content for an academic

semester/term. The “AU” designation does not apply toward meeting degree requirements.

- A professor may assign a “V” grade for unofficial withdrawal when attendance is unsatisfactory.
- Under this option, audited course credits are not counted toward meeting full-time credit requirements for financial aid eligibility, student loans, VA benefits, etc., although standard tuition is paid for the credits. Auditors should be very cautious about registering using the 'Audit' grading option.

L. Course Challenge Program

Students who have completed at least twelve credits at Gonzaga who are matriculated students may be able to take advantage of the Course Challenge option. Detailed information and regulations regarding this program can be obtained from the Registrar’s Office. There is a fee charged per credit challenged and credit taken under the program may not exceed the maximum credit allowed of 18 credits in a semester.

M. Complete Withdrawal from the University

Undergraduate students who register but decide not to attend the University should contact the Registrar’s Office. The complete withdrawal process requires approvals and an interview with a professional in the Registrar's Office. Tuition adjustments are based on the date a University official is notified by the student that he/she wishes to withdraw. The tuition adjustment schedule for a complete withdrawal is posted on the Student Accounts webpage at <https://www.gonzaga.edu/admission/tuition-scholarships-aid/student-accounts/refunds>. Refunds for room and board will be prorated throughout the semester. Financial aid funds will be refunded in accordance with University and governmental regulations.

N. Leave of Absence

Students who are pursuing a bachelor’s degree at Gonzaga and must interrupt their education for a period of not more than two semesters (summer not included) may be eligible for a Leave of Absence (LOA) from the University. To be eligible for a LOA, a student must have a minimum G.P.A. of 2.00 in the preceding fall or spring semester and a cumulative grade point

average of 2.00 or higher, as well as obtain approval from the Office of the Registrar and the Resolution Center for Conduct and Conflict.

Students are not eligible to reside on campus, attend classes, or participate in regular campus activities during their absence. Students who attend another school during their LOA will have that status voided and they must apply for re-admission to the University. The LOA will not extend beyond two semesters. Students who wish to return to the University after the termination date of their LOA must apply for re-admission to the University.

Any LOA request completed by a student while allegations of misconduct are pending will have their LOA status revoked.

Students who have been suspended through the Resolution Center for Conduct and Conflict do not qualify for a LOA and must apply for re-admission to the University.

Grading Policies

A. Grading Procedures

A student's scholastic standing is based on the GPA earned each semester. This is determined by the combined results of examinations, assignments, class attendance, and general evidence of regular and consistent participation. Due weight will be given to mastery of the subject and the ability to communicate clearly, effectively, and accurately in both oral and written form. There are several GPA's including the semester GPA, the cumulative GPA, and the upper division major GPA.

Specific information on the grading policy of any course is typically provided via the course syllabus. To indicate a student's quality of achievement in a given subject, final grades in the form of letters and plus/minus indicators are used by all instructors in the University's undergraduate programs. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F, V, and NS are assigned a "quality point value" for purposes of cumulative grade point average calculations, certification, and convenience in reporting.

The GPA is calculated by dividing the total quality points earned by the total credits graded.

The letter grades AU, I, IP, P, RD, S, and W do not count as credits graded and quality points are not awarded. Grades of “S” and “P” do not calculate into the GPA but count as credits earned.

A minimum cumulative and upper division major grade point average of 2.00 is required for completion of an undergraduate degree. Transfer credits accepted by Gonzaga may count toward degree completion; however, grades associated with transfer credits are not used in the calculation of the cumulative GPA at Gonzaga.

Letter Grades	Description	Quality Points
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+	Poor	1.3

Letter Grades	Description	Quality Points
D		1.0
F	Failing	0.0 (computed in GPA)
	Grade awarded to students who complete the term and the course but fail to achieve course objectives.	
V	Failing	0.0 (computed in GPA)
	Grade awarded to students who have not officially dropped or withdrawn from a course and consequently have not met class attendance requirements or participation in the course through the end of a semester. The grade is given at the discretion of the professor. Students should not assume that professors will automatically initiate course drops/withdrawals for non-attendance.	
S (Satisfactory)	Passing grade of C or higher	(not computed in GPA)
P (Pass)	Passing grade of C or higher	(not computed in GPA)
NS (C- or lower)	Failing grade of C- or lower	(computed in GPA)
W (Withdrawal)		(not computed in GPA)
RD (Report Delayed)		(not computed in GPA)

AU - Audit grading option: The “AU” grade is assigned by the Registrar’s Office and is not an option of the instructor. Students must register for this grade mode no later than the close of the add/drop period. A complete description of this option is given earlier in the Academic Policies section.

I - Incomplete: Given when a student with a legitimate reason as determined by the instructor, does not complete all the work for the course within the semester that he/she is registered for the course. A provisional grade should be what the student would earn if no additional work is submitted. The faculty member may assign a provisional grade through ZAGWEB’s Faculty Services tab and the “Email Provisional Grades” block which will initiate an automated email to the Registrar’s Office. The provisional grade received will be applied to a student’s academic record thirty (30) calendar days into the following semester (summer sessions are not included) as outlined every semester on the Academic Calendar. Date extensions beyond this date may be requested and must be approved through the appropriate Deans’ Office and the Office of the Provost. Forms for this action can be obtained from the Registrar’s Office.

If the instructor does not submit a Change of Grade form before the Academic Calendar’s grade conversion date occurs or an approved date extension lapses, a provisional grade received will be recorded on the student’s transcript. If no provisional grade has been provided, the “I” grade automatically becomes an “F” grade and is recorded on the transcript as an “I/F”. Whenever an “I” grade has been assigned, the “I” grade becomes part of the permanent record. i.e. “I/B”, etc.

IP- In Progress: Assigned only for courses in Internships, Research, and Comprehensive Exams as well as courses that Deans recognize as eligible due to the nature of the course and the need for more than a semester to complete the work. An “IP” may remain for one calendar year. If a grade is not submitted within one year, an “IP” automatically becomes a “W” (official withdrawal). Requests for an extension beyond the deadline must be submitted by the instructor to the Registrar’s Office by completing the Extension form and obtaining signatures from the Dean of the School the course falls under as well as the Provost & Senior Vice President. Once the course has been completed and graded, the Change of Grade form needs to be processed and the grade will be entered on the student’s academic record by the Registrar’s Office.

P - Pass: Designated elective courses may be taken on the Pass/Fail grading option by student request, not that of the instructor. Students select this option prior to the last published date to Withdraw from courses and may not revoke

their decision after this date, by completing the appropriate paperwork in the Registrar's Office. Letter grades assigned by instructors that are "C" or higher are converted to "P" grades at the end of the semester and grades below "C" are converted to "F" grades. The "P" grade does not calculate into the grade point average and the credits earned count toward the minimum number of credits required to graduate. The "F" (fail) grade affects the cumulative GPA as a standard "F" grade. **Courses taken under the Pass/Fail grading option do not satisfy any university core, major, minor, or concentration requirement and can only be used as elective credit toward the overall credit total required for graduation.** A complete description of this option is given later in this section of the catalog under the heading of "Pass/Fail Option."

RD - Report of Grade Delayed: If an instructor fails to assign a grade for a course and the grade entry is left blank, the Registrar's Office will assign an "RD" and the "RD" will remain a part of the student record until the earned grade has been received by the Registrar's Office. To submit the grade, a Change of Grade form is required along with the Dean's signature.

S/NS - Satisfactory/Non-Satisfactory: Some courses are designated by academic departments for Satisfactory (S)/Non-Satisfactory (NS) grading only. This is not a grading option that students can choose. This grading option can only be determined by a department/school. The NS grade has the same effect as an "F" (Fail) on the grade point average. An "S" grade does not affect the GPA, and the credits earned are counted toward total credits needed to graduate. Courses graded using this grade mode will not be converted to a standard letter grade.

V - Unofficial Withdrawal: This grade has the same effect as "F" (Fail) on the grade point average (GPA) and is awarded by the instructor for excessive absences or failure to withdraw officially from a course.

W - Official Withdrawal: No penalties incurred. Not included in the attempted or earned GPA.

B. Grade Reports

Students receive their mid-semester grade reports electronically via their personal ZAGWEB accounts. Final grades are obtained by the student over ZAGWEB or through the Registrar's Office.

C. Grade Point Averages

The GPA is calculated by dividing the total quality points earned by the total graded credits. The letter grades AU, I, IP, P, RD, S, and W do not count as credits graded and quality points are not awarded. There are several GPA's including the semester GPA, cumulative GPA, major GPA, and graduation GPA. A minimum cumulative and major grade point average of 2.00 is required for an undergraduate degree. Transfer credits are not used in calculating the grade point average at Gonzaga University.

D. Removal of Incompletes

When an incomplete grade (I) has been officially awarded and a provisional grade has been recorded by the instructor, the provisional grade will become final after thirty days have elapsed in the subsequent semester, unless the student fulfills the missing requirements and the instructor informs the Registrar on an official Change of Grade form that the course requirements have been fulfilled. Students must observe this thirty-day grace period. If no provisional grade was submitted, the "I" grade becomes an "F" grade and is recorded on the transcript at this time. The "I" (Incomplete) grade remains on the transcript along with the earned grade.

E. Extension of Incomplete Grades

Students who are unable to meet the deadline for the removal of an incomplete grade for a serious and legitimate reason may petition the Dean of their School for an extension of the deadline. If the Dean approves the petition, he or she will forward it to the Provost & Senior Vice President for approval.

F. Change of Grade

A change of grade requires a Change of Grade form signed by both the instructor and the Dean of the school in which the course was offered. Grades are normally changed only because of calculation error or failure to consider a significant amount of student work.

G. Repeating Courses for Improved Grade

In an effort to improve the GPA, an undergraduate student can repeat any course with another course of the same designation. The original course and grade will remain recorded on the student's transcript but will not be counted into the student's GPA. The cumulative credits and GPA will be adjusted to reflect the last credits and grade earned. Courses for which a student received a grade carrying no quality point value, such as W, (X prior to Fall 1996), and AU, may be re-taken in subsequent semesters; these grades are not included in the repeat course policy jurisdiction. **Courses retaken as an independent study or directed reading do not qualify under this policy. Only courses re-taken at Gonzaga University qualify to improve the GPA under the University's Repeat Policy.**

Academic departments are permitted to have more restrictive policies regarding repeating and/or withdrawing from courses. Students are advised to work carefully with their academic advisors and departments regarding these departmental policies.

H. Pass/Fail Grading Option (selected by undergraduate students)

Designated elective courses may be taken on a pass or fail basis at the option of the student, not of the instructor. The Pass/Fail option by a student should not be confused with the Satisfactory/Non-Satisfactory option offered and graded for courses predetermined by academic departments.

1. A course with a "P" grade earned at the option of the student does not fulfill any course requirement for a core, major, minor, or concentration requirement.
2. The credits earned for a "P" grade count toward the 128 minimum credits necessary for a degree. A "P" (pass) grade will not affect the grade-point average; a fail will have the same effect as any "F" (fail) grade.
3. A student's level of performance to earn a "P" grade must correspond to the letter grade of "C" or better.
4. Undergraduate students wishing to exercise the Pass/Fail option must fill out the Pass/Fail Grade Option form in the Registrar's Office prior to the last published date to Withdraw from courses and may not revoke their decision after this date.

5. Students are allowed to designate at most six (6) credits as Pass/Fail each Academic Year.
6. Any course failed ("F" grade) may not be repeated on a Pass/Fail basis.

Academic Citizenship

Academic Freedom of Students

Freedom of Expression: Students are free to take reasoned exception to the views offered in particular courses of study. They may, however, be required to know thoroughly the particulars set out by the instructor, but are free to reserve personal judgment as to the truth or falsity of what is presented. Knowledge and academic performance should be the norms by which students are graded.

Academic Integrity

Gonzaga University is committed to supporting and protecting academic integrity in all aspects of what we do. Our Academic Integrity Policy was developed with that commitment in mind. We encourage all students, faculty and staff to familiarize themselves with the policy.

Integrity Formation

The institution's mission statement expresses Gonzaga University's self-understanding through its Catholic, Jesuit and humanistic heritage and identity. These spiritual and intellectual traditions are expressed in the ideals of reflective and critical thought, ethical discernment, innovation, and commitment to social justice. The ideals imply a deeply held, rigorously maintained, and clearly articulated standard of academic integrity. We believe that a commitment to academic integrity contributes, not only to a campus climate of trust and community, but also to individual integrity, honesty and well-being. Conversely, violations of academic integrity are detrimental to both the community and to the individual. This belief entails just sanctions for violations of these ideals, the details of which are contained herein. Just sanctions require that all students and faculty be aware both of the sanctions and of the policies that they enforce.

Resources for faculty and students can be found at www.gonzaga.edu/academicintegrity.

Grade Appeal

Students must maintain standards of academic performance set forth by the University if they are to receive the certificate of competence implied by course credits and degrees. The instructor is the usual and competent judge of these matters. But students must be protected against the rare case of unjust grading and evaluation. Allegations of unfair or prejudiced grading may be brought to the attention of and reviewed by the department Chair, by the Dean of the appropriate school and, if necessary, by the Provost & Senior Vice President, whose decision is final.

Minimum/Maximum Course Loads

Full-Time Status: The normal course load of a regular full-time undergraduate student is sixteen (16) semester credits. For academic purposes, the minimum full-time course load is twelve (12) credits. The maximum load for students in good standing is eighteen (18) semester credits in one semester; for students on probation, the maximum is fifteen (15) credits or five courses.

Part-Time Status: Undergraduate students are considered to be enrolled at three-quarters time if enrolled in nine (9) to eleven (11) credits, half-time if enrolled in six (6) to eight (8) credits, and less than half time if enrolled in five (5) credits or less per semester.

Good Academic Standing, Unsatisfactory Academic Progress, Probation, and Academic Dismissal

Students are on **Academic Probation** whenever the *term and/or cumulative GPA* earned falls below a 2.00. To be in **Good Academic Standing** with the University, students must maintain a *cumulative GPA* of 2.00 as determined at the end of every semester, beginning with the completion of the student's second regular (non-summer) semester at Gonzaga University. Good Academic Standing is required for all graduating students, and it may affect a

student's ability to receive financial aid, scholarships, or to represent Gonzaga in extra-curricular activities.

Any student on academic probation will have his/her student status reviewed by the Committee on Academic Standing. The conditions of academic probation are specified in a letter sent through Zagmail to the student from the Committee. Students are expected to comply with all stipulations made in the letter and any additional requirements placed upon them as a result of academic probation.

Students on academic probation, regardless of their academic standing, may be subject to academic dismissal from the University. A notation of "Academic Dismissal" will appear on transcripts. Dismissed students have an opportunity for appeal. Directions for this process are indicated in the dismissal letter sent to the student.

Those receiving financial aid also may be subject to Financial Aid Satisfactory Academic Progress Probation and/or Suspension, which may result in additional financial consequences. Further information can be found in the Financial Aid section of this catalog.

Class Attendance Policy

Gonzaga University presumes that students have sufficient maturity to recognize their responsibility for regular class attendance. Gonzaga University has this policy on absences because illness or other good reasons may prevent attendance, and because the intensive nature of some courses dictates that attendance may be a factor in the student evaluation process. Individual instructors are not required to enforce the University Class Attendance Policy but may do so at their own discretion. Therefore, students should check with the syllabus for each course to confirm the instructor's specific attendance policy, which should be clearly delineated within each syllabus. No instructor may enforce an attendance policy that is more restrictive than the standard university policy:

Gonzaga's standard policy on absences stipulates that the maximum allowable absence is two class hours (100 minutes) for each class credit. For three-credit classes, the maximum absence is, therefore, six class hours (300 minutes). Classes scheduled to meet for more than 50 minutes have more than one class hour for each meeting; for example, a class which meets for 75 minutes has one and one-half class hours for

each scheduled meeting. Instructors may report absences to the Registrar's Office, which will in turn notify the students. The grade given for excessive absences is a "V," which has the same effect as "F" (Fail) and is counted in the GPA. Faculty are encouraged to work with individual students to ensure academic success.

When students are required to be absent from class for activities sanctioned by the University, the University should help students resolve these conflicting commitments. Students who will be absent due to University-sanctioned activities are responsible for providing to faculty written documentation of the travel dates from the University staff directing or advising the activity. This documentation should be provided as far in advance as reasonably possible (ideally at the beginning of the semester). On receipt of proper documentation, instructors should make efforts to both satisfy the course objectives and meet the students' needs due to absences related to University-sanctioned activities.

The University Class Attendance Policy may be modified for qualified students with documented short- or long-term disabilities and/or for religious accommodations. For more information or case consultation, contact the Disability Access Office or, for matters related to religious accommodations, the Office of Diversity Equity & Inclusion. Additionally, students who feel that they have experienced a misuse of the University Class Attendance Policy, or who feel they have unfairly received a "V" grade, may appeal to the Dean of the College/School in which the course is offered.

Approval of University-Sanctioned Activities

Any group wishing to have activities sanctioned under the scope of the University Class Attendance Policy must submit their rationale in writing to the Provost's office for approval. That submission must include written support from the chief administrator of the division wherein the activity is housed (e.g. Academic Dean, Athletics Director, Associate Provost for Student Development, etc...). A list of university-sanctioned activities will be maintained by the Provost's office. Modification of this list will take place as needed at the Provost's discretion and will not require amendments to the University Class Attendance Policy. The University staff responsible for directing or advising approved activities must provide written documentation of potential student absences as outlined in the University Class Attendance Policy.

Faculty Initiated Drop Policy

Students should contact professors or academic departments prior to the first class session if they plan to be absent. If a student misses the first class meeting without notifying the instructor or academic department, the student may be dropped from the course at the discretion of the instructor and provided that the course is closed. Professors will report absences to the Dean, who, upon approval, will notify the Registrar's Office to drop students from course sections. For further information about unexcused absences, please refer to Gonzaga's "Class Attendance Policy."

Final Examinations

Final examinations are held at the end of each semester, and, at the option of the instructor, examinations are held at mid-semester. Final examination times are listed for each semester on the Registrar's Office web pages. Students making their travel arrangements for the end of each semester must take into account these final examination times.

Final examinations or their equivalent can be administered by instructors only on the day and at the time indicated in the Final Exam Schedule; any exceptions to this procedure must have the explicit approval of the appropriate Dean.

Enrollment Verifications

Once a month the Registrar's Office transmits enrollment data to the National Student Clearinghouse. This data is used to provide enrollment verification of students that can be accessed by a third party including lenders of federal and state loans. The Registrar's Office, upon timely notice, will also provide to any student a letter verifying his/her enrollment status to any agency. Students may print out their verification for insurance providers by accessing the National Student Loan Clearinghouse link through ZagWeb.

University Honors

Academic Recognition

An undergraduate student whose grade-point average for a semester is 3.50 through 3.84 will be placed on the Dean's List. An undergraduate student whose grade point average for a semester is 3.85 through 4.00 will be placed on the President's List. Students must be enrolled in 12 or more academic credits to be eligible for the above lists and courses in which the department has predetermined with the Satisfactory/Non Satisfactory (S/NS) grading option will count in the 12 credits.

Graduation Honors

The academic achievements of graduating students at the baccalaureate level are formally recognized at the public Commencement exercises, appear in published lists of graduates, and are recorded on transcripts. Only Gonzaga University credits are used in computing graduation honors. To calculate a student's achieved honors designation, grade point averages are truncated two decimal spaces and are not rounded up.

Students who have earned 64 Gonzaga University credits are graduated Cum Laude with a cumulative grade-point average between 3.50 and 3.69, Magna Cum Laude between 3.70 and 3.89, Summa Cum Laude of 3.90 or higher. For recognition purposes at Commencement, eligibility for these honors is determined based on the cumulative GPA as of the end of the fall semester.

Students who have earned at least 48, but less than 64, Gonzaga University credits are graduated 'With Distinction' if the cumulative grade-point average is 3.50 or higher.

University Leadership Programs

Hogan Entrepreneurial Leadership Program: The Hogan Entrepreneurial Leadership Program is a three-year undergraduate minor founded on the Jesuit educational philosophy of educating the whole person. Its purpose is to prepare students to create new ventures that make a positive difference in society. This student-centered program is designed for promising individuals from any major who demonstrate academic excellence, leadership, creativity, and a commitment to serve others.

Comprehensive Leadership Program: The Comprehensive Leadership Program at Gonzaga University is a formal, for-credit academic leadership program intended to complement students' academic goals through theoretical study and experiential learning culminating in the Minor in Leadership Studies. The program was inaugurated in 2002 in an effort to support the University mission of creating leaders, in a variety of fields, dedicated to the common good. The CLP offers a unique scholarly environment for students from every major, and provides transformational and reflective experiences focused on three dimensions: self-awareness, relationship with others, and community action for the common good. Undergraduates take the Minor in Leadership Studies in conjunction with their chosen major in any academic field, including business, engineering, nursing, computer science, biology, chemistry, education and the liberal arts. Admission to the Comprehensive Leadership Program is competitive and the application takes place during the fall of a student's first year, and is based on demonstrated leadership and desire to study leadership through written essays, individual interviews, group interviews, and student's grade point average. The CLP prepares students for real-life leadership as it strives to produce graduates with a deep and holistic understanding of leadership, the meaning of moral character, and an ethic of care and service.

University Honor Societies

Alpha Sigma Lambda: Devoted to advancement of scholarship and to the recognition of non-traditional students continuing their higher education. For the non-traditional student, the society stands as an inspiration for continued scholastic growth, a builder of pride through recognition, and an incentive to associate similarly motivated students. Qualifying candidates for Alpha Sigma Lambda are academically in the top ten percent of the non-traditional student population (undergraduate 24 plus years of age), attending Gonzaga University, and who have completed a minimum of 24 credits at Gonzaga University, with a G.P.A of 3.40 or higher.

Alpha Sigma Nu: The national Jesuit honor society for third year and fourth year men and women students of outstanding academic achievement, service, and loyalty to the ideals of Jesuit education.

Beta Alpha Psi: An honorary organization for financial information students and professionals. The primary objective of Beta Alpha Psi is to encourage and give recognition to scholastic and professional excellence in the business information field. Members of Beta Alpha Psi have significant opportunities for service, networking, and personal/professional development. Membership is open to students in accounting, finance and information systems who meet the academic and service requirements. For more information, see <https://www.gonzaga.edu/school-of-business-administration/undergraduate-programs/undergraduate/accounting/beta-alpha-psi>

Beta Gamma Sigma: The national business honor society. Membership is for the top 10% of the junior and senior-year business majors, respectively, and the top 20% of the Master of Business Administration class.

Chi Alpha Sigma: A nonprofit organization established to recognize college student-athletes who excel both on and off the field of competition.

Chi Sigma Iota: CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.

Kappa Delta Pi: The national education honor society where membership is limited to third year and fourth year students enrolled in one of the phases of the education program of the School of Education, and is based on academic and professional abilities.

Lambda Pi Eta: The national communication honor society for outstanding students in any of the communication arts. Membership in Iota Rho, our local chapter, is limited to third and fourth year students who have achieved high academic achievement, leadership, and service, with a demonstrated commitment to the discipline of communication.

The National Honor Society for Dance Arts honors students of outstanding artistic merit, leadership, and academic accomplishments for those minoring in the art of dance. Membership is limited to senior dance minors who have maintained a 3.5 GPA or higher in academic dance studies and who demonstrate a commitment to the discipline of dance.

The National Honor Society for Collegiate Scholars: The National Society of Collegiate Scholars (NSCS) is an honors organization that recognizes and elevates high achievers. NSCS provides career and graduate school connections, leadership and service opportunities and gives out a million dollars in scholarships annually. NSCS members are deeply committed to scholarship, leadership, and service and as a result, are impacting their campus and local communities every day.

Omicron Delta Epsilon: This organization is the international honor society in economics. Eligibility requirements for Gonzaga's Epsilon chapter are the completion of 12 credits of economics courses with a minimum 3.2 average in those courses and a minimum 3.0 gpa in all college courses.

Phi Alpha Theta: Founded in 1921, Phi Alpha Theta is the national honor society in history, whose mission is to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas among historians. Since the foundation of the Xi-Gamma Chapter of Phi Alpha Theta at Gonzaga University, hundreds of Gonzaga's top students in history have joined the 350,000 members in 900 chapters across the U.S.

Phi Sigma Iota: Phi Sigma Iota recognizes outstanding accomplishment in the study or teaching of any of the academic fields related to foreign language, literature, or culture. These fields include not only modern foreign

languages, but also other fields with a significant foreign language component.

Phi Sigma Tau: The national honor society in philosophy founded in 1930 which recognizes philosophy students for their academic achievement. Now an international honor society, it is open to all Gonzaga students who have completed a minimum of twelve philosophy credits and have met particular grade requirements.

Pi Mu Epsilon: Incorporated at Syracuse University in 1914, Pi Mu Epsilon is a national mathematics honor society dedicated to the promotion and recognition of scholarly activity in the mathematical sciences. WA Epsilon, the local chapter at Gonzaga University is one of over 380 chapters throughout the country. Established in 1968, WA Epsilon has been an active chapter since 2014. Events are held throughout the academic year, often in conjunction with other activities in the mathematics department. Students are invited to join WA Epsilon each spring if they satisfy the eligibility requirements. An induction ceremony is held in April of each year.

Pi Sigma Alpha: The national honor society for students majoring in political science at the undergraduate and graduate levels. Gonzaga's Chapter, Alpha Beta Xi is open to students in the junior and senior year. Membership is attained through academic achievement at the highest level in both the discipline and in overall academic work.

Psi Chi: The national honor society in psychology, founded in 1929 for the purposes of encouraging and maintaining excellence in scholarship, and advancing the science of psychology.

Sigma Tau Delta: The international English honor society. A member of the Association of College Honor Societies, it was founded in 1924 at Dakota Wesleyan University. With over 750 active chapters located in Europe, the Caribbean, and the United States, there are more than 1,000 faculty sponsors, and approximately 8,500 members inducted annually. Sigma Tau Delta's central purpose is to confer distinction upon students of the English language and literature in undergraduate, graduate, and professional studies.

Sigma Theta Tau International (STTI): This organization is one of the largest and most prestigious nursing organizations in the world. The name of the organization was chosen from the Greek words meaning love, courage, and honor. STTI's mission is to "support the learning, knowledge and professional development of nurses committed to making a difference in health

worldwide." As the international honor society of nursing, it recognizes superior achievement, fosters high professional standards and the development of leadership, encourages creative work, and seeks to strengthen commitment to the ideals and purposes of the profession.

Tau Beta Pi: The national honor society for undergraduate engineering (all disciplines) majors of outstanding academic achievement, leadership, and community service.

Theta Alpha Kappa: Established in 1976 in New York for the purpose of recognizing the academic achievements of religion and theology students, Theta Alpha Kappa has grown to more than two hundred chapters nationally in four-year educational institutions ranging from small religiously affiliated colleges to large public research institutions. It is the only national honor society dedicated to recognizing academic excellence in baccalaureate and post-baccalaureate students and in scholars in the fields of religious studies and theology. It publishes the Journal of Theta Alpha Kappa featuring student scholarship, in which former Gonzaga students have been published.

Upsilon Pi Epsilon: Upsilon Pi Epsilon is the International Honor Society for the computing and information sciences. The mission of Upsilon Pi Epsilon is to recognize academic excellence in computer science and engineering at both the undergraduate and graduate levels, and is endorsed by the Association for Computing Machinery and the IEEE Computer Society.

University Academic Awards

Each spring the faculties of the University meet in convocation to recognize the academic achievements of individual members of the University community. Among others, these awards include:

The Alumni Association Award: The gift of the Gonzaga Alumni Association to a member of the graduating class who has shown excellence in his or her field of study and involvement in University and student affairs, and who has created an impact on the community of Spokane.

The William A. Garrigan, S.J., Award: The gift of the University in memory of Father Garrigan to the member of the graduating class who has achieved the highest cumulative grade point average for four years of undergraduate work at Gonzaga.

Fourth Year, Third Year, Second Year, and First Year Awards: Each one of the first year, second year, third year, and fourth year awards will be granted to the undergraduate student who had the highest GPA calculated for the fall and spring semesters, and who was enrolled for 30 more academic credits in the academic year. If there is a tie, the award will be granted to the student who earned the highest (total) cumulative GPA. Only Gonzaga grades are considered in the GPA. Courses predetermined or mandated by academic departments as Satisfactory/Non-Satisfactory (S/NS) grading only will be counted in the 30 credits.

University Confidentiality of Records Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, is a federal law regarding the privacy of student education records and the obligations of the institution, primarily in the areas of release of records and access provided to these records.

The intent of the legislation is to protect the rights of students, and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education.

Education Records

Any record maintained by Gonzaga that contains information that is personally identifiable to a student (in whatever format or medium) is considered to be an education record with some narrowly defined exceptions to include the following:

- Sole possession records or private notes held by a school official that are not accessible or released to other personnel.
- Law enforcement or campus security records created and maintained by a law enforcement agency for a law enforcement purpose.
- Employment records of an individual who is employed by the institution unless the employment is contingent on student status.
- Medical/psychological treatment records.
- Alumni records created after the student has graduated or left the institution.

Student Rights

At Gonzaga, FERPA rights belong to the student who is in attendance beginning with his/her first day of class regardless of age. The definition of a student applies to all students including continuing education students, students auditing a class, distance education students, and former students.

FERPA affords students the following basic rights in respect to their education record:

- Right to inspect and review their education record maintained by the school.
- Right to request an amendment to the record that the student believes are inaccurate or misleading.
- Right to consent to disclosure of personally identifiable information.
- Right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA.

Challenging the Content of Education Records

A student who wishes to challenge information in their records must submit, in writing, a request for a hearing to the appropriate office maintaining the record, listing the specific information in question and the reasons for the challenge.

Hearings will be conducted by a university official who has no direct interest in the outcome of the hearing.

Students shall be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge.

The hearing officer will render a decision, in writing, noting the reason and summarizing all evidence presented within a reasonable time frame after the challenge is filed.

Should the hearing be in favor of the student, the record shall be amended accordingly. Should the request be denied, an appeal may be made in writing, and submitted to the University Registrar within 10 days of the student's notification of the decision of the hearing officer. The appeal shall be heard by

an appeals board of three senior University officials and a decision rendered, in writing, within a reasonable period of time.

Parent Rights

Once a student reaches the age of 18 or begins their attendance at a postsecondary institution regardless of age, FERPA rights transfer from the parent to the student. Parents can obtain information from their child's education record if the student has submitted a signed consent form to the Registrar's Office or if proof of dependency status has been provided through the receipt of a copy of the most recent income tax statement by the Registrar's Office.

School Official

A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Legitimate Educational Interest

When a school official requires access to a student's record in order to perform their instructional, supervisory, advisory, or administrative duties. FERPA allows universities to give school officials who have legitimate educational interest access to education records without the written and signed consent of the student.

Directory Information

Those data items that are generally not considered harmful or an invasion of privacy if disclosed. Each institution establishes what it considers to be directory information. Gonzaga University does not authorize distribution of listings of student names with addresses and/or telephone numbers to any entity outside of the University unless it is required by law or otherwise allowed by FERPA. Gonzaga has deemed the following information as directory information:

- Student name
- Addresses & phone numbers
- E-mail addresses
- Place of birth
- Major field of study
- Dates of attendance
- Full or part time enrollment status
- Year in school (class)
- Degree(s) received and date(s) conferred
- Scholastic honors and awards received
- Other educational institutions attended
- Visual images (through photographs or videos)
- Height and weight of athletic team members

Directory information may be published in a student directory or event program and released to the media and to the public for enrolled students.

Every student is given the opportunity to have directory information suppressed from public release through their signed consent on a form available from the Registrar's Office. With this agreement, the information will not be disclosed unless authorized under the Family Educational Rights and Privacy Act of 1974 (FERPA).

Annual Notification

Gonzaga notifies eligible students annually of their rights under FERPA. Gonzaga provides this notification to each student via e-mail and through publications such as the University catalogs.

FERPA Administration

Office of the Registrar
College Hall 229, 502 E Boone Ave
Spokane, WA 99258-0083
(509) 313-6592 Direct
(509) 313-5828 Fax
(509) 793-1723 (Toll-Free)
registrar@gonzaga.edu
<http://www.gonzaga.edu/registrar>

AACRAO

<https://www.aacrao.org/resources/compliance/ferpa>
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
<https://www2.ed.gov/policy/gen/guid/fpco/index.html>

College of Arts and Sciences

Dean: Annmarie Caño

Associate Deans: Matt Bahr, Patricia Terry

The College of Arts and Sciences develops women and men for others, ready to face the intellectual, vocational, and spiritual challenges of today and tomorrow.

The College is primarily responsible for delivering courses in the University Core curriculum, the center of Gonzaga's humanistic, Jesuit, Catholic education. The departments and programs that make up the College also offer students majors, minors and concentrations in liberal arts, humanities, and specialized fields, preparing them for immediate careers or for further studies. For students pursuing Arts and Sciences majors, the College also has a secondary language requirement.

Degree Programs in the College of Arts and Sciences

Bachelor of Arts, General: This is the regular B.A. degree offered by the College; it also is available with a teaching option in some majors.

Bachelor of Science, General: This is the regular B.S. degree offered by the College.

Bachelor of Arts, Honors: This degree is awarded to students who pursue their basic undergraduate education under the direction of the Honors Program. A specific core Honors curriculum, accomplished primarily through colloquia and seminars, satisfies university core requirements for those students who obtain this degree. The degree is available in all majors within the College that offer the B.A.

Bachelor of Science, Honors: This degree is awarded to students who complete the requirements for a major in a field which offers the B.S. and who pursue their basic undergraduate education under the direction of the Honors Program; a specific Honors curriculum satisfies the university core requirements for those students who obtain this degree.

College of Arts and Sciences Degree Requirements

In addition to the general degree requirements of the University, including the University Core curriculum, students earning all Bachelor's degrees offered by the College of Arts and Sciences must complete the following requirements:

1. Completion of the requirements for a major within the College.
2. Completion of a senior thesis, comprehensive exam, capstone, or other culminating experience designed by the major department.
3. Language Requirement: Competency in a second language (classical or modern) at the intermediate level (courses numbered 201-202) is required for students continuing in the study of a language. Students beginning study in a language they have not previously studied can fulfill the requirement by completing one year at the beginning level (courses numbered 101-102). Non-native speakers of English who have completed the required English core credits at Gonzaga may petition the Associate Dean of Arts and Sciences for a waiver of this requirement.

Please note: Every degree requires a minimum of 128 completed semester credits. No core, major, minor, or concentration courses may be taken under the Pass/Fail option.

Arts and Sciences Common Curriculum

Table of Credits for Degrees, Majors and Minors

Field	Degree	Major	Minor
<u>Applied Mathematics</u>	BS	57-69	24
<u>Actuarial Science Concentration</u>		69	n.a.
<u>Biology Concentration</u>		68	n.a.
<u>Biochemistry Concentration</u>		67	n.a.
<u>Chemistry Concentration</u>		67	n.a.
<u>Computer Science Concentration</u>		61	n.a.
<u>Economics Concentration</u>		61	n.a.
<u>Physics Concentration</u>		65	n.a.
<u>Art</u>	BFA	53	

Field	Degree	Major	Minor
<u>Art</u>	BA	39	24
<u>Art History Concentration</u>		48	n.a.
<u>Art History (for non-Art majors)</u>		n.a.	24
<u>Biology</u>	BA	40	28
<u>Research Concentration</u>		47-48	n.a.
<u>Biology</u>	BS	64	28
<u>Research Concentration</u>		71-72	n.a.
<u>Biochemistry</u>	BS	70-71	n.a.
<u>(ACS approved option)</u>		71-72	
<u>Broadcast and Electronic Media Studies</u>	BA	36	21
<u>Catholic Studies</u>		n.a.	21
<u>Chemistry</u>	BA	55	32-37
<u>(ACS approved option)</u>	BS	64-65	n.a.
<u>Classical Civilizations</u>	BA	36	23
<u>Communication Studies</u>	BA	37	21
<u>Computer Science and Computational Thinking</u>	BA	55-59	n.a.
<u>Art Concentration</u>		55-56	n.a.
<u>Biology Concentration</u>		57-59	n.a.
<u>Communication Studies Concentration</u>		55-56	n.a.
<u>Economics Concentration</u>		55-56	n.a.
<u>English Concentration</u>		55-56	n.a.
<u>Environmental Studies Concentration</u>		58-59	n.a.
<u>Philosophy Concentration</u>		55-56	n.a.
<u>Sociology Concentration</u>		55-56	n.a.
<u>Theatre Arts Concentration</u>		55-56	n.a.
<u>Conducting (for Music, Music Ed majors only)</u>		n.a.	20
<u>Criminology</u>	BA	33	18
<u>Critical Race and Ethnic Studies</u>		n.a.	21

Field	Degree	Major	Minor
<u>Dance</u>	BA		20
<u>Dance Pedagogy Concentration</u>		35	
<u>Performance Concentration</u>		35	
<u>English</u>	BA		21
<u>Writing Concentration</u>		39	see below
<u>Literature Concentration</u>		39	n.a.
<u>Environmental Science</u>	BS	64-65	n.a.
<u>Film Studies</u>		n.a.	21
<u>French*</u>	BA	19-35	12-28
<u>German*</u>		n.a.	12-28
<u>History</u>	BA	33	18
<u>Asian History</u>		n.a.	18
<u>Latin American History</u>		n.a.	18
<u>Race & Ethnic Communities</u>		n.a.	18
<u>Interdisciplinary Arts</u>		n.a.	20-25
<u>International Studies*</u>	BA	42-58	15-23
<u>Italian*</u>		n.a.	12-26
<u>Italian Studies*</u>	BA	22-36	12-26
<u>Jazz Performance</u>		n.a.	22
<u>Journalism</u>	BA	39	19
<u>Mathematics</u>	BA	31	24
	BS	40	24
<u>Music</u>	BA	45-54	20
<u>Composition concentration</u>		45	n.a.
<u>General studies concentration</u>		45	n.a.
<u>Performance concentration</u>		49	n.a.
<u>Sacred Music concentration</u>		54	n.a.
<u>Music Education</u>	BA		n.a.

Field	Degree	Major	Minor
<u>Choral and General concentration</u>		51	
<u>Instrumental and General concentration</u>		51	
<u>Native American Studies</u>		n.a.	21
<u>Philosophy</u>	BA	36	21
<u>Kossel Concentration</u>		44	n.a.
<u>Physics</u>	BS	54	27
	BA	54	n.a.
<u>Political Science</u>	BA	31	18
<u>Psychology</u>	BA	33	21
<u>Research Concentration</u>		33-34	
<u>Public Relations</u>	BA	39	18
<u>Religious Studies</u>	BA	36	18
<u>Sociology</u>	BA	33	18
<u>Solidarity and Social Justice</u>		n.a.	21
<u>Spanish*</u>	BA	22-38	12-28
<u>Theatre</u>	BA		20-21
<u>Performance Concentration</u>		44-49	
<u>Technical Theater Concentration</u>		44-49	
<u>Visual Literacy</u>		n.a.	18-19
<u>Women's & Gender Studies</u>		n.a.	21
<u>Writing</u>			21

Note: *Number of credits required is dependent on non-English language competency.

Teacher Certification

In order to obtain a teaching certificate, students need to complete a degree with an appropriate major and also to complete professional educational requirements. Since most future teachers obtain their degree in the College of Arts and Sciences, they have an academic advisor in that college. In addition, they need an advisor from the Teacher Education Department, who is usually assigned to them when they register for EDTE 101L.

Art

Chairperson: Shalon Parker

Leo Kreielsheimer Professor of Fine Arts: M. Rude

Professors: M. Farrell (Emerita), T. Gieber (Emeritus), S. Parker

Assistant Professors: R. Gil Zambrano, M. McCormick, L. Truitt

Gonzaga's Art Department offers students the opportunity to investigate a variety of visual experiences through a study of both the studio arts and art history.

The department offers one major and two minors:

Bachelor of Arts, Art major

Bachelor of Fine Arts, Art major

Minor in Art

Minor in Art History

The Bachelor of Fine Arts (B.F.A.) in Art is a professional degree in the fine arts intended to provide art majors with greater technical expertise and conceptual proficiency in studio art. It gives students a much more competitive edge when entering the job market for positions in design or media production, applying to graduate programs in the visual arts, or pursuing a career as a practicing fine artist.

The Bachelor of Arts (B.A.) in Art provides students a comprehensive education in the visual arts and art history. It requires fewer credits in art than the B.F.A. and thus allows greater flexibility for students to pursue additional academic interests or a second major in another area of study.

The department is located in the Jundt Art Center. The Jundt Art Center maintains studios in ceramics, design, drawing, painting, and printmaking. Courses in photography and filmmaking are offered in the Journalism/Broadcast and Electronic Media Studies Building. A theatre-style lecture hall in the Jundt Art Center provides space for art history, visiting artist

lectures, and video/film presentations. Some of the department's courses are offered at Gonzaga-in-Florence.

The Jundt Art Museum provides storage and exhibition areas for Gonzaga University's permanent art collection, plus changing exhibits of local, regional, national, and international artwork. Students and faculty regularly take advantage of the many opportunities to study and learn directly from artworks in the Jundt Art Museum.

The Gonzaga University Urban Arts Center (GUUAC) in downtown Spokane provides exhibit space for Gonzaga art students and faculty, local artists, and visiting artists from outside the region. The GUUAC brings the experience of contemporary art directly to the broader Spokane community.

B.A. Major in Art: 39 Credits

Lower Division

VART 101 Drawing I 3 credits

One of the following: 3 credits

VART 112 Digital Art Foundations

VART 230 3-D Design

One of the following: 3 credits

VART 140 Ceramics: Hand Building

VART 141 Ceramics 1

VART 170 Photographic Art 3 credits

VART 190 Art Survey: Prehistoric-Medieval 3 credits

VART 191 Art Survey: Renaissance-Modern 3 credits

VART 221 Oil Painting 3 credits

Upper Division

One of the following two Courses: 4 credits

VART 350 Beginning Printmaking

VART 351 Beginning Screen Printing

VART 385 Figure Drawing I 4 credits

One the following Art History Courses: 3 credits
(Non-Art History Concentration Students Only)

VART 394 Special Topics in Art History

VART 395 Art in the 19th Century

VART 396 Art in the 20th Century

VART 407/WGST 350 Women Artists

VART 408 History of Photography

VART Electives (studio art) 4 credits

VART 493 Studio Practice Course 1 credit

VART 499 Professional Practice Course 2 credits

Art History Concentration: 15 credits
(for Art Majors only)

VART 395 Art in the 19th Century 3 credits

VART 396 Art in the 20th Century 3 credits

Any three of the following electives: ** 9 credits

VART 394 Special Topics in Art History

VART 403/HIST 302 The Ancient City

VART 404/HIST 307 The Archaeology of Ancient Greece

VART 405/HIST 308 The Archaeology of Ancient Rome

VART 406/HIST 366 American Culture and Ideas

VART 407/WGST 350 Women Artists

VART 408 History of Photography

VART 498 Independent Research

B.F.A. Major in Art: 53 credits

VART 101 Drawing I 3 credits

VART 112 Digital Art Foundations 3 credits

One of the following: 3 credits

VART 140 Ceramics: Hand Building

VART 141 Ceramics: Ceramics I

VART 170 Photographic Art 3 credits

One of the following: 3 credits

VART 190 Art Survey: Prehistoric-Medieval

VART 191 Art Survey: Renaissance-Modern

VART 201 Drawing 2 3 credits

VART 221 Oil Painting 3 credits

VART 230 3-D Design 3 credits

One of the following two Courses: 4 credits

VART 350 Beginning Printmaking

VART 351 Beginning Screen Printing

VART 385 Figure Drawing 1 4 credits

Three additional 300-level or above studio art classes 12 credits

Two upper division art history courses 6 credits

VART 493 Studio Practice Course 1 credit

VART 494 BFA Solo/Two-Person Exhibit 0 credit

VART 499 Professional Practice Course 2 credits

Minor in Art: 24 credits

Lower Division

VART 101 Drawing I 3 credits

One of the following Courses: 3 credits

VART 112 Digital Art Foundations

VART 170 Photographic Art

VART 230 3-D Design

One lower division VART Elective 3 credits

Upper Division

One of the following five Courses: 3 credits

VART 394 Special Topics in Art History

VART 395 Art in the 19th Century

VART 396 Art in the 20th Century

VART 407/WGST 350 Women Artists

VART 408 History of Photography

VART Studio Art Electives 12 credits

Minor in Art History: 24 credits

(for non-Art Majors; Art Majors may declare a concentration in Art History)

Lower Division

VART 101 Drawing I 3 credits

One of the following three studio Courses: 3 credits

VART 112 Digital Art Foundations

VART 141 Ceramics I

VART 221 Oil Painting

VART 190 Art Survey: Prehistoric-Medieval

3 credits

VART 191 Art Survey: Renaissance-Modern

3 credits

Upper Division

VART 395 Art in the 19th Century 3 credits

VART 396 Art in the 20th Century 3 credits

Any two of the following electives: ** 6 credits

VART 394 Special Topics in Art History

VART 403/HIST 302 The Ancient City

VART 404/HIST 307 The Archaeology of Ancient Greece

VART 405/HIST 308 The Archaeology of Ancient Rome

VART 406/HIST 366 American Culture and Ideas

VART 407/WGST 350 Women Artists

VART 408 History of Photography

VART 498 Independent Research

A maximum of two upper-division art history courses in study abroad programs may be substituted for the upper-division elective requirements, with **prior approval from Department Chair.

Courses:

VART 101 Drawing I credit(s): 3

The graphic representation of visual reality in a variety of media; emphasis is directed toward an understanding of observation, form, line, value, composition, and space. Fall and Spring.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Restriction(s):

Must be the following Class(es): Freshman, Sophomore

VART 112 Digital Art Foundations credit(s): 3

An introduction to basic design and digital art, using the computer as a primary tool and Adobe Photoshop, as well as drawing and painting materials. Fall and Spring.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Restriction(s):

Must be the following Class(es): Freshman, Sophomore

VART 115 Art Appreciation credit(s): 3

An introduction to the visual arts of the Western world. The basic premise of the course stems from a conviction that painting, sculpture, and architecture reflect the times and places that produced them. Fall and Spring.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

VART 121 Painting Methods and Materials credit(s): 3

An introduction to a variety of methods and mediums that are used in basic painting. Students will learn how to prepare different surfaces for painting, including paper, panel and canvas.

Intended for the non-art major/minor. Fall and Spring. Fulfills the following degree requirement(s): Core: Fine Arts and Design.

VART 140 Ceramics: Hand Building credit(s): 3

This course will focus on hand-building techniques such as coiling and slab construction as well as an introduction to the potter's wheel. Fall and Spring.

A basic experience with clay. Emphasis on hand building techniques with an introduction to wheel forming. Secondary emphasis on developing fundamentals of clay and glaze technology. Fall and Spring.

A survey of the role of photography in media and art as well as contemporary human experience. The course emphasizes creative control of digital cameras and an understanding of the principles of photography in creating images with technical and high aesthetic value.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

- VART 221 Oil Painting** **credit(s): 3**
 Basic problems in oil techniques, explorations in still life, landscape, and expression. Fall and Spring.
Prerequisite(s): VART 101 (or concurrent) or VART 112 (or concurrent)
- VART 230 3-D Design** **credit(s): 3**
 A foundational course focused on the principles and elements of design for three-dimensional/sculptural art. Students learn how to turn a concept/idea into a three-dimensional work of art. Fall and Spring.
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
- VART 241 Ceramics II** **credit(s): 3**
 Qualities of form, function, and style are explored by means of wheel forming. Glaze development and approaches to firing techniques are introduced. Spring only.
Prerequisite(s): VART 141
- VART 292 Directed Studio** **credit(s): 1-3**
 Course repeatable for 6 credit(s).
 Variable credit, directed study for the student with a limited schedule. Studio work by arrangement. Fall and Spring.
- VART 293 Introduction to Florence** **credit(s): 3**
 A survey of Florentine history from its origins to 1400, with special reference to the artistic, social, and literary developments of the 13th and 14th centuries. Florence campus only.
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
- VART 294 Florence of the Medici** **credit(s): 3**
 A study of the artistic, social, and literary developments in Florence from the time of Savonarola through the Florence of Michelangelo, Cosimo I, Galileo, and the Grand Dukes. Florence campus only.
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
- VART 295 Spanish Art-Modern and Contemporary** **credit(s): 3**
 Granada campus only.
- VART 296 Spanish Art-Ancient, Medieval** **credit(s): 3**
 Granada campus only.
- VART 312 Sculpture Materials and Design II** **credit(s): 4**
 for 8 credit(s).
 Explores the principal elements of design through sculpture and drawing projects. Students will develop their structural and perceptual senses, with a special emphasis on 3-D perception. Florence campus only.
Prerequisite(s): VART 101 or VART 212
- VART 322 Fresco** **credit(s): 4**
 Exploration of Fresco techniques. Both buon and fresco secco are introduced. Students have hands-on experience and produce a fresco image during the course. Florence campus only.
- VART 323 Painting: Narrative/Figuration** **credit(s): 4**
 Focuses on the human figure and creating narrative in painting. Students work partly from direct observation, crafting works that explore imagery, symbolism, and setting. Fall only.
 Prerequisite: VART 221.
Prerequisite(s): VART 221
- VART 324 Painting: Theory and Practice** **credit(s): 4**
 Course repeatable for 8 credit(s).
 Focuses on contemporary theory in painting. Students create works on a single theme using different materials and processes.
Prerequisite(s): VART 221

- VART 341 Intermediate Ceramics Projects** **credit(s): 4**
 Course repeatable for 16 credit(s).
 A directed study of specific throwing and/or hand building techniques. Studio processes of glaze development and firing practices will be introduced.
Prerequisite(s): VART 241
- VART 349 Special Topics in Studio Art** **credit(s): 4**
 Course repeatable for 12 credit(s).
 Topics to be determined by instructor.
Restriction(s):
 Must be the following Class(es): Sophomore, Junior, Senior
- VART 350 Beginning Printmaking** **credit(s): 4**
 Introduces students to the development of imagery through a variety of etching and relief processes. Fall.
Prerequisite(s): VART 101
- VART 351 Beginning Screen Printing** **credit(s): 4**
 Introduces students to the development of imagery through the screen printing process. Spring.
Prerequisite(s): VART 101
- VART 352 Intermediate Printmaking** **credit(s): 4**
 Course repeatable for 8 credit(s).
 This course adds new printmaking techniques to the processes learned in beginning printmaking, refines the abilities already learned and expands the student's knowledge about image development through the printmaking process. Fall and Spring.
Prerequisite(s): VART 350 or VART 351
- VART 360 Museum Studies** **credit(s): 3**
 An exploration of the value and function of museums. History of Italian museums as outstanding examples of European Culture from the Renaissance to the 20th Century. Florence campus only. Can be substituted for one Art History requirement for Art majors.
 Fulfills the following degree requirement(s): ITAL - upper division elec
- VART 385 Figure Drawing I** **credit(s): 4**
 Course repeatable for 8 credit(s).
 Basic problems in developing the human figure and experiments with a variety of drawing media. Florence campus and main campus. Fall and Spring.
Prerequisite(s): VART 101 or VART 201 or VART 202
- VART 386 Figure Drawing II** **credit(s): 4**
 Course repeatable for 12 credit(s).
 A continuation of VART 385. Fall and Spring.
Prerequisite(s): VART 385
- VART 393 Special Topics Study Abroad** **credit(s): 3**
 Topic determined by instructor.
 Fulfills the following degree requirement(s): ITAL - upper division elec
Restriction(s):
 Must be the following Class(es): Sophomore, Junior, Senior
- VART 394 Special Topics in Art History** **credit(s): 3**
 Course repeatable for 9 credit(s).
 Consult instructor for topic as it will vary each semester. May be repeated for credit.
 Fulfills the following degree requirement(s): VART -History
Restriction(s):
 Must be the following Class(es): Sophomore, Junior, Senior
- VART 395 Art in The 19th Century** **credit(s): 3**
 A survey of European and American art from c. 1789 to 1914. Special emphasis placed on the relationship between art and political revolution, Orientalism and "Primitivism" in the visual arts,

This course examines the techniques and methods of classical archaeology as revealed through an examination of the major monuments and artifacts of ancient Rome and its neighbors. Architecture, sculpture, vase and fresco painting, and the minor arts are all examined, from the Early Iron Age through the Late Roman period. We consider the nature of this archaeological evidence, and the relationship of classical archaeology to other disciplines such as history, art history, and the classical languages.

Equivalent(s): HIST 308

VART 406	American Cultures and Ideas	credit(s): 3

This course will examine American history through an exploration of its culture. Throughout this course we will work towards defining what culture is, how it shapes expectations and assumption, how it motivates human actions and interactions, and how it is bound by time and place. Each student's ability to critically read cultural sources from an appropriately historical frame of reference will be tested in a variety of assignments, including weekly readings, writing assignments, and active class participation.

Equivalent(s): HIST 366

An introduction to women as creators of fine and decorative art within North America and Europe from the late 18th C. to today. The course also addresses how women have been represented in art by men and other women.

Equivalent(s): WGST 350

VART 408	History of Photography	credit(s): 3

An introduction to the origins and history of photography from the 1830's to today. Spring, even-numbered years.

Restriction(s): Must be the following Class(es): Sophomore, Junior, Senior

Course repeatable for 16 credit(s).

Prerequisite(s): VART 324 or VART 323

The Core Integration Seminar (CIS) engages the Year Four Question: “Imagining the possible: What is our role in the world?” by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students’ future role in the world.

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

- VART 441 Advanced Ceramics Projects** **credit(s): 4**
 Course repeatable for 12 credit(s).
 Exploration of advanced glazing and firing techniques. Emphasis is on developing individual expression in ceramic form.
Prerequisite(s): VART 341
- VART 442 Ceramic Materials** **credit(s): 4**
 A study of glaze theory and empirical formulation methods. Coursework is designed for the advanced student contemplating graduate school or a professional career in the studio. Upon sufficient demand.
Prerequisite(s): VART 241
- VART 443 Kiln Design and Construction** **credit(s): 4**
 An exploration of kiln types, firing methods, and chamber designs. A kiln will be constructed and fired. Upon sufficient demand.
Restriction(s): Must be the following Class(es): Junior, Senior
Prerequisite(s): VART 241
- VART 450 Advanced Printmaking Projects** **credit(s): 4**
 Course repeatable for 16 credit(s).
 This course continues to refine the abilities already learned and expands the student's knowledge about printmaking. The emphasis is on idea development in combination with technical skills to create a body of work through printed means. Individual exploration is encouraged and challenged through critical dialogue in combination with the teacher and fellow students.
Prerequisite(s): VART 352
- VART 466 Philosophy of Art** **credit(s): 3**
 An analysis of beauty, creativity, and taste according to the theories of Aristotle, Plato, Aquinas, and some contemporary philosophers. Several representative works from all areas of the fine arts are examined in the light of the aesthetic principles of classical philosophy.
Equivalent(s): PHIL 472
Prerequisite(s): PHIL 201
- VART 472 Creative Filmmaking** **credit(s): 4**
 An exploration of moving images and digital video as they relate to documentary films and art. Students learn how artists employ digital video and moving images in their artistic work. They also learn how to apply fundamental visual strategies of digital media and technological tools, including media editing software such as Adobe Premiere Pro and After Effects, to the creation and editing of video. Lab fee. Fall.
Equivalent(s): INMD 410
Prerequisite(s): INMD 101(and VART 170 or JOUR 170 or JOUR 270 or SOSJ 261)
- VART 480 Special Topics Studio** **credit(s): 1-4**
 Course repeatable for 16 credit(s).
 Topic to be determined by Instructor.
- VART 485 Advanced Drawing Projects** **credit(s): 4**
 Course repeatable for 16 credit(s).
 Exploration of advanced drawing techniques.
Restriction(s): Must be the following Class(es): Sophomore, Junior, Senior
Prerequisite(s): VART 386
- VART 492 Independent Study** **credit(s): 1-4**
 Course repeatable for 16 credit(s).
 Specialized study by arrangement with individual studio faculty.

for 1 credit(s).

Students begin a body of work that launches them towards their larger group of works to be shown in April of their senior year as part of the senior exhibition. Students discuss and learn about various forms of studio practice and how artists create spaces, projects, and situations for themselves. Group critiques of work-in-progress will take place on a weekly basis. Fall and spring.

Must be in the following Major(s) or Minor(s): Art, B.F.A., Art History

Must be the following Class(es): Junior, Senior

credit(s): 0

Students will exhibit a body of work in the local area, on or off campus. Students will be responsible for the planning, marketing, and installation of their solo or two-person show. Fall and spring.

Must be in the following Major(s): B.F.A.

Must be the following Class(es): Senior

credit(s): 0-6

Course repeatable for 6 credit(s).

Professional work experience in an art-related field.

credit(s): 1-3

Course repeatable for 15 credit(s).

Individual research on an art topic approved by and arranged with a faculty member.

Fulfills the following degree requirement(s): VART - History

credit(s): 2

Required of Art Majors. Open to art minors by departmental invitation only. A seminar designed to prepare the graduating student for vocations in art or postgraduate studies, culminating with a public exhibition of the senior's portfolio demonstrating learned skills. Enrollment by permission of instructor. Spring.

Must be the following Class(es): Senior

Biology

Chairperson: David Boose

Professors: K. Anders, J. Beckstead, M. Bertagnolli, D. Boose, W. Ettinger, H. Lefcort, N. Staub, B. Swanson, P. Pauw (Emeritus), R. Prusch (Emeritus)

Associate Professors: E. Addis, B. Bancroft, C. Bonilla, G. Chang, J. Haydock, M. Poxleitner

Assistant Professors: C. Andrade, L. Diaz-Martinez, S. Hayes, J. Orcutt

Lecturer: K. Measor

The department offers two degrees, one major and one minor:

Bachelor of Science, Biology major (optional Biology Research concentration)

Bachelor of Arts, Biology major (optional Biology Research concentration)

Minor in Biology

Biology is the study of living organisms and the environment in which they live. As such, the Biology Department emphasizes a broad education within the field to help students develop a comprehensive understanding of how life works. To prepare students to pursue biology-oriented careers, in fields such as medicine, dentistry, biotechnology, conservation science, environmental science, sustainability, research and teaching, the Biology Department offers a selection of courses and experiences that help students understand the unity, diversity and complexity of life using evolutionary principles as the unifying theme. Students in the biology program are first introduced to foundational themes and concepts and then pursue their area of interest through elective courses. In general, our elective courses fall into the main categories of comparative physiology, genetics, cell and molecular biology, and ecology. Students are free to explore their interests in any or all of these areas. Through inquiry-based laboratory experiences and opportunities to participate in research projects, Biology majors also acquire problem solving and critical thinking skills and are therefore well prepared for their next step whether it be graduate or professional programs, specific training in health care fields, work in a lab or field station, or combining their scientific training with another interest such as business, law or even the arts.

Biology majors can choose a Bachelor of Science (B.S.) or a Bachelor of Arts (B.A.) degree. The B.S. in Biology provides excellent preparation for students

pursuing continued training in graduate programs in a broad range of sub-disciplines, as well as medical, dental, and veterinary school. The B.A. in Biology allows more time for students to get a second major or take additional courses in other departments at the university, thus gaining a broader liberal arts education. For example, Biology majors who want to teach biology at the secondary level can participate in the teacher certification program. Many of our majors and students who minor in Biology are interested in opportunities to integrate biological principles with other fields, such as those that focus on the environment and sustainability, law, engineering, business, or scientific journalism. We encourage interdisciplinary studies and work closely with other departments at the university to develop and promote these kinds of opportunities for our students.

The Research Concentration within the Biology major is designed for students who want to explore graduate level training in science. Biology faculty members are committed to mentoring undergraduate students in their research labs and also support Gonzaga students who are interested in doing summer research at other institutions.

Biology majors from Gonzaga University are well prepared for a variety of careers or post-graduate education. Some go on to medical or dental school - recently our graduates have been accepted to Colorado State University, Creighton University, Georgetown University, Marquette University, Oregon Health & Science University, Tulane University, University of Colorado, University of Hawaii, and University of Washington, to name a few. Many of our graduates go on to graduate school—students have been accepted into programs at schools such as the University of California at Berkeley, Yale University, University of California at San Francisco, University of California at Irvine, Oregon State University, University of New Mexico, and University of Wisconsin–Madison, to name a few. Many of our students choose to participate in the Peace Corps or the Jesuit Volunteer Corps prior to pursuing post-graduate education. Others work in biotech or nature conservation fields after graduation, or earn their teaching credentials and work to make the world a more scientifically literate place.

Science impacts everyone in our society. To help promote an understanding of the nature of science and issues that affect us all, the department offers courses that specifically fulfill the Scientific Inquiry requirement of the University Core curriculum: Scientific Inquiry (BIOL 104 and 104L), Biological Systems (BIOL 181 and BIOL 181L), and Field Studies in Biodiversity (BIOL 159L, taught each summer in either Zambia or Ecuador).

B.S. Major in Biology: 64 credits

Lower Division

<u>BIOL 105</u> , <u>BIOL 105L</u> Information Flow in Biological Systems	4 credits
<u>BIOL 106</u> Energy Flow in Biological Systems	3 credits
<u>BIOL 205</u> , <u>BIOL 205L</u> Physiology and Biodiversity	4 credits
<u>BIOL 206</u> , <u>BIOL 206L</u> Ecology	4 credits
<u>BIOL 207</u> , <u>BIOL 207L</u> Genetics	4 credits
<u>PHYS 101</u> , <u>PHYS 101L</u> (or <u>PHYS 103</u> , <u>PHYS 103L</u>)	5 credits
<u>PHYS 102</u> , <u>PHYS 102L</u> (or <u>PHYS 204</u> , <u>PHYS 204L</u>)	5 credits
<u>CHEM 101</u> , <u>CHEM 101L</u> General Chemistry	4 credits
<u>CHEM 230</u> , <u>CHEM 230L</u> Organic Chemistry I	5 credits
<u>CHEM 231</u> , <u>CHEM 231L</u> Organic Chemistry II	4 credits
<u>CHEM 245</u> , <u>CHEM 245L</u> Biochemistry	4 credits

Upper Division*

<u>BIOL 399</u> Advanced Topics	2 credits
BIOL Upper Division Electives	15 credits
<u>BIOL 495</u> Senior Evaluation	0 credits
<u>BIOL 499</u> Senior Colloquium	1 credit

B.A. Major in Biology: 40 credits

Lower Division

<u>BIOL 105</u> , <u>BIOL 105L</u> Information Flow in Biological Systems	4 credits
<u>BIOL 106</u> Energy Flow in Biological Systems	3 credits
<u>BIOL 205</u> , <u>BIOL 205L</u> Physiology and Biodiversity	4 credits
<u>BIOL 206</u> , <u>BIOL 206L</u> Ecology	4 credits

<u>BIOL 207</u> , <u>BIOL 207L</u> Genetics	4 credits
<u>CHEM 101</u> , <u>CHEM 101L</u> General Chemistry	4 credits
<u>CHEM 230</u> , <u>CHEM 230L</u> Organic Chemistry I	5 credits

Upper Division*

<u>BIOL 399</u> Advanced Topics	2 credits
BIOL Upper Division Electives	9 credits
<u>BIOL 495</u> Senior Evaluation	0 credits
<u>BIOL 499</u> Senior Colloquium	1 credit

Minor in Biology: 28 credits

Lower Division

<u>BIOL 105</u> , <u>BIOL 105L</u> Information Flow in Biological Systems	4 credits
<u>BIOL 106</u> Energy Flow in Biological Systems	3 credits
<u>BIOL 205</u> , <u>BIOL 205L</u> Physiology and Biodiversity	4 credits
<u>BIOL 206</u> , <u>BIOL 206L</u> Ecology	4 credits
<u>BIOL 207</u> , <u>BIOL 207L</u> Genetics	4 credits
One of the following two:	4 credits
<u>CHEM 101</u> / <u>CHEM 101L</u> General Chemistry	
<u>ENVS 104</u> / <u>ENVS 104L</u> Environmental Chemistry	

Upper Division*

BIOL Upper Division Electives	5 credits

*Students must earn a C- grade or better in BIOL 105/105L and BIOL 106 in order to take BIOL 205, 206, or 207. Students must also earn a C- grade or better in BIOL 205/205L, 206/206L, 207/207L and 399 in order to take BIOL 499. For upper division biology electives, a minimum of 10 credits (BS), 6 credits (BA), or 4 credits (Minor) must be biology courses taken from Gonzaga

faculty: students participating in School for Field Studies programs or other study abroad programs should make note. Credits from BIOL 497, Biology Internship, do not satisfy any requirements for the Biology Major or Minor.

All courses should be chosen in consultation with a faculty advisor.

B.S. or B.A. in Biology with Research Concentration

The Research Concentration is a challenging path within the Biology major. Its goals are to make research experiences available to more students, to show students the value of science education outreach through experiential learning, and to provide students with a more solid foundation in biological mathematics and science communication. It consists of a number of courses and experiences designed to prepare students to pursue research in some venue (graduate school, industry, government, medical school, or science education) after graduation. Students can enter the program at any time, although we anticipate most students will enter the program as sophomores and juniors.

To complete the Research Concentration, the following requirements are added to the requirements for the B.S. or B.A. degree in biology:

1. Participate in a significant research experience. This means working on an independent research project for the equivalent of 4 credits. Most students can fulfill this requirement in one summer of full-time research or four academic semesters of research while enrolled in other classes. Enrolling in the Research Concentration does not guarantee a research experience. It is the student's responsibility to secure a research position. This requirement can be fulfilled in the lab of a GU faculty member or with prior permission, at a different institution.
2. Present the results from the independent research (in oral or poster format) to the scientific community at a venue outside of the Gonzaga campus.
3. Write up the research results under advisement with your research mentor. Final papers will be turned in to the Research Coordinator the last month of the final semester you are enrolled at Gonzaga. If you did research off campus, see the Research Coordinator to arrange a local writing mentor.
4. Participate in science education outreach for 16 hours one semester (BIOL 295/CHEM 295).

5. Take BIOL 484 Research Seminar (1 credit) and attend a minimum of 12 biology-related seminars (including those in BIOL 484), and write and submit a seminar reflection for each seminar.
6. Take a college calculus course, Survey of Calculus (MATH 148) or Calculus and Analytic Geometry I (MATH 157).
7. Complete a statistics course (MATH 121 or MATH 321) or biological mathematics course, Biological Data Analysis (BIOL 305).

Courses:

BIOL 104 Scientific Inquiry: credit(s): 2

This lecture and laboratory course content will be determined by the instructor to meet the learning objectives of the Scientific Inquiry requirement of the University Core. Fall and Spring. Fulfills the following degree requirement(s): Core: Science Inquiry

Corequisite(s): BIOL 104L

Restriction(s):

Must be the following Class(es): Freshman

BIOL 104L Scientific Inquiry Lab credit(s): 1

Taken concurrently with BIOL 104.

Fulfills the following degree requirement(s): Core: Science Inquiry

Corequisite(s): BIOL 104

BIOL 105 Info Flow in Biology Systems credit(s): 3

This course provides a foundation in the principles of biology by examining the fundamental role of information in generating the properties of life. The course explores the molecular basis of biological information (codes, signals, structures) and its role in growth, development, communication, regulation, reproduction and evolution of living things. Fall and Spring.

Corequisite(s): BIOL 105L

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biochemistry, Biology, Biology, Biology, Comp Sci & Computation Think, Computer Science, Human Physiology, Nursing

BIOL 105L Info Flow in Biology Systems Lab credit(s): 1

Designed to provide students with an authentic scientific discovery experience, this laboratory involves the isolation, identification, and characterization of novel bacteriophages from local soil samples. Students learn how to approach scientific questions, make observations, record, analyze and report data. Taken concurrently with BIOL 105.

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biochemistry, Biology, Biology, Biology, Comp Sci & Computation Think, Computer Science, Human Physiology, Nursing

Prerequisite(s): BIOL 105, minimum grade: C- (or concurrent)

BIOL 106 Energy Flow in Biological Systems credit(s): 3

This course focuses on the biological processes of energy acquisition, how energy is used in biological systems, and how energy is transferred between organisms and through ecosystems. Human impacts to energy transfer will be covered and topics will integrate energy concepts from

cells to organisms to ecosystems. There is no laboratory associated with this course. Fall and Spring.

Prerequisite(s): BIOL 105, minimum grade: C- and BIOL 105L, minimum grade: C- (or concurrent) and CHEM 101, minimum grade: C- and CHEM 101L, minimum grade: C-

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biochemistry, Biology, Biology, Biology, Comp Sci & Computation Think, Computer Science, Human Physiology

Prerequisite(s): BIOL 105, minimum grade: C- and BIOL 105L, minimum grade: C- (or concurrent) and CHEM 101, minimum grade: C- and CHEM 101L, minimum grade: C- and CHEM 101L, minimum grade: C-

BIOL 159 Studies in Biodiversity

credit(s): 1

Course repeatable for 2 credit(s).

This course is an optional continuation of BIOL 159L Field Studies in Biodiversity. Research projects initiated in the field in BIOL 159L will be concluded with further library research, completion of a technical or popular press article, drafting and editing a poster, and a presentation at a local or regional event. Fall.

Equivalent(s): BIOL 359

Prerequisite(s): BIOL 159L

BIOL 159L Field Studies in Biodiversity

credit(s): 3

Course repeatable for 6 credit(s).

This course uses a field experience as a backdrop to learn about evolutionary, ecological and biogeographical processes that determine the ranges and biodiversity of organisms. The course begins with class work on the Gonzaga campus and is followed by 3-4 weeks in the field, where Gonzaga faculty and local experts will mentor students. Field locations vary by year and include Ecuador, Belize, Zambia, Costa Rica, or domestic locations. This course is designed for non-science majors. The class meets together with the students enrolled in BIOL 359L for biology majors. Summer.

Fulfills the following degree requirement(s): Core: Science Inquiry

Equivalent(s): BIOL 359L

BIOL 170 Introduction to Microbiology

credit(s): 3

An introduction to microbiology for students in Nursing or other allied health professions who will not be majoring in Biology. The course includes basic cellular chemistry and genetics, as well as a survey of topics of clinical importance. Fall and Spring.

Corequisite(s): BIOL 170L

Restriction(s):

Must not be in the following Major(s): Biology, Biology

Prerequisite(s): (BIOL 105, minimum grade: C- or TRAN GBIO, minimum grade: T) and BIOL 105L, minimum grade: C- (and CHEM 101, minimum grade: C- or TRAN GCHM, minimum grade: T)

BIOL 170L Introduction to Microbiology Lab

credit(s): 1

An introduction to methods of microbial analysis including the culture, safe handling, and genetic analysis of microbes. Taken concurrently with BIOL 170.

Corequisite(s): BIOL 170

BIOL 181 Biological Systems

credit(s): 2

This course provides an exploration of the basic systems in biology from plants to animals and from cells to ecosystems for non-science majors. Additionally, this course provides elementary teacher candidates with the basic content knowledge needed to teach life science at the

elementary school level. Lab is required. Fall.

Fulfills the following degree requirement(s): Core: Science Inquiry

Corequisite(s): BIOL 181L

Restriction(s):

Must not be in the following Major(s): Biology, Biology

BIOL 181L Biological Systems Lab

credit(s): 1

Taken concurrently with BIOL 181.

Fulfills the following degree requirement(s): Core: Science Inquiry

Corequisite(s): BIOL 181

Restriction(s):

Must not be in the following Major(s): Biology, Biology

BIOL 190 Special Topics

credit(s): 0-3

Course repeatable for 6 credit(s).

Topic to be determined by instructor.

BIOL 193 First Year Seminar:

credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

BIOL 199 Investigations in Biology

credit(s): 2

Course repeatable 3 time.

Designed for non-science majors; this fulfills the core Scientific Inquiry requirement. Lectures and laboratory sessions emphasize science as an inquiry based process. Laboratory is required when offered.

Fulfills the following degree requirement(s): Core: Science Inquiry

Corequisite(s): BIOL 199L

Restriction(s):

Must not be in the following Major(s): Biochemistry, Biology, Biology, Chemistry, Chemistry

BIOL 199L Investigations in Biology Lab

credit(s): 1

Taken concurrently with BIOL 199.

Fulfills the following degree requirement(s): Core: Science Inquiry

Corequisite(s): BIOL 199

Restriction(s):

Must not be in the following Major(s): Biochemistry, Biology, Biology, Chemistry, Chemistry

BIOL 205 Physiology and Biodiversity

credit(s): 3

This course focuses on understanding the diversity of life on earth and the physiological mechanisms that allow organisms to live in a wide array of environments. A framework of physiology is used to compare and contrast clades of organisms. A prerequisite for most upper division biology elective courses. Fall.

Corequisite(s): BIOL 205L

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biology, Biology, Biology, Comp Sci & Computation Think

Prerequisite(s): BIOL 105, minimum grade: C- and BIOL 105L, minimum grade: C- and BIOL 106, minimum grade: C-

BIOL 205L Physiology and Biodiversity Lab credit(s): 1

Students are introduced to the diversity of organisms and physiological processes that allow organisms to live in a wide array of environments.

Fulfills the following degree requirement(s): Core: Writing Enriched

Corequisite(s): BIOL 205

BIOL 206 Ecology credit(s): 3

This course examines the ecological and evolutionary mechanisms that determine the distribution and abundance of species. Students will explore interactions between organisms and their environments at levels from individuals through ecosystems. A prerequisite for most upper division biology elective courses, and a prerequisite for BIOL 499. Must be taken Sophomore or Junior year, and cannot be taken Senior year. Spring.

Corequisite(s): BIOL 206L

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biology, Biology, Biology, Comp Sci & Computation Think

Prerequisite(s): BIOL 105, minimum grade: C- and BIOL 105L, minimum grade: C- and BIOL 106, minimum grade: C-

BIOL 206L Ecology Lab credit(s): 1

Field and laboratory experiments are used to investigate ecological mechanisms that determine the distribution and abundance of species. Taken concurrently with BIOL 206.

Corequisite(s): BIOL 206

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biology, Biology, Biology, Comp Sci & Computation Think

BIOL 207 Genetics credit(s): 3

This course promotes an understanding of genes and genomes – their molecular properties, how they are expressed and regulated, how they contribute to inheritance, and how they are shaped by evolutionary forces. A prerequisite for most upper division biology elective courses. Fall and Spring.

Corequisite(s): BIOL 207L

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biochemistry, Biology, Biology, Biology, Comp Sci & Computation Think

Prerequisite(s): BIOL 105, minimum grade: C- and BIOL 105L, minimum grade: C- and BIOL 106, minimum grade: C-

BIOL 207L Genetics Lab credit(s): 1

This course provides students with hands-on experimental investigations of molecular mechanisms in genetics. Taken concurrently with BIOL 207.

Corequisite(s): BIOL 207

Restriction(s):

Must not be in the following Major(s):

BIOL 290 Directed Readings credit(s): 1-3

Course repeatable for 6 credit(s).

Topic to be decided by faculty.

BIOL 295 Science Outreach credit(s): 0

Course repeatable 8 time.

The Biology and Chemistry/Biochemistry departments run a variety of outreach programs that include class visits, field trip tours, special summer programs and more. All of our programs strive to engage participants with opportunities for hands-on scientific discovery and inspiration. Fall and Spring.

Equivalent(s): CHEM 295

BIOL 301L Cell Techniques Lab**credit(s): 2**

This course is designed to be an intensive introduction to methods of analysis of prokaryotic and eukaryotic cell structure, composition, and behavior. Microscopy (brightfield and fluorescence), protein studies, enzyme kinetics, bacterial growth, cell signaling, and development are just some of the areas of research students will be exposed to. This course will also be scientific writing and reading intensive, developing student expertise in these critical areas in the field of biological research. Offered upon sufficient demand.

Restriction(s):

Must be in the following Major(s): Biology, Biology, Biology

Prerequisite(s): CHEM 230 and CHEM 230L and BIOL 106 and (BIOL 205 or BIOL 207)

BIOL 303 Population Ecology**credit(s): 3**

An in-depth look at the interactions that control the distribution and abundance of organisms at the population level. Topics such as life-history strategies, population dynamics, competition, predation, parasitism, and mutualism will be explored through the research literature, and quantitative approaches. Fall, even years.

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biology, Biology, Biology

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 303L Population Ecology Laboratory**credit(s): 1**

Taken concurrently with BIOL 303 when the laboratory is offered.

Corequisite(s): BIOL 303

Restriction(s):

Must not be in the following Major(s):

BIOL 304 Practice in Laboratory Teaching**credit(s): 1-2**

Course repeatable for 8 credit(s).

Students gain teaching experience by assisting laboratory instructors as a teaching assistant (TA) in a laboratory course. Duties may include laboratory set-up, in-class mentoring, grading, and quiz preparation. May be repeated. A maximum of two credits may be applied to Biology electives. Usually limited to students who have earned an A or B in the lecture portion of the course for which the student is a candidate to TA the laboratory. By permission only. Fall and Spring.

Prerequisite(s): BIOL 106, minimum grade: C-

BIOL 305 Biological Data Analysis**credit(s): 4**

An applied study of statistical methods used to investigate biological questions. Emphasis will be on applications using software to investigate biological data sets generated by student and instructor research. The course will survey descriptive statistics, sampling, experimental design, estimation, hypothesis testing, and model building (e.g. analysis of variance, regression, multivariate). This course does not fulfill the University Core Math requirement. Spring, odd years.

Prerequisite(s): BIOL 106, minimum grade: C- (and BIOL 205, minimum grade: C- or BIOL 206, minimum grade: C- (or concurrent) or BIOL 207, minimum grade: C-)

BIOL 313 Animal Behavior**credit(s): 3**

This course explores how behavioral processes affect ecological patterns. The behavioral adaptations of animals to their environment including the evolution of behavior, foraging, competition for resources, reproductive ecology, mating systems, parental care, and cooperative behavior. Fall, odd years.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 313L Animal Behavior Lab**credit(s): 1**

Taken concurrently with BIOL 313 when the laboratory is offered.

Corequisite(s): BIOL 313

BIOL 323 Conservation Biology credit(s): 3

This course covers the biological concepts important for the conservation of natural populations, communities, and ecosystems. Both theoretical and empirical studies will be applied to such topics as: the genetics and ecology of small populations, consequences of habitat fragmentation, the impact of introduced species, and the ecological value of biological diversity. Spring.

Equivalent(s): ENVS 303

Prerequisite(s): BIOL 106, minimum grade: C- (and BIOL 206, minimum grade: C- or BIOL 207, minimum grade: C-)

BIOL 323L Conservation Biology Lab credit(s): 1

This laboratory includes field trips. Taken concurrently with BIOL 323.

Equivalent(s): ENVS 303L

Corequisite(s): BIOL 323

BIOL 330 Invertebrate Biology credit(s): 4

An examination of the major invertebrate phyla, including an overview of the structural and functional characteristics of each group. The evolutionary relationships between various invertebrate groups will also be examined. Emphasis will be placed on the interaction of marine species with their environment. Taught in a combined lecture/laboratory format. Offered upon sufficient demand.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C-

BIOL 331 Parasitology credit(s): 3

Explores the medical, physiological, ecological, and historical effects of parasites. The course concentrates on human parasites and ranges from viruses and bacteria through helminthes and arthropods. Fall.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 331L Parasitology Lab credit(s): 1

Taken concurrently with BIOL 331 when laboratory is offered.

Corequisite(s): BIOL 331

BIOL 333 Community Ecology credit(s): 3

This course explores details of the major processes that have created and are operating within biological communities, including species diversity, competition, predation, herbivory, island biogeography, and succession. Students will explore the theories and experimental evidence of these processes and conduct ecology projects. Fall, odd years.

Equivalent(s): BIOL 343

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 334 Advanced Evolution credit(s): 3

Course repeatable 1 time.

An in-depth study of the mechanisms responsible for the diversity of life on earth. Topics covered include speciation, adaptation, systematics, extinction, natural selection, genetic drift, mutation, and gene flow. Examples are chosen from all types of organisms. This course may be repeated once as long as the content is different than the first occurrence of enrollment. Spring, odd years.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C- (or concurrent)

BIOL 335 Advanced Genetics: credit(s): 3

Course repeatable for 9 credit(s).

An advanced study of genetics within the context of a selected topic in biology. Past topics have included an examination of human race and racism and the study of genomes. This course may

be repeated once as long as the content is different than the first occurrence of enrollment.
Spring, even years.

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biology, Biology, Biology

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 207, minimum grade: C-

BIOL 335L Advanced Genetics Lab

credit(s): 1

Course repeatable for 3 credit(s).

Taken concurrently with BIOL 335 when laboratory is offered.

Corequisite(s): BIOL 335

BIOL 337 Developmental Biology

credit(s): 3

A study of the principles and mechanisms that underlie the development of plants and animals, using approaches that integrate cell biology, genetics, molecular biology, and evolution. Spring, odd years.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 207, minimum grade: C-

BIOL 337L Developmental Biology Lab

credit(s): 1

Taken concurrently with BIOL 337.

Corequisite(s): BIOL 337

BIOL 338 Histology

credit(s): 3

A study of the microscopic structure of animal (mostly mammalian) tissues and organs. Topics include: histology, cytology, and microscopic anatomy as exemplified in animal tissue. Material will emphasize the relationship between structure and function in tissues and organs. Fall.

Corequisite(s): BIOL 338L

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 207, minimum grade: C-

BIOL 338L Histology Lab

credit(s): 1

Labs will combine the study of tissue structure using a collection of prepared slides, and the processing and sectioning of tissue samples. Lab assignments will include the production of personal digital atlases.

Taken concurrently with BIOL 338.

Corequisite(s): BIOL 338

BIOL 340 Field Botany

credit(s): 3

Course includes systematics of flowering plants, plant communities of the Inland Northwest, sight identification of major plant families and selected topics in plant ecology. A plant collection is required as well as a field project in the area of plant systematics or plant ecology. Two four-hour lectures/laboratory meetings per week and three, ten-hour field trips on Saturdays. Summer. Offered upon sufficient demand.

Corequisite(s): BIOL 340L

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biology, Biology, Comp Sci & Computation Think

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 340L Field Botany Lab

credit(s): 1

Taken concurrently with BIOL 340.

Corequisite(s): BIOL 340

BIOL 341 Human Physiology credit(s): 3

Examines the function of human physiological systems including: metabolic, nervous, cardiovascular, respiratory, renal, muscular, and immunological. Systems are examined through case studies focused on human disease and human performance. Spring, odd years.

Corequisite(s): BIOL 341L

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 341L Human Physiology Lab credit(s): 1

Taken concurrently with BIOL 341. May require weekend field trips.

Corequisite(s): BIOL 341

BIOL 343 Plant Community Ecology credit(s): 3

This class meets with and covers the same topics as BIOL 333 (Community Ecology), but is designed for biology majors who need a plant ecology-focused course. Students will explore the theories and experimental evidence of community ecology and conduct ecology projects with a specific focus on plant processes. Fall, odd years. Offered upon sufficient demand.

Equivalent(s): BIOL 333 **Prerequisite(s):** BIOL 106, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 344 GIS and Ecological Techniques credit(s): 3

This course will introduce students to geographic information systems (GIS) and focus on how GIS can be used to address research and management questions in ecology. Student will use existing GIS databases from area resource agencies and learn how to create new GIS databases from field exercises. Field techniques will include vegetation sampling, small mammal trapping, amphibian/reptile monitoring, distance sampling, wildlife habitat assessment, and mapping exercises using compass and global position systems (GPS). Spring, even years.

Corequisite(s): BIOL 344L

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 344L GIS and Ecological Techniques Lab credit(s): 1

Taken concurrently with BIOL 344.

Corequisite(s): BIOL 344

BIOL 351 Advanced Cell Biology credit(s): 3

An advanced study of cell structure and function with an emphasis on selected topics in cell biology. Topics vary with instructor, but may include cell signaling, cell cycle, plant cells, and the cell biology of cancer. Spring.

Corequisite(s): BIOL 351L

Prerequisite(s): CHEM 230 and BIOL 106, minimum grade: C- and BIOL 207, minimum grade: C-

BIOL 351L Advanced Cell Biology Lab credit(s): 1

Taken concurrently with BIOL 351 when laboratory is offered.

Corequisite(s): BIOL 351

BIOL 357 Principles of Wildlife Management credit(s): 3

The ecology, theory, methods, and philosophy of wildlife management emphasizing game, nongame, and endangered species. Students gain an understanding of the roles and responsibilities of various government agencies and non-governmental organizations. Fall, even years.

Fulfills the following degree requirement(s): ENVS - elective

Equivalent(s): ENVS 387

Corequisite(s): BIOL 357L

Prerequisite(s): BIOL 106, minimum grade: C- (and BIOL 206, minimum grade: C- or BIOL 207, minimum grade: C-)

BIOL 357L Wildlife Management Lab **credit(s): 1**

This laboratory includes field trips. Taken concurrently with BIOL 357.

Fulfills the following degree requirement(s): ENVS - elective

Equivalent(s): ENVS 387L

Corequisite(s): BIOL 357

BIOL 359 Studies in Biodiversity **credit(s): 1**

Course repeatable for 2 credit(s).

This course is a continuation of BIOL 359L Field Studies in Biodiversity. Research projects initiated in the field in BIOL 359L will be concluded with further library research, completion of a scientific article, and presentation of the research at a local or regional meeting. Fall.

Equivalent(s): BIOL 159

Restriction(s):

Must not be in the following Major(s): Must be in the following Major(s): App Math - Biology, Biology, Biology

Prerequisite(s): BIOL 106, minimum grade: C-(and BIOL 205, minimum grade: C- or BIOL 206, minimum grade: C-) and BIOL 359L

BIOL 359L Field Studies in Biodiversity **credit(s): 3**

Course repeatable for 6 credit(s).

This course uses a field experience as a backdrop to learn about evolutionary, ecological and biogeographical processes that determine the ranges and biodiversity of organisms. The course begins with class work on the Gonzaga campus and is followed by 3-4 weeks in the field, where Gonzaga faculty and local experts will mentor students. Field locations vary by year and include Ecuador, Belize, Zambia, Costa Rica, or domestic locations. This course is designed for students majoring or minoring in biology. The class meets together with students enrolled in BIOL 159L for non-science majors. Students are required to enroll in BIOL 359, Studies in Biodiversity, the semester after enrolling in BIOL 359L. Summer.

Equivalent(s): BIOL 159L

Prerequisite(s): BIOL 106, minimum grade: C-(and BIOL 205, minimum grade: C- or BIOL 206, minimum grade: C-)

BIOL 360 Plant Biology **credit(s): 3**

This course acquaints students with the evolution, structure, development and functions of plant cells, tissues and organs. Fall, even years.

Corequisite(s): BIOL 360L

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 360L Plant Biology Lab **credit(s): 1**

This laboratory includes field trips. Taken concurrently with BIOL 360.

Corequisite(s): BIOL 360

BIOL 367 Entomology **credit(s): 3**

This course introduces students to the scientific study of insects. Topics will include insect identification, diversity, behavior, anatomy, ecology, and applied entomology. Fall, odd years.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 367L Entomology Lab **credit(s): 1**

This laboratory includes field trips. Taken concurrently with BIOL 367.

Corequisite(s): BIOL 367

BIOL 370 Microbiology credit(s): 3

A study of the fundamental factors involved in microbiology including basic microbial morphology, taxonomy, biochemistry, genetics, and culture techniques. Fall.

Corequisite(s): BIOL 370L

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): App Math - Biology, Biology, Biology

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 207, minimum grade: C- and CHEM 230, minimum grade: C-

BIOL 370L Microbiology Lab credit(s): 1

Taken concurrently with BIOL 370.

Corequisite(s): BIOL 370

BIOL 371 Vertebrate Biology and Anatomy credit(s): 3

Vertebrate diversity, structure and function from an evolutionary perspective. Topics covered will include development, physiology, ecology, behavior and conservation. Spring.

Corequisite(s): BIOL 371L

Restriction(s):

Must not be in the following Major(s): Must be in the following Major(s): App Math - Biology, Biology, Biology

Prerequisite(s): BIOL 106, minimum grade: C- (and BIOL 205, minimum grade: C- or BIOL 206, minimum grade: C- or BIOL 207, minimum grade: C-)

BIOL 371L Vertebrate Biology and Anatomy Lab credit(s): 1

Taken concurrently with BIOL 371.

Corequisite(s): BIOL 371

Restriction(s):

Must not be in the following Major(s):

BIOL 374 Immunology credit(s): 3

An introduction to the cellular and molecular basis of the immune response. Topics will include structures and interactions of molecules in the immune system, generation of diversity in immune specificity, cellular immunology, and the basis of immunity and autoimmune diseases. Spring.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 207, minimum grade: C- and CHEM 230, minimum grade: C-

BIOL 374L Immunology Lab credit(s): 1

Taken concurrently with BIOL 374 when laboratory is offered.

Corequisite(s): BIOL 374

BIOL 375 Virology credit(s): 3

Viral evolution, replication, virus-host interactions, epidemiology, and lateral gene transfer are covered. Spring.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 207, minimum grade: C- and CHEM 230, minimum grade: C-

BIOL 380 Special Topics: credit(s): 0-6

Course repeatable for 8 credit(s).

This course may be repeated as long as the content is different than other occurrences of enrollment. If course is not taught by a Gonzaga faculty member, a limited number of credits can be applied to Biology electives: 5 for BS, 3 for BA, 1 for minor. Study abroad and School for Field Studies courses are examples.

Restriction(s):

Must be in the following Major(s): Biology, Biology, Biology

Prerequisite(s): BIOL 205, minimum grade: C- or BIOL 206, minimum grade: C- or BIOL 207, minimum grade: C-

BIOL 390 Directed Reading credit(s): 1-4

Course repeatable for 6 credit(s).

Topic to be determined by instructor.

BIOL 395 Research Assistantship credit(s): 0

Course repeatable 5 time.

Undergraduate research assistantships are opportunities for student to earn a stipend while performing independent research in the laboratory of a Biology or Chemistry & Biochemistry faculty member. By Department Chair permission only.

BIOL 399 Advanced Topic: credit(s): 2

Course repeatable for 4 credit(s).

An introduction to primary research literature on specific biological topics. Students will write a paper that has as its foundation primary literature. Students will utilize their oral communication skills to explain the background of a given biology topic and lead discussions of the primary literature. Topics will vary. Course should be taken Junior year and must be completed with a C-grade or better prior to taking BIOL 499. Prerequisites vary depending on topic. Course can only be repeated with permission from the Biology Department Chair. Fall and Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Restriction(s):

Must be in the following Major(s): App Math - Biology, Biology, Biology

Must be the following Class(es): Junior

Prerequisite(s): BIOL 106, minimum grade: C-(and BIOL 205, minimum grade: C- and BIOL 205L, minimum grade: C-)(or BIOL 206, minimum grade: C- and BIOL 206L, minimum grade: C-)(or BIOL 207, minimum grade: C- and BIOL 207L, minimum grade: C-)

BIOL 403 Marine Biology credit(s): 3

Students will explore the biology of marine systems. Topics will include atmospheric and climate modeling, fluid dynamics, physiology, evolution of diversity, ecology, molecular biology, economics, and environmental science. Spring, even years.

Corequisite(s): BIOL 403L

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 403L Marine Biology Lab credit(s): 1

Taken concurrently with BIOL 403 when laboratory is offered.

Corequisite(s): BIOL 403

BIOL 405L Advanced Phage Research Lab credit(s): 1

Course repeatable for 4 credit(s).

This course provides students with the opportunity to pursue research on bacterial viruses, or bacteriophages. Students will work independently or in small teams to address questions chosen collaboratively by the students and the instructor. The course is aimed at students who are interested in molecular biology or bioinformatics research and those seeking additional experience in a research setting. Interested students should contact the instructor prior to registration to plan a research proposal. This course may be taken up to four times with Department Chair permission. Fall and Spring. Offered upon sufficient demand.

Prerequisite(s): BIOL 105L, minimum grade: C- and BIOL 106, minimum grade: C- and BIOL 207, minimum grade: C- and BIOL 207L, minimum grade: C-

BIOL 420 Physiological Ecology credit(s): 3

This course will examine the interactions between organismal function and the physical environment. Topics include: physiological and evolutionary adaptations to extreme environments (high altitudes, deep oceans, and deserts), physiological determinants of patterns of diversity, limits to performance and environmental tolerance, and physiological responses to climate change. Fall, even years.

Prerequisite(s): and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C-

BIOL 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

BIOL 440 Biochemistry I credit(s): 3

Lectures on the structure and function of the major classes of biomolecules (carbohydrates, proteins, and nucleic acids) with an emphasis on proteins and enzymology. The central metabolic pathways of glycolysis, gluconeogenesis, and the citric acid cycle are discussed from a mechanistic, energetic, and regulatory viewpoint. Offered upon sufficient demand.

Prerequisite(s): BIOL 207 and CHEM 231 and BIOL 202

BIOL 441 Advanced Physiology credit(s): 3

Course repeatable for 6 credit(s).

Physiological mechanisms, processes and responses of animals. Physical, chemical and biochemical principles common to physiological systems, such as respiration, excretion, and metabolism, will be covered. Goals of the course are to reveal the mechanisms, adaptive significance, and evolution of physiological systems using a comparative approach. This course may be repeated once as long as the content is different than the first occurrence of enrollment. Fall, odd years.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C-

BIOL 441L Advanced Physiology Lab credit(s): 1

Course repeatable for 2 credit(s).

Taken concurrently with BIOL 441 when laboratory is offered.

Corequisite(s): BIOL 441

BIOL 443L Biochemistry Laboratory I credit(s): 2

An investigation of the techniques used to examine biomolecules and biochemical systems. Students perform integrated laboratory experiments in biochemistry. Offered upon sufficient demand.

Prerequisite(s): BIOL 440 or CHEM 440

BIOL 445 Biochemistry II credit(s): 3

Continuation of BIOL 440, including an examination of the primary processes of cellular energy production, oxidative phosphorylation and photosynthesis. The major metabolic pathways of carbohydrates, lipids, amino acids and nucleotides are covered. Offered upon sufficient demand.

Prerequisite(s): BIOL 440

BIOL 451 Comparative Endocrinology credit(s): 3

A comparative study of the structure and function of hormones across a wide variety of taxa (emphasizing vertebrates), including secretion and regulation of hormones, mechanisms of action, and integration of hormones into biological processes. Spring, even years.

Corequisite(s): BIOL 451L

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 207, minimum grade: C-

BIOL 451L Comparative Endocrinology Lab credit(s): 1

Taken concurrently with BIOL 451 when laboratory is offered.

Corequisite(s): BIOL 451

BIOL 456 Molecular Biology credit(s): 3

This course explores experimental strategies and techniques for discovering how genes function at the molecular level. The course integrates genetics and biochemistry focusing especially on the relationship between DNA, RNA and protein. Fall.

Corequisite(s): BIOL 456L

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 207, minimum grade: C- and CHEM 230, minimum grade: C-

BIOL 456L Molecular Biology Lab credit(s): 1

Labs focus on the construction, manipulation, and analysis of recombinant DNA molecules. Taken concurrently with BIOL 456.

Corequisite(s): BIOL 456

BIOL 484 Research Seminar credit(s): 1

This class is designed to expose students to various areas of biology research and to the different communication forms of that research. Graduate school is a fundamental part of the biology research pathway and therefore this course will help students to become familiar with the graduate school process. The format of the class will include seminars and class meetings. Fall and Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): BIOL 106, minimum grade: C- (and BIOL 205, minimum grade: C- or BIOL 206, minimum grade: C- or BIOL 207, minimum grade: C-)

BIOL 490 Directed Reading credit(s): 1-4

Course repeatable for 12 credit(s).

Reading material will be selected by the student after consultation with a faculty member in the department. Course may be repeated to total not more than six credits. A maximum of six credits of any combination of BIOL 390, BIOL 490, BIOL 496, and BIOL 498 can be applied to Biology electives. By permission only.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C- and BIOL 207, minimum grade: C-

BIOL 495 Senior Evaluation credit(s): 0

Course repeatable 3 time.

Required of all majors. Students will take the Major Field Test in Biology in their senior year. Students must score at or above the 20th percentile to pass the course. Fall and Spring.

Corequisite(s): BIOL 499

Restriction(s):

Must be in the following Major(s): Biology, Biology

Must be the following Class(es): Senior

BIOL 496 Biological Resch Techniques credit(s): 1-3

Course repeatable for 12 credit(s).

An introduction to some of the experimental techniques used in biological research. Course content will vary by instructor. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to Biology electives. Offered upon sufficient demand.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C- and BIOL 207, minimum grade: C-

BIOL 497 Biology Internship credit(s): 0-6

Course repeatable for 6 credit(s).

Professional work experience in a biology-related field. Students are responsible for arranging placement opportunities, and gaining approval from a supervising faculty member in the Biology

department. This course does not satisfy any requirements for the Biology major or minor. Satisfactory /Unsatisfactory grading only.

Restriction(s):

Must be in the following Major(s): Biology, Biology, Biology

Must be the following Class(es): Junior, Senior

BIOL 498 Undergraduate Research

credit(s): 0-6

Course repeatable for 12 credit(s).

This course provides the motivated student with the opportunity to conduct an independent research project under the direction of a Biology Department faculty member. A maximum of six credits of any combination of BIOL 390, BIOL 490, BIOL 496, and BIOL 498 can be applied to Biology electives. Fall and Spring.

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 206, minimum grade: C- and BIOL 207, minimum grade: C-

BIOL 499 Senior Colloquium

credit(s): 1

Required of all majors. This course meets once per week to discuss biological issues relevant to society. Students must complete all 200-level major requirements and BIOL 399 with C- grades or better to take this senior level course. Taken concurrently with BIOL 495. Fall and Spring.

Corequisite(s): BIOL 495

Restriction(s):

Must be the following Class(es): Senior

Prerequisite(s): BIOL 106, minimum grade: C- and BIOL 205, minimum grade: C- and BIOL 205L, minimum grade: C- and BIOL 206, minimum grade: C- and BIOL 206L, minimum grade: C- and BIOL 207, minimum grade: C- and BIOL 207L, minimum grade: C- and BIOL 399, minimum grade: C-

Catholic Studies

Director: Joe Mudd

Associate Director: Bryan Pham, S.J.

The program offers one minor:

Minor in Catholic Studies

The Catholic Studies minor at Gonzaga University provides students with an opportunity to enrich their undergraduate experience through a focused engagement with the historical and theological traditions, teachings, and cultural legacies of the Catholic Church. In addition to providing a rigorous interdisciplinary grounding in the history, ideals, and practices of Catholicism, the program invites students to take part in the ancient and ongoing conversation between the Church and the various cultures in which it is found. In seeking to understand and more fully appreciate the relationship between the eternal truths of the Catholic faith and their various expressions in time and place, the program faithfully and rigorously responds to Pope John Paul II's call for "a fruitful dialogue between the Gospel and culture" (*Ex Corde Ecclesiae*, Part I A.3:34). The Society of Jesus, in its most recent General Congregation, echoes this same desire: its identification and commitment for serious and rigorous research between Catholicism and the contemporary world, culture, and other religions. (General Congregation 35 Doc. 1 par.7).

The program takes as its model the Incarnation, a discrete historical event that nevertheless speaks to men and women of all times and places. The theme of incarnation, i.e., the embodiment of God in the world, pervades the program as it searches for and celebrates the eternal truths of the Catholic faith in the variety of its concrete expressions throughout history. Our explorations incorporate, but are not limited to, the disciplines of art history, literature, languages, history, philosophy, and theology.

Intellectual Methodology:

The Catholic Studies program identifies Catholicism as the body of thought and culture that both informs our University's mission and inhabits the world beyond Gonzaga as a phenomenon palpably present, but often difficult to detect, in its various modes of culture and domains of knowledge. We operate

with the idea that Catholicism, and the world it interpenetrates, can be better understood by investigating its particular and universal natures. We do this through a series of integrated courses that consider Catholicism as both the over-arching theme of the program's curriculum, and the central theme of each individual course. Accordingly, Catholic Studies will be grounded in Church doctrine since doctrine establishes the foundation for an understanding of knowledge, and offers a guide for interpreting how Catholicism has developed in the course of history and how it reveals itself in literature, science, and the visual arts. A fundamental course on Catholic Doctrine (RELI 220) will provide the distinguishing parameters for concepts such as sacramentality, incarnation, sin and redemption.

Advising:

Each student in the program will be assigned an advisor who will help students reach a comprehensive understanding of the program through periodic consultation and guidance on the capstone project.

Required Courses:

The following courses are required for the minor and may also be used to fulfill courses required by the University Core or specific major requirements where applicable.

Minor in Catholic Studies: 21

<u>CATH 499</u> Catholic Studies Symposium	3 credits
<u>HIST 112</u> World Civilization 1500-Present	3 credits
One of the following Scripture Courses:	3 credits
<u>RELI 101</u> The Hebrew Bible	
<u>RELI 103</u> The New Testament	
<u>RELI 107</u> Gospels: The Life & Teachings of Jesus	
<u>RELI 228</u> Catholicism	3 credits
One Lower Division Elective (with Catholic Studies attribute*)	3 credits

Two Upper Division Electives (with Catholic Studies attribute*) 6 credits

*These courses can be searched by attribute code in ZAGWEB each semester as identified by the Director of Catholic Studies.

Courses:

CATH 190 Directed Study credit(s): 1-3

Course repeatable for 9 credit(s).
Topic to be determined by faculty.

CATH 290 Directed Study credit(s): 1-3

Course repeatable for 9 credit(s).
Topic to be determined by faculty.

CATH 390 Directed Study credit(s): 1-3

Course repeatable for 9 credit(s).
Topic to be determined by faculty.

CATH 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

CATH 490 Directed Study credit(s): 1-3

Course repeatable for 9 credit(s).
Topic to be determined by faculty.

CATH 499 Catholic Studies Symposium credit(s): 3

A capstone course in which students will integrate their experiences in other Catholic Studies courses. Student will be responsible for writing a thesis under the direction of the instructor.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): RELI 220 and CATH courses 12 credits

Chemistry and Biochemistry

Chairperson: Jeffrey Watson

Dr. Scholl Distinguished Professor: Eric Ross

Professors: D. Cleary, M. Cremeens, D. McMinn (Emeritus), K. Nakamaye (Emeritus), E. Ross, J. Shepherd, J. Watson

Associate Professors: J. Cronk, G. Gidofalvi, S. Warren,

Assistant Professors: W. Bailey, S. Cravens, K. Leamy, M. Matsumoto

Senior Lecturer: G. D'Ambruoso

Lecturers: A. Scruggs, S. Siegel

The Department offers two degrees, two majors and one minor:

Bachelor of Science, Chemistry major (with ACS approved option)

Bachelor of Science, Chemistry major (non-ACS)

Bachelor of Science, Biochemistry major (with ACS approved option)

Bachelor of Science, Biochemistry major (non-ACS)

Bachelor of Arts, Chemistry major

Minor in Chemistry

The Department of Chemistry and Biochemistry offers Bachelor of Science (B.S.) degrees in Chemistry and Biochemistry and a Bachelor of Arts (B.A.) degree in Chemistry. Each B.S. degree has an option of being American Chemical Society (ACS) approved. An ACS approved degree is recommended for students interested in pursuing a graduate degree in chemistry or biochemistry. The non-ACS B.S. Biochemistry option has a larger biology emphasis, and is better suited for students seeking a broad background in both biochemistry and molecular biology. The B.A. degree in Chemistry is offered for students seeking a strong background in chemistry, but with less specialization than the B.S. program. A minor in Chemistry is also offered.

Students are encouraged to visit the Departmental website to learn more about careers in chemistry and biochemistry. For those interested in teaching chemistry at the secondary level, the Department suggests the B.A. degree along with the teacher certification program in the School of Education. For students interested in environmental science, a B.A. degree combined with a minor in Environmental Studies and supporting courses from Biology and Civil Engineering is recommended.

Although Gonzaga University does not currently offer a program in chemical engineering, students interested in chemical engineering are encouraged to combine a B.S. degree in Chemistry with supporting courses from the School of Engineering and Applied Science. This plan of study would position students to further their education with an M.S. or Ph.D. in Chemical Engineering from an additional institution.

B.S. Major in Chemistry (with ACS approved option): 64-65 Credits

Lower Division

<u>CHEM 101</u> General Chemistry	3 credits
<u>CHEM 101L</u> General Chemistry Lab	1 credit
<u>CHEM 205</u> Inorganic Chemistry	3 credits
<u>CHEM 230</u> Organic Chemistry I	4 credits
<u>CHEM 230L</u> Organic Chemistry I Lab	1 credit
<u>CHEM 231</u> Organic Chemistry II	3 credits
<u>CHEM 231L</u> Organic Chemistry II Lab	1 credit
<u>CHEM 245</u> Biochemistry	3 credits
<u>CHEM 245L</u> Biochemistry Lab	1 credit
<u>CHEM 270</u> Career Development I	1 credit
<u>MATH 157</u> Calculus-Analytic Geometry I	4 credits
<u>MATH 258</u> Calculus-Analytic Geometry II	4 credits
<u>PHYS 103</u> Scientific Physics I	4 credits
<u>PHYS 103L</u> Scientific Physics I Lab	1 credit
<u>PHYS 204</u> Scientific Physics II	4 credits
<u>PHYS 204L</u> Scientific Physics II Lab	1 credit

Upper Division

<u>CHEM 310</u> Analytical Chemistry	3 credits

<u>CHEM 310L</u> Analytical Chemistry Lab	2 credits
<u>CHEM 355</u> Physical Chemistry	3 credits
<u>CHEM 355L</u> Physical and Inorganic Chemistry Lab	1 credit
<u>CHEM 370</u> Career Development II	1 credit
<u>CHEM 385L</u> Advanced Chemistry Lab	3 credits
<u>CHEM 399</u> Advanced Topic	2 credits
CHEM 405-435 Block 1	2 credits
CHEM 455-480 Block 2	2 credits
CHEM 405-435 and 455-480 Elective Block	4 credits
<u>CHEM 485</u> Seminar	1 credit
One of the following capstone options:	
<u>CHEM 488</u> Senior Literature Review	1 credit
<u>CHEM 498A/CHEM 498B</u> Thesis I & II (Required for ACS approved degree)	2 credits

B.S. Major in Biochemistry (with ACS approved option): 70-72 Credits

Lower Division

<u>CHEM 101</u> General Chemistry	3 credits
<u>CHEM 101L</u> General Chemistry Lab	1 credit
<u>CHEM 205</u> Inorganic Chemistry	3 credits
<u>CHEM 230</u> Organic Chemistry I	4 credits
<u>CHEM 230L</u> Organic Chemistry I Lab	1 credit
<u>CHEM 231</u> Organic Chemistry II	3 credits
<u>CHEM 231L</u> Organic Chemistry II Lab	1 credit
<u>CHEM 245</u> Biochemistry	3 credits

<u>CHEM 245L</u> Biochemistry Lab	1 credit
<u>CHEM 270</u> Career Development I	1 credit
<u>BIOL 105</u> Information Flow in Biological Systems	3 credits
<u>BIOL 105L</u> Information Flow in Biological Systems Lab	1 credit
<u>BIOL 106</u> Energy Flow in Biological Systems	3 credits
<u>MATH 157</u> Calculus-Analytic Geometry I	4 credits
<u>MATH 258</u> Calculus-Analytic Geometry II	4 credits
<u>PHYS 103</u> Scientific Physics I	4 credits
<u>PHYS 204</u> Scientific Physics II	4 credits

Upper Division

<u>CHEM 310</u> Analytical Chemistry	3 credits
<u>CHEM 310L</u> Analytical Chemistry Lab	2 credits
<u>CHEM 355</u> Physical Chemistry	3 credits
<u>CHEM 355L</u> Physical and Inorganic Chemistry Lab	1 credit
<u>CHEM 370</u> Career Development II	1 credit
<u>CHEM 399</u> Advanced Topic	2 credits
CHEM 405-435 Block 1	2 credits
CHEM 455-480 Block 2	2 credits
CHEM 405-435 and 455-480 Elective Block	4 credits
<u>CHEM 485</u> Seminar	1 credit

One of the following two options:

Option 1: Required for ACS approved degree	9 credits
<u>PHYS 103L</u> Scientific Physics Lab I	1 credit
<u>PHYS 204L</u> Scientific Physics Lab II	1 credit
<u>CHEM 345L</u> Advanced Biochemistry Lab	3 credits
CHEM 405-435 Block 1	2 credits

CHEM 455-480 Block 2	2 credits
<u>OR</u>	
Option 2:	8 credits
<u>BIOL 207</u> Genetics	3 credits
<u>BIOL 207L</u> Genetics Lab	1 credit
<u>BIOL 456</u> Molecular Biology	3 credits
<u>BIOL 456L</u> Molecular Biology Lab	1 credit
One of the following capstone courses	
<u>CHEM 488</u> Senior Literature Review	1 credit
<u>CHEM 498A/CHEM 498B</u> Thesis I & II (Required for ACS approved degree)	2 credits

B.S. Major in Biochemistry: 70-71 Credits

Lower Division

<u>CHEM 101</u> General Chemistry	3 credits
<u>CHEM 101L</u> General Chemistry Lab	1 credit
<u>CHEM 205</u> Inorganic Chemistry	3 credits
<u>CHEM 230</u> Organic Chemistry I	4 credits
<u>CHEM 230L</u> Organic Chemistry I Lab	1 credit
<u>CHEM 231</u> Organic Chemistry II	3 credits
<u>CHEM 231L</u> Organic Chemistry II Lab	1 credit
<u>CHEM 245</u> Biochemistry	3 credits
<u>CHEM 245L</u> Biochemistry Lab	1 credit
<u>CHEM 270</u> Career Development I	1 credit
<u>BIOL 105</u> Information Flow in Biological Systems	3 credits

<u>BIOL 105L</u> Information Flow in Biological Systems Lab	1 credit
<u>BIOL 106</u> Energy Flow in Biological Systems	3 credits
<u>BIOL 207</u> Genetics	3 credits
<u>BIOL 207L</u> Genetics Lab	1 credit
<u>MATH 157</u> Calculus-Analytic Geometry I	4 credits
<u>MATH 258</u> Calculus-Analytic Geometry II	4 credits
<u>PHYS 103</u> Scientific Physics I	4 credits
<u>PHYS 204</u> Scientific Physics II	4 credits

Upper Division

<u>CHEM 310</u> Analytical Chemistry	3 credits
<u>CHEM 310L</u> Analytical Chemistry Lab	2 credits
<u>CHEM 355</u> Physical Chemistry	3 credits
<u>CHEM 355L</u> Physical and Inorganic Chemistry Lab	1 credit
<u>CHEM 370</u> Career Development II	1 credit
<u>CHEM 399</u> Advanced Topic	2 credits
CHEM 405-435 Block 1	2 credits
CHEM 455-480 Block 2	2 credits
<u>BIOL 456</u> Molecular Biology	3 credits
<u>BIOL 456L</u> Molecular Biology Lab	1 credit
<u>CHEM 485</u> Seminar	1 credit
One of the following options:	
<u>CHEM 488</u> Senior Literature Review	1 credit
<u>CHEM 498A/CHEM 498B</u> Thesis I & II	2 credits

B.A. Major in Chemistry: 55 Credits

Lower Division

<u>CHEM 101</u> General Chemistry	3 credits
<u>CHEM 101L</u> General Chemistry Lab	1 credit
<u>CHEM 205</u> Inorganic Chemistry	3 credits
<u>CHEM 230</u> Organic Chemistry I	4 credits
<u>CHEM 230L</u> Organic Chemistry I Lab	1 credit
<u>CHEM 231</u> Organic Chemistry II	3 credits
<u>CHEM 231L</u> Organic Chemistry II Lab	1 credit
<u>CHEM 245</u> Biochemistry	3 credits
<u>CHEM 245L</u> Biochemistry Lab	1 credit
<u>CHEM 270</u> Career Development	1 credit
<u>MATH 157</u> Calculus-Analytic Geometry I	4 credits
<u>MATH 258</u> Calculus-Analytic Geometry II	4 credits
One of the following two sets of Courses:	8 credits
<u>PHYS 101</u> and <u>PHYS 102</u> General Physics I and II	
<u>PHYS 103</u> and <u>PHYS 204</u> Scientific Physics I and II	

Upper Division

<u>CHEM 310</u> Analytical Chemistry	3 credits
<u>CHEM 310L</u> Analytical Chemistry Lab	2 credits
<u>CHEM 355</u> Physical Chemistry	3 credits
<u>CHEM 355L</u> Physical and Inorganic Chemistry Lab	1 credit
<u>CHEM 370</u> Career Development II	1 credit
<u>CHEM 399</u> Advanced Topic	2 credits
CHEM 405-435 Block 1	2 credits

CHEM 455-480 Block 2	2 credits
<u>CHEM 485</u> Seminar	1 credit
<u>CHEM 488</u> Senior Literature Review	1 credit

Minor in Chemistry: 32-37 Credits

Required Foundational Courses: 20 credits

<u>CHEM 101</u> General Chemistry	3 credits
<u>CHEM 101L</u> General Chemistry Lab	1 credit
<u>CHEM 205</u> Inorganic Chemistry	3 credits
<u>CHEM 230</u> Organic Chemistry I	4 credits
<u>CHEM 230L</u> Organic Chemistry I Lab	1 credit
<u>MATH 157</u> Calculus and Analytical Geometry I	4 credits
One of the following two Courses:	4 credits

PHYS 101 General Physics I

PHYS 103 Scientific Physics I

One of the following three options: 12-17 credits

Option One: 12 credits

CHEM 231 Organic Chemistry II (3 credits)

CHEM 231L Organic Chemistry II Lab (1 credit)

CHEM 245 Biochemistry (3 credits)

CHEM 245L Biochemistry Lab (1 credit)

CHEM 399 or above (4 credits)

Option Two: 17 credits

CHEM 310 Analytical Chemistry (3 credits)

CHEM 310L Analytical Chemistry Lab (2 credits)

CHEM 355 Physical Chemistry (3 credits)

MATH 258 Calculus and Analytical Geometry II (4 credits)

Option Three:

13 credits

CHEM 231L Organic Chemistry Lab (1 credit)

CHEM 310 Analytical Chemistry (3 credits)

CHEM 310L Analytical Chemistry Lab (2 credits)

CHEM 399 or above (4 credits)

***Option Two Note:** PHYS 204 + PHYS 205 will substitute for CHEM 355. Physics majors who want to minor in Chemistry will need to take 14 credits beyond the required foundational courses (CHEM 205, 230/230L, 310/310L, 355L).

Courses:

CHEM 101	General Chemistry	credit(s): 3
A systematic treatment of the fundamental laws and theories of chemistry and their applications. Designed for science and engineering majors. Taken concurrently with CHEM 101L. Fall and Spring.		

Equivalent(s): CHEM 105

Corequisite(s): CHEM 101L

CHEM 101L **General Chemistry Lab** **credit(s): 1**

Taken concurrently with CHEM 101. One laboratory per week. Fall and Spring.

Equivalent(s): CHEM 105L

Corequisite(s): CHEM 101

CHEM 104 Scientific Inquiry credit(s): 2

This lecture and lab course content will be determined by the instructor to meet the learning objectives of the Scientific Inquiry requirement of the University Core. Fall and Spring.

Fulfills the following degree requirement(s): Core: Science Inquiry

Corequisite(s): CHEM 104L

Restriction(s):

Must be the following Class(es): Freshman

CHEM 104L **Scientific Inquiry Lab** **credit(s): 1**

Course repeatable 2 times.

Taken concurrently with CHEM 104. Fall and Spring.

Fulfills the following degree requirement(s): Core: Science Inquiry

Corequisite(s): CHEM 104

This course will cover the fundamental principles of chemistry necessary to understand the source, transport, and fate of substances in the environment due to human activity. Additional topics will be chosen by the instructor but may include the environmental implications of various energy-generation methods; the chemistry of the atmosphere, hydrosphere, and lithosphere; climate change; and water quality, pollution, and treatment of water sources. Taken concurrently with CHEM 123L. Spring.

Corequisite(s): CHEM 123L

See CHEM 123 course description. Taken concurrently with CHEM 123. Spring.

Corequisite(s): CHEM 123

Course repeatable for 12 credit(s).

CHEM 193 **First Year Seminar:**

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Restriction(s):

CHEM 198	Topics in Chemistry	credit(s): 3

This lecture-only course is designed for non-science majors. Different subfields of chemistry will be explored depending on the instructor. Upon sufficient demand.

CHEM 200L is designed for students who need two semesters of general or inorganic chemistry lab for specific professional programs. Spring.

CHEM 205	Inorganic Chemistry	credit(s): 3

Introduction to foundational concepts in inorganic chemistry with emphasis on atomic structure, bonding, and reactivity. Topics will include nuclear chemistry, quantum mechanics, periodic trends, covalent bonding, ionic bonding, metallic bonding, coordinate covalent bonding, acid-base chemistry, electrochemistry, and thermodynamics. Three lectures per week. Fall.

CHEM 230 **Organic Chemistry I** **credit(s): 4**

Essential concepts in bonding and structure, acid-base chemistry, reactivity and synthesis of functional groups, nomenclature, and mechanisms of fundamental organic reactions. Three lectures and one recitation per week. Taken concurrently with CHEM 230L. Spring.

Restriction(s):

Prerequisite(s): CHEM 101, minimum grade: C-

CHEM 230L Organic Chemistry I Lab credit(s): 1

Preparation and analysis of representative organic compounds. One laboratory per week.

Taken concurrently with CHEM 230. Spring.

Corequisite(s): CHEM 230

Prerequisite(s): CHEM 101L, minimum grade: C-

CHEM 231 Organic Chemistry II credit(s): 3

Continuation of CHEM 230. A significant focus of the course will be on aromatic compounds and carbonyl chemistry. Other topics include organometallic chemistry, radicals, mass spectrometry and synthetic polymers. Three lectures per week. Fall.

Corequisite(s): CHEM 231L

Prerequisite(s): CHEM 230, minimum grade: C-

CHEM 231L Organic Chemistry II Lab credit(s): 1

Preparation and analysis of representative organic compounds. One laboratory per week. Fall.

Corequisite(s): CHEM 231

Prerequisite(s): CHEM 230L, minimum grade: C-

CHEM 245 Biochemistry credit(s): 3

Structure and function of the major classes of biomolecules (carbohydrates, lipids, proteins and nucleic acids). Fundamental concepts of protein structure and function, kinetics and enzymology, bioenergetics and thermodynamics, metabolism and regulation, will be discussed. Three lectures per week. Fall and Spring.

Corequisite(s): CHEM 245L

Prerequisite(s): CHEM 231 (or concurrent)

CHEM 245L Biochemistry Lab credit(s): 1

Laboratory methods and techniques relevant to biochemistry. One laboratory per week. Fall and Spring.

Corequisite(s): CHEM 245

Prerequisite(s): CHEM 231L (or concurrent)

CHEM 270 Career Development I credit(s): 1

This course will introduce Chemistry and Biochemistry majors to research and career opportunities related to their major, the use of primary literature, and scientific ethics. One lecture per week. Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Restriction(s):

Must be in the following Major(s): Biochemistry, Chemistry, Chemistry

CHEM 290 Directed Reading credit(s): 1-3

Topic to be determined by instructor.

CHEM 295 Science Outreach credit(s): 0

Course repeatable 3 time(s).

The Biology and Chemistry departments run a variety of outreach programs that include class visits, field trip tours, special summer programs and more. All of our programs strive to engage participants with opportunities for hands-on scientific discovery and inspiration.

Equivalent(s): BIOL 295

CHEM 304 Practice in Lab Teaching credit(s): 0 or 1

Course repeatable for 4 credit(s).

Introduction to the methods of laboratory teaching. Emphasis on safety, time management, direct student-teacher interaction, and class presentation.

Prerequisite(s): CHEM 230

CHEM 310 Analytical Chemistry credit(s): 3

Principles of foundational analytical techniques and methods are presented in three lectures per week. These include gravimetric, volumetric, electrochemical, spectrometric, chromatographic,

and mass spectrometry topics as well as basic descriptive statistics. Spring.

Corequisite(s): CHEM 310L

Prerequisite(s): (CHEM 205, minimum grade: C- and CHEM 230, minimum grade: C-)

CHEM 310L Analytical Chemistry Lab credit(s): 2

Laboratory experiments including titrations, gravimetric analysis, molecular and atomic spectroscopy, potentiometry, and chromatography. Sample preparation, instrument calibration, data analysis, and reporting are emphasized. Two laboratory periods per week. Spring.

Corequisite(s): CHEM 310

Prerequisite(s): CHEM 230L, minimum grade: C-

CHEM 345L Advanced Biochemistry Lab credit(s): 3

In-depth exploration of concepts and techniques used to study biomolecules and biomolecular systems with additional emphasis on scientific writing and communication in biochemistry. Two laboratories per week. Fall and Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Prerequisite(s): CHEM 245 and CHEM 245L

CHEM 355 Physical Chemistry credit(s): 3

Introduction to foundational concepts in physical chemistry with emphasis on quantum mechanics, gases, thermodynamics, and kinetics. Fall.

Corequisite(s): CHEM 355L

Prerequisite(s): CHEM 310, minimum grade: C- and PHYS 204 (or concurrent) and PHYS 103, minimum grade: C- and MATH 157, minimum grade: C- and MATH 258, minimum grade: C-

CHEM 355L Physical/Inorganic Chemistry Lab credit(s): 1

Experiments that emphasize synthesis and characterization of inorganic compounds, as well as physical chemistry methods ranging from spectroscopy to thermodynamics and kinetics. One laboratory period per week. Fall.

Corequisite(s): CHEM 355

Prerequisite(s): CHEM 310L, minimum grade: C- or CHEM 205 (or concurrent)

CHEM 370 Career Development II credit(s): 1

This course will focus on scientific oral presentations and scientific writing and will prepare the students for their senior project. This course will also include outside speakers from graduate schools and the chemistry and biochemistry industry to further provide educational opportunities about continued study and employment in the field. One lecture per week. Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Restriction(s):

Must be in the following Major(s): Biochemistry, Chemistry, Chemistry

CHEM 385L Advanced Chemistry Lab credit(s): 3

In-depth laboratory course featuring projects, often interdisciplinary, within the analytical, inorganic, physical, and organic sub-disciplines of chemistry. Literature engagement and scientific writing are emphasized. Two laboratory periods per week. Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Prerequisite(s): CHEM 355, minimum grade: C- and CHEM 355L, minimum grade: C-

CHEM 390 Directed Research credit(s): 0-3

Course repeatable for 9 credit(s).

Topic to be determined by instructor.

CHEM 395 Research Assistantship credit(s): 0

Course repeatable 5 time(s).

Undergraduate research assistantships are opportunities for student to earn a stipend while performing independent research in the laboratory of a Biology or Chemistry & Biochemistry faculty member.

credit(s): 2

Courses will focus on reading the primary literature in a particular content area, and will emphasize in-class discussion, writing, and/or presentations. Topics will vary. Two lectures per week. Fall and Spring. Prerequisites vary depending on topic.

credit(s): 2

Special topics in chemistry. Two lectures per week. Fall and Spring. Prerequisites vary depending on topic.

credit(s): 2

Special topics in biochemistry. Two lectures per week. Fall and Spring. Prerequisites vary depending on topic.

CHEM 408 RNA Chemistry and Biology

ry and CHEM

Prerequisite(s): CHEM 245, minimum grade: C- and CHEM 231, minimum grade: C-

credit(s): 2

Prerequisite(s): CHEM 205, minimum grade: C- and CHEM 230, minimum grade: C-

credit(s): 2

Prerequisite(s): CHEM 231, minimum grade: C- and CHEM 245, minimum grade: C-

credit(s): 3

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

credit(s): 2

Special topics in Chemistry or Biochemistry. Fall and Spring. Additional prerequisites may be required depending on topic.

credit(s): 2

Prerequisite(s): CHEM 355, minimum grade: C- (and PHYS 103, minimum grade: C- or PHYS 101, minimum grade: C-)(and PHYS 204, minimum grade: C- or PHYS 102, minimum grade: C-) and MATH 157, minimum grade: C- and MATH 258, minimum grade: C-

credit(s): 1

credit(s): 1

credit(s): 0-3

credit(s): 0-6

credit(s): 1

credit(s): 1

Must be the following Class(es): Senior **Prerequisite(s):** CHEM 498A

Classical Civilizations

Chairperson: Dave Oosterhuis

Professors: A. Goldman, P. Hartin (Emeritus)

Associate Professor: D. Oosterhuis

Assistant Professor: A. Pistone

The department offers one major and one minor:

Bachelor of Arts, Classical Civilizations major (with a required concentration in either Latin Language & Authors or Greco-Roman Civilization)

Minor in Classical Civilizations

The Department of Classical Civilizations – one of the oldest at our University – provides undergraduates with access to over 2,500 years of human experience drawn from the multicultural world of the ancient Mediterranean and Near East. Classical Civilizations is an interdisciplinary program devoted to the study of that world, with an emphasis on the cultures of Ancient Greece and Rome. These cultures, through their theatre, philosophy, science, and government, helped shape the modern world for good and ill; studying them brings new insight into our own era and lives.

The department offers both a B.A. major (36 credits) and a B.A. minor (23 credits) in Classical Civilizations. All majors and minors are required to complete two (2) upper division CLAS courses as part of the degree, as well as a minimum of at least three (3) language courses in either Latin or Greek up to and including the completion of a 201 level class. Students who elect to pursue a major degree in this program must choose a focus in either Latin Language & Authors or Greco-Roman Civilization and complete four (4) elective courses among those listed in the catalog as well as a senior thesis (CLAS 499; offered in the Fall semester) appropriate to the chosen concentration. Minors are required to select three (3) upper level electives from among those listed in the catalog. The electives encompass a range of disciplines, including history, archaeology, philosophy, religious studies, as well as intermediate and advanced Latin and Greek. Majors are required to include at least one (1) course in Greek culture and one (1) course in Roman culture from among the elective offerings. Participating students thus complete a balanced curriculum divided between the study of ancient languages (Latin, Greek) and their contemporary societies. Through this combined focus, students gain a more broad comprehension and appreciation

of the rich cultural and humanistic heritage stemming from the classical world. The ancients themselves embraced this model of liberal arts education. According to the Roman orator Cicero, such cultural and historical study “illumines reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.”

The department’s courses are by nature interdisciplinary, with application to the sciences, art, theater, literature, philosophy, religion, politics, and government. Moreover, through addressing relevant issues of gender, identity, sex, ethnicity, and interaction between cultures, the curriculum reaches well beyond the borders of Greece and Rome to embrace other civilizations, including our own. By immersing students in an examination of the languages and ethnically diverse societies of antiquity, the program prepares them for careers within a world that is increasingly diverse, interdependent, and global in outlook, in such fields as politics, ethics, business, law, sciences and education. The department meets the needs of three classes of students: (1) those who wish to pursue a major or minor in Classical Civilizations; (2) those who wish to begin or continue the study of Latin or Greek in support of other majors or in preparation for advanced work in other areas; and (3) those who wish to fulfill the College of Arts & Sciences language competency requirement by taking one of the classical languages.

B.A. Major in Classical Civilizations: 36 Credits

Lower Division

Language Courses: 12 credits

LATN 101-LATN 102 or LATN 103; LATN 201

GREK 101-GREK 102 or GREK 103; GREK 201

GREK 151-GREK 152; GREK 251

CLAS 100-299

(To be completed by the end of the sophomore year)

3 credits

Upper Division

Two (2) Classical (CLAS) courses

6 credits

One of the following courses: 3 credits

HIST 302 The Ancient City

HIST 303 Athens in the 5th century BC

HIST 304 Alexander the Great and the Hellenistic World

HIST 305 The Roman Republic

HIST 306 The Roman Empire

HIST 307 Archaeology of Ancient Greece

HIST 308 Archaeology of Ancient Rome

(Other courses may fulfill this requirement with prior permission from the Department Chair.)

Three (3) Elective courses*

(At least one of the three elective courses must be 300-400 level courses) 9 credits

CLAS 499 Senior Thesis 3 credits

Students **MUST** focus in either: Latin Language and Authors or Greco-Roman (Greek & Roman) Civilization

***Focus in Latin Language and Authors**

LATN 210 Reading Latin 3 credits

LATN 301 Republican Latin Prose I 3 credits

LATN 302 Imperial Latin Prose II 3 credits

LATN 303 Republican Latin Poetry I 3 credits

LATN 304 Imperial Latin Poetry II 3 credits

LATN 305 Vergil 3 credits

LATN 310 Medieval Latin 3 credits

LATN 491 Independent Study (Latin) 1-4 credits

***Focus in Greco-Roman Civilization**

This selection **MUST** include one (1) course in Greek culture and one (1) course in Roman culture.

The following courses fulfill the Greek culture requirement:

<u>CLAS 310</u> Greek Gods and Heroes	3 credits
<u>CLAS 320</u> The Iliad and the Odyssey	3 credits
<u>CLAS 330</u> Women in Antiquity	3 credits
<u>CLAS 350</u> Love Poetry in Antiquity	3 credits
<u>CLAS 370</u> Peoples and Empires of Turkey	3 credits
<u>CLAS 410</u> Topics in Greek Civilization	3 credits
<u>GREK 210</u> Reading Attic Greek	3 credits
<u>GREK 260</u> Reading New Testament Greek	3 credits
<u>GREK 290</u> Directed Study	3 credits
<u>GREK 291</u> Independent Study	3 credits
<u>GREK 491</u> Independent Reading Course	1-4 credits
<u>HIST 302</u> The Ancient City	3 credits
<u>HIST 303</u> Athens in the 5th century BC	3 credits
<u>HIST 304</u> Alexander the Great and the Hellenistic World	3 credits
<u>HIST 307</u> Archaeology of Ancient Greece	3 credits
<u>PHIL 305</u> History of Ancient Philosophy	3 credits
<u>PHIL 414</u> Ancient Concepts of Justice	3 credits

The following courses fulfill the Roman Culture requirement:

<u>CLAS 330</u> Women in Antiquity	3 credits
<u>CLAS 340</u> Roman Epic	3 credits
<u>CLAS 350</u> Love Poetry in Antiquity	3 credits
<u>CLAS 370</u> Peoples and Empires of Turkey	3 credits
<u>CLAS 420</u> Topic in Roman Civilization	3 credits
<u>HIST 302</u> The Ancient City	3 credits
<u>HIST 305</u> The Roman Republic	3 credits

<u>HIST 306</u> The Roman Empire	3 credits
<u>HIST 308</u> Archaeology of Ancient Rome	3 credits
<u>LATN 210</u> Reading Latin	3 credits
<u>LATN 491</u> Independent Reading Course	1-4 credits
<u>PHIL 305</u> History of Ancient Philosophy	3 credits
<u>PHIL 414</u> Ancient Concepts of Justice	3 credits

The following courses fulfill general elective requirements:

<u>CLAS 360</u> Ancient Near Eastern Archaeology	3 credits
<u>RELI 303</u> Biblical Hebrew I	3 credits
<u>RELI 304</u> Biblical Hebrew II	3 credits

Minor in Classical Civilizations: 23 credits

Lower Division

Two (2) Language Courses 8 credits

LATN 101-LATN 102 or LATN 103

GREK 101-GREK 102 or GREK 103

GREK 151-GREK 152

One of the following two Courses: 3 credits

CLAS 110 Introduction to the Ancient World

CLAS 220 Introduction to Classical Literature

Upper Division

One CLAS course at any level 3 credits

Three Electives:

Selected from any of the following seven (7) disciplinary perspectives: 9 credits

Latin Language:

LATN 201 Latin III

LATN 210 Reading Latin 3 credits

LATN 300-400 level

Greek Language:

GREK 201 Greek III

GREK 210 Reading Attic Greek 3 credits

GREK 251 Biblical Greek III

GREK 260 Reading New Testament Greek 3 credits

GREK 300-400 level

Archaeology:

HIST 302 The Ancient City 3 credits

HIST 307 Archaeology of Ancient Greece 3 credits

HIST 308 Archaeology of Ancient Rome 3 credits

History:

HIST 303 Athens in the 5th Century 3 credits

HIST 304 Alexander the Great and the Hellenistic World 3 credits

HIST 305 The Roman Republic 3 credits

HIST 306 The Roman Empire 3 credits

Philosophy:

PHIL 305 History of Ancient Philosophy 3 credits

PHIL 414 Ancient Concepts of Justice 3 credits

PHIL 491 Classical Critics of Democracy 3 credits

Hebrew:

RELI 303 Biblical Hebrew I 3 credits

RELI 304 Biblical Hebrew II 3 credits

Courses:

Classic

CLAS 110 Introduction to the Ancient World credit(s): 3

An introductory survey to the origins of Western civilization in the Mediterranean world, with particular focus on the Classical cultures of Greece and Rome. The course will focus upon an

exploration of these ancient societies, their origins and structure, their social and political constructs, and their neighbors and worldviews. Particular emphasis will be placed upon examining the enduring legacies produced by these ancient peoples and their continuing influence upon the concepts and ideals valued by our contemporary Western culture.

CLAS 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

CLAS 220 Introduction to Classical Literature credit(s): 3

This course is a survey of the literature of the ancient Greeks and Romans. It introduces students to the important authors of Classical Antiquity, the critical issues surrounding their work, and their lasting influence. It stresses the role that ancient authors had in shaping our understanding of literature: its genres, methods, and subject matter. Spring.

Fulfills the following degree requirement(s): Core: Literature

CLAS 310 Greek Gods and Heroes credit(s): 3

A study of Greek Mythology that uses texts (in translation), architecture and archaeology to explore the most important characters and stories of Greek mythology that have become part of the art, literature and imagination of western civilization. This course gives students insight into approaches toward the understanding of myth, especially classical myth that are helpful for their own studies and interests. Fall, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course, RELI - Scripture

Equivalent(s): RELI 403

CLAS 320 The Iliad and the Odyssey credit(s): 3

This course explores (in translation) Homer's Iliad and Odyssey, two poems that are among the foundations of the literature of western civilization. Students will demonstrate an ability to read and analyze these two great epics of ancient Greece in a way that appreciates and unlocks their timeless beauty, depth and significance especially in a way that is helpful for their own studies and interests. Fall, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course

CLAS 330 Women in Antiquity credit(s): 3

An examination of the representation of women Greece and Rome through image and text, using a variety of literary, art historical, and archaeological sources. This course is intended both to illuminate the lives of women in Classical Antiquity and to demonstrate how this illumination is important for a full understanding of the societies of Greece (in particular, Athens)

and Rome. Students also gain valuable experience in thinking critically about sources, both ancient and modern. Spring, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course, CLAS - Rome course

CLAS 340 Roman Epic credit(s): 3

This course explores (in translation) two of Rome's great contributions to world literature: Vergil's Aeneid and Lucan's Civil War. These works are at the core of the western tradition. They have been read and reinterpreted for millennia and continue to find resonance today. Students learn to read and analyze these poems closely, to appreciate them, and to unlock their timeless beauty, depth and significance. Special attention is paid to applying the themes of these works to students' own lives and studies.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Rome course

CLAS 350 Love Poetry in Antiquity credit(s): 3

Is love a modern invention? This course looks at the phenomenon of love as it appears in the poetry of the ancient Greeks and Romans. Works read (in translation) will include those of Sappho, Callimachus, Catullus Ovid and others. Students will investigate ancient attitudes towards love, sex, and gender roles while developing an appreciation for the differences between time periods, authors, style, and genre. Students will also explore the long-lasting influence of this poetry and find ways to apply it to their own studies and interests.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course, CLAS - Rome course

CLAS 360 Ancient N. Eastern Archaeology credit(s): 3

Ancient Near Eastern Archaeology will introduce the student to the archaeology of Mesopotamia, Egypt and the Levant. Archaeological methodology, the history of excavation of ancient sites and material culture will be examined as well as ancient languages, literature and history.

Fulfills the following degree requirement(s): CLAS - Elective course

CLAS 370 Peoples and Empires of Turkey credit(s): 3

This course will provide students with a comprehensive survey of major historical and cultural developments associated with ancient civilizations in Turkey. Using primary textual and archaeological sources, course content will focus upon investigating key trends and cultural movements originating in early societies and ancient empires, from the advent of our earliest known human settlements to the impact of the imperial domination within the Mediterranean basin. Offered as Study Abroad/Summer Course only.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course, CLAS - Rome course

Prerequisite(s): HIST 101

CLAS 375 Topics in Classic Civilization credit(s): 3

A course offering the student an opportunity to study literature of the Classical world in translation.

CLAS 410 Topics in Greek Civilization credit(s): 3

A course offering the student an opportunity to study aspects of classical civilization, with a specialized focus on aspects of the Greek world and its culture.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course

CLAS 420 Topics in Roman Civilization credit(s): 3

Course repeatable for 9 credit(s).

A course offering the student an opportunity to study aspects of classical civilization, with a specialized focus on aspects of the Roman world and its culture.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Rome course

The Core Integration Seminar (CIS) engages the Year Four Question: “Imagining the possible: What is our role in the world?” by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students’ future role in the world. Spring.

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

Course repeatable for 6 credit(s).

Directed Study requires completion of a form and Dept. permission, and cannot be registered for via Zagweb.

Course repeatable 2 time.

Course content to be determined by the instructor.

Course repeatable for 6 credit(s).

Professional work experience related to classical civilizations.

The senior thesis is required for majors in Classical Civilizations in their fourth year. Fall.

Must be in the following Major(s): Classical Civilizations

Must be the following Class(es): Senior

A beginner's course in Attic Greek: grammar, composition, and easy prose selections. Fall.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

Continuation of GREK 101 and more advanced grammar, composition and readings. Spring.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

This is an entry-level course, with no prerequisite, designed to provide the equivalent of the first-year Greek (Attic) sequence GREK 101-102. It therefore prepares students for GREK 201.

Students will learn the fundamentals of Greek vocabulary, grammar, and syntax in order to develop the skills necessary for basic translation and composition of Greek texts. Summer only.

A beginner's course in New Testament Greek: grammar, composition, and easy prose selections.

Continuation of GREK 151 and more advanced grammar, composition and readings.

Prerequisite(s): GREK 151

Continuation of GREK 102: review of forms, syntax, readings. Fall.

Prerequisite(s): GREK 102 or GREK 103

This course develops the skill of reading unabridged, original Greek texts. The introductory sequence (GREK 101,102, 201) is prerequisite. Students are expected to be familiar with the fundamentals of Greek grammar, syntax, and vocabulary, and to have some experience translating. Students will learn how to integrate and synthesize those fundamentals in order to fluidly and fluently engage with extended unabridged texts in the original Greek. Spring.

Course content to be determined by the instructor.

This is an entry-level 12-week course, with no prerequisite, designed to provide the equivalent of the first-year Latin sequence LATN 101-102. It therefore prepares students for either LATN 201 or LATN 104. The course will cover approximately the first half of Wheelock's Latin.

Students will learn the fundamentals of Latin vocabulary, grammar, and syntax in order to develop the skills necessary for basic translation and composition of Latin texts. Summer only.

Equivalent(s): LATN 101, **Equivalent(s):** LATN 102

LATN 190 Directed Study credit(s): 1-4

Course repeatable for 4 credit(s).

Topic to be determined by instructor.

LATN 201 Latin III credit(s): 4

Continuation of LATN 101 and 102: review of forms and syntax; composition, and readings. Fall.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

Prerequisite(s): LATN 102 or LATN 103

LATN 203 Accelerated Latin III credit(s): 8

This 12-week course is designed to provide the equivalent of the second-year Latin sequence LATN 201-202 and therefore prepare students for LATN 301. The course will cover approximately the second half of Wheelock's Latin. Students will learn advanced Latin vocabulary, grammar, and syntax in order to master the skills necessary for translation and composition of Latin texts. Summer only.

Prerequisite(s): LATN 103 or LATN 102

LATN 210 Reading Latin credit(s): 3

Continuation of LATN 201. Spring.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Latin course, CLAS - Rome course

Prerequisite(s): LATN 201

LATN 290 Directed Study credit(s): 1-4

Course repeatable for 12 credit(s).

Course content to be determined by the instructor.

LATN 301 Republican Latin Prose credit(s): 3

Course repeatable for 12 credit(s).

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Latin course

Prerequisite(s): LATN 203, minimum grade: C or LATN 201, minimum grade: C

LATN 302 Imperial Latin Prose credit(s): 3

Course repeatable for 6 credit(s).

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Latin course

Prerequisite(s): LATN 201, minimum grade: C or LATN 203, minimum grade: C

LATN 303 Republican Latin Poetry credit(s): 3

Course repeatable for 6 credit(s).

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Spring, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Latin course

Prerequisite(s): LATN 201, minimum grade: C or LATN 203, minimum grade: C

LATN 304 Imperial Latin Poetry credit(s): 3

Course repeatable for 6 credit(s).

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Spring, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Latin course

Prerequisite(s): LATN 201, minimum grade: C or LATN 203, minimum grade: C

LATN 305 **Vergil** **credit(s): 3**

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Latin course

LATN 310 Medieval Latin credit(s): 3

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Latin course

LATN 490 Directed Study credit(s): 1-6

Directed Study requires completion of a form and Department permission, and cannot be registered for via Zagweb.

Course repeatable for 12 credit(s).

Fulfills the following degree requirement(s): CLAS - Elective course

Communication Studies

Professor: T. Osborne

Assistant Professors: J. Gordon, R. Maragh-Lloyd, J. Mora, K. Petruska, C.

Senior Lecturers: G. Frappier, K. Morehouse

Lecturers: J. Flores, K. Keener, J. Nautiyal

Post-doctoral Teaching fellow: A. Khasawnih

The department offers one major and one minor:

Bachelor of Arts, Communication Studies major

Minor in Communication Studies

The mission of the Communication Studies Department at Gonzaga University is to cultivate a sophisticated understanding of the process of communication as symbolic action. The department provides a theoretically-grounded and

experiential education that prepares students to analyze, produce, deliver, and critique human communication in its many forms. The department prepares students with rhetorical skills (*eloquentia perfecta* in the Jesuit rhetorical tradition), a refined sense of judgment and discernment, and the ability to carefully adapt communication practices to any given context and audience.

The power of communication is inescapable; it affects us everywhere and is central to all aspects of our daily, social interactions. The Communication Studies department teaches students to embrace communication as the central means of creating, maintaining, and transforming social realities. Communication Studies equips students to carefully analyze the way people co-create social realities and cultures through communication and to discern how these social realities affect our communities, for better or worse.

Majors and minors gain experience analyzing and proposing solutions to complex problems confronting the human condition because a deep understanding of communication creates limitless possibilities to improve the world. We interrogate the consequences of our communication processes and discover and produce knowledge about communication practices. We teach students to leverage the power of communication to create more just and equitable social worlds.

The department is committed to nurturing a diverse, inclusive community of scholars who think critically and engage responsibly with the problems and issues of our communities through exemplary, ethical communication via multiple modes of address. We build on an ethos of social justice to prepare graduates to address contemporary issues and challenges as leaders in the community, the public arena, and the world. Research shows that the most successful people in any profession are exceptional communicators.

Communication Studies courses help students develop the skills employers demand such as the ability to work effectively in team settings, analyze information necessary to make decisions and solve complex problems, communicate with people inside and outside an organization, and influence others. We prepare students for a broad range of careers spanning advertising, marketing, public relations, government, non-profit organizations, and other leadership positions. Our graduates also pursue advanced graduate studies in media research, law, business, education, medicine, cultural studies, and other humanities and social sciences. Communication Studies is also home to the University's nationally renowned intercollegiate Debate Program, which has its own facility, Conway House.

In short, Communication Studies provides students with a critical understanding of the reasons why people think, feel, and act in particular ways; the leadership know-how necessary to make a difference in the world; and the skills that employers seek.

Master of Arts in Communication and Leadership Studies (COML) and Master of Arts in Organizational Leadership (ORGL) 4+1 Program:

Majors interested in pursuing a Master of Arts in Communication and Leadership Studies (COML) or a Master of Arts in Organizational Leadership (ORGL) may apply to the graduate program at the end of the academic year immediately preceding their final year of undergraduate study. Those who meet the COML or ORGL admissions standards will be granted provisional acceptance. During their final year of undergraduate study, these students will be able to enroll in up to six graduate-level COML or ORGL credits in addition to their undergraduate course load, with no additional or separate charge for graduate credits. "4+ 1" students will be limited to a maximum of 18 credits per semester, including graduate credits, in each of the two semesters of their final year of undergraduate study.

B.A. Major in Communication Studies: 37 credits

Lower Division (15 credits)

Required theoretical/conceptual foundation courses

<u>COMM 210</u> Understanding Meaning-making	3 credits

<u>COMM 220</u> Understanding Power in Culture	3 credits

<u>COMM 230</u> Understanding Identity	3 credits

Required inquiry methods courses

<u>COMM 275</u> Analyzing Public Texts	3 credits

<u>COMM 285/SOSJ 263</u> : Analyzing Practices and Habits	3 credits

Upper Division (22 credits)

Choose six of the following seventeen Courses:

18 credits

Six credits must be at the 400-level.

COMM 310 Politics of Popular Culture

COMM 320/INST 320 Resistance, Struggle, and Power

COMM 330/INST 332 Politics of Space and Place

COMM 331/SOSJ 363 Argumentation and Debate

COMM 340 Encounters in Public Spheres

COMM 350/INST 351 Politics of Social Memory

COMM 360 Media Aesthetics

COMM 370 Digital Culture/Networked Self

COMM 401/SOSJ 464 Communication and Leadership

COMM 420 Critical/Cultural Communication

COMM 430/SOSJ 466/INST 430 Intersectional
Communication

COMM 440/INST 440 Rhetoric of Social Change

COMM 450/SOSJ 465 Justice and Arts of Civic Life

COMM 480 Themes in Communication

COMM 482 Independent Study

COMM 485 Communication Abroad (*transfer credit for select
study abroad experiences*)

COMM 497 Internship

COMM 484 Senior Seminar

3 credits

COMM 490 Crafting Professional Identity

1 credit

Minor in Communication Studies: 21 credits

Lower Division (9 credits)

Choose two of the following three conceptual/theoretical foundation Courses: 6 credits

COMM 210 Understanding Meaning-making

COMM 220 Understanding Power in Culture

COMM 230 Understanding Identity

Choose one of the following two inquiry method Courses: 3 credits

COMM 275 Analyzing Public Texts

COMM 285/SOSJ 263 Analyzing Practices and Habits

Upper Division

The upper-level electives have specific prerequisites. Plan your 200-level coursework based on the upper-level electives you wish to take. Consult with your advisor or the Department Chair for assistance.

Choose four of the following fifteen Courses: 12 credits
Three credits must be at the 400-level.

COMM 310 Politics of Popular Culture

COMM 320/INST 320 Resistance, Struggle, and Power

COMM 330/INST 332 Politics of Space and Place

COMM 331/SOSJ 363 Argumentation and Debate

COMM 340 Encounters in Public Spheres

COMM 350/INST 351 Politics of Social Memory

COMM 360 Media Aesthetics

COMM 370 Digital Culture/Networked Self

COMM 401/SOSJ 464 Communication and Leadership

COMM 420 Critical/Cultural Communication

COMM 430/SOSJ 466/INST 430 Intersectional Communication

COMM 440/INST 440 Rhetoric of Social Change

COMM 450/SOSJ 465 Justice and Arts of Civic Life

COMM 480 Themes in Communication

COMM 485 Communication Abroad (*transfer credit for select study abroad experiences*)

Notes for Minor in Communication Studies:

- Elective list for minors does not include: Independent Study, Internship, Capstone.
- Minors *may* take COMM 490: Crafting Professional Identity, but it is not required for the minor degree requirements.

Courses:

COMM 100 Communication and Speech

credit(s): 3

Communicating thoughtfully and ethically for, with, and among others is vital to becoming the leaders Gonzaga hopes students will become. This course introduces students to the theory and practice of rhetoric—how we use symbols to create meaning and understanding between people—with the goal of helping students continue to grow into responsible and thoughtful communicators. Students will learn how communication (including oral, visual, and aural symbol use across personal interactions, media, our bodies, physical spaces, and other material phenomena) shapes our identities, ideas, policies, society, and all aspects of our lived experiences. The course develops skills and ways of thinking about communication needed to analyze, construct, and deliver messages that enrich civic and cultural life. Three central concepts—rhetoric & symbolic action, civic engagement, and audience—provide a common thread throughout the class as we explore the Core Curriculum Year 1 question: “How do we pursue knowledge and cultivate understanding?” The course supports the University mission through alignment with *eloquentia perfecta*, a Jesuit tradition that references excellence in speaking and writing for the common good to create a more just world.

Fulfills the following degree requirement(s): Core: Communication and Speech

Equivalent(s): SPCO 101

COMM 193 **First Year Seminar:**

credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

We make sense of our world and the people in it through the symbols we use to communicate about our experiences. The symbols we use (e.g. language, pictures, film, music, architecture, bodies) matter because they have real effects on us, on others, and on our perceptions and understanding of the world. This course explores the theories and ways of thinking that help us understand how symbols create, maintain, and transform our social worlds. Fall and Spring.

Power is everywhere and influences our relationships with others and our ability to get things done in our societies. Communication and symbolic action is a primary way that people struggle over and effect their power relationships. Power clearly reveals itself in cultural ideologies or values and beliefs that influence our social actions, and these ideologies are embedded in our daily communication practices. This course introduces a cultural studies perspective that helps students build a lexicon and critical capacity for engaging with power, ideology, and cultural influence. Fall and Spring.

Our intersecting identities emerge from an array of communicative, performative, and cultural practices and they are tied up in everyday communication contexts such as interpersonal interactions, media platforms, and social movements. Through communication we align ourselves with common interests and communities, and this course will provide a theoretical foundation for understanding audiences, our performances of self, and our negotiation of the two. The course also invites students to explore how our identities are shaped and interpreted in ways outside our control. Fall and Spring.

This course introduces students to the practice of studying, analyzing, and interpreting public texts, and the work they do in constituting public culture. Students engage with methods to make critical judgements about how rhetorical/communicative texts influence public life. Students will address public texts including written, visual/aural, and embodied forms of communication such as movies and song lyrics, sports broadcasts, maps, museum spaces, political speeches, religious texts, historical writings, comedic performances, YouTube channels, and much more. Students will also engage in ethical communicative practices that produce knowledge about human communication and relationships. Fall and Spring.

COMM282 Special Topics credit(s): 0-3

Prerequisite(s): COMM 210 and COMM 220

This course provides a foundation in attending to, analyzing, and reporting meaningful information about the social world through humanistic communication research methods. The course introduces ethnographic and qualitative research methods, ethics, selection of research topics and questions, ethnographic data collection methods (e.g. participant observation; un-, semi- and structured interviewing; structured observation), managing and coding field notes, and qualitative analysis. In this course, students will create field notes, analyses, and more. Fall and Spring.

Prerequisite(s): COMM 100 or HONS 100

Pulling from the fields of media and cultural studies, this course explores the ways we use and are used by popular culture. This class seriously considers how popular culture influences the ways we think, feel, act, and participate in civic life. Building upon students' expertise as cultural consumers, we explore popular culture through aesthetic, ideological, social, and industrial lenses. Through our consideration of a wide range of popular culture—including film, television,

games, print and social media, advertising, and others—we explore questions of aesthetic quality and cultural value in relation to media texts, audiences, and our experiences of culture. Spring.

Fulfills the following degree requirement(s): BU - Marketing conc Req

Prerequisite(s): (COMM 210, minimum grade: C or COMM 220, minimum grade: C) and COMM 275, minimum grade: C

COMM 320 Resistance, Struggle, and Power credit(s): 3

Communication is the central means for contesting and reconfiguring structural forms of power relations among social groups, and this class focuses on power dynamics and imbalances across social institutions such as law, education, medicine, economics, media, and religion. Students engage the concepts of hegemony (the production of consent for dominant power relationships) and counter-hegemony (the struggle against dominant social arrangements). As such, the course invites students to consider the interplay of communication, culture, and social institutions in maintaining, resisting, and transforming the persistent inequalities of power and disproportionate distribution of cultural and political capital. Fall.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): INST 320

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): COMM 210, minimum grade: C and COMM 220 (and COMM 275, minimum grade: C or COMM 285, minimum grade: C)

COMM 330 Politics of Space and Place credit(s): 3

Everyday encounters with physical surroundings guide our orientations to the world. As we wander city streets, shopping malls, stadiums, nature preserves, sacred sites, restaurants, monuments, museums, and classrooms, we examine how we move in, and are moved by the material arenas we share. Spatial organization and built environments inform our habits of perception, determine the meaning of a particular place, accent what is worth attention and what might be overlooked, and reaffirm dominant norms and power relationships in public culture. Charts, maps, apps, and other navigational tools dictate where and how we move, and how we understand our roles within a given space. Featuring the experiential dimensions of rhetoric and communication, this course presses us to consider how material spaces and places construct everyday geographies. Spring.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): INST 332

Prerequisite(s): COMM 210 and COMM 220 ((and COMM 275 or COMM 285)

COMM 331 Argumentation and Debate credit(s): 3

Examination of the fundamentals of advocacy including argumentation theory, techniques of persuasion, refutation, and cross-examination. This course is open to both debate team members and anyone interested in improving their argumentation skills. Spring.

Equivalent(s): SOSJ 363, SPCO 331

Prerequisite(s): COMM 210

COMM 340 Encounters in Public Spheres credit(s): 3

Everyday communication practices, conventional public deliberations, and emergent media technologies shape our public life and affect human and non-human entanglements. This class explores contemporary theoretical conversations about publics and public spheres: what they look like, how they are shaped, how they arrange political bodies, and how we navigate their boundaries and borders of inclusion and exclusion. Students analyze how different modes of communication promote solidarities around common concerns and arrange difference, as well as how we form counter-publics and spaces of resistance and transformation. Topics may include propaganda and censorship, surveillance and privacy, journalism and mass media,

spheres of expertise (i.e., science and medicine), roles of rumor, and notions of cultural “buzz.” Fall.

Fulfills the following degree requirement(s): BU - Marketing conc Req

COMM342 Debate Participation

credit(s): 1

Course repeatable 8 time(s).

Participation on University debate teams.

Equivalent(s): SPCO 342

COMM350 Politics of Social Memory

credit(s): 3

The ways we remember our collective past influence our present and shape our futures. This course examines how we rhetorically construct and struggle over social memory through public remembrances of historical events via war memorials, film and documentary, commemorative celebrations, reenactments, monuments, and museum exhibits. Students extend rhetorical and visual theoretical concepts and methods to evaluate sites of public memory and the social and cultural politics shaping the construction of memory. Fall.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): INST 351

Prerequisite(s): COMM 210, minimum grade: C and COMM 220, minimum grade: C and (COMM 275, minimum grade: C or COMM 285, minimum grade: C)

COMM360 Media Aesthetics

credit(s): 3

Images and sounds saturate our daily lives and while we often pay attention to content, we may neglect the visual and aural dimensions of these media. As citizens and consumers, we need to develop critical visual and aural interpretive frameworks to make sense of media. This course invites students to sharpen their analytical tools to attend to the sights and sounds that animate everyday life. This course examines media aesthetics through mise-en-scene, camera and point of view, editing techniques, visual style, and sound. From still to moving images, from print to online, students will conduct detailed aesthetic analyses of movies, television, radio, advertisements, podcasts, art, photography, websites, gifs, memes, and other forms of digital media. Additional topics may include industry, genre, power, visual culture theory, and identity. Fall.

Prerequisite(s): COMM 210, minimum grade: C and COMM 230, minimum grade: C and COMM 275, minimum grade: C

COMM370 Digital Culture/Networked Self

credit(s): 3

Online communication has both collapsed our communication contexts and expanded our potential identities and relationships. This course applies a cultural lens to understand our digital lives and the various media technologies we interact with on a daily basis. We will examine a range of contemporary theories and issues surrounding digital media including how cultural values are embedded in digital technologies and how we manage identities across multiple digital contexts. We will explore ways to successfully and critically navigate an array of personal, professional, and civic responsibilities in a globally networked world. Spring.

Prerequisite(s): COMM 230, minimum grade: C and COMM 285, minimum grade: C

COMM401 Communication and Leadership

credit(s): 3

A critical examination of the reciprocity between effective communication and successful leadership. Includes an historical examination of leadership styles, theories, and research. Includes an analysis of motivation, power, and organizational culture. Writing and speaking assignments are designed to cultivate leadership skills. Fall.

Fulfills the following degree requirement(s): BU - Marketing conc Req, SOSJ - Block D

Equivalent(s): SOSJ 464, SPCO 401

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): COMM 210 and COMM 230

COMM420 Critical / Cultural Communication credit(s): 3

This course invites students to integrate their communication studies knowledge with a broad, interdisciplinary conversation on critical theory, and to understand how communication scholars engage with other disciplines and thinkers in struggles for social justice, social change, and solidarity. The course will address a range of critical theories that have influenced and been influenced by the study of communication such as Marxism, the Frankfurt School, postcolonial theory, feminist theory, critical race theory, and queer theory. Students explore how critical theory is linked to and emerges from socio-political struggle in different historical moments. In addition, the course invites students to apply critical theory to contemporary social debates and challenges to better understand questions of power, civic participation, identity, and social organization. Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): COMM 310, minimum grade: C or COMM 320, minimum grade: C

COMM430 Intersectional Communication credit(s): 3

The study of communication and culture in a global world cannot and must not be apolitical, ahistorical, or blind to the messy entanglements of power and privilege. Therefore, this course will focus on the intersections between critical race theory, feminist theory, and critical intercultural communication in order to interrogate and examine the ways in which our social identities and locations affect the contexts of our lives including our opportunities, relationships, and overall understanding of the world. Specifically, this course will engage the work of Black Feminist scholars and ongoing scholarly conversations on intersectionality to analyze intercultural encounters and engagement. Fall.

Fulfills the following degree requirement(s): INST - Interactions, SOSJ - Block D

Equivalent(s): INST 430, SOSJ 466

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): COMM 320, minimum grade: C or COMM 340, minimum grade: C

COMM432 Core Integration Seminar: credit(s): 3
4 time.

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

COMM440 Rhetoric of Social Change credit(s): 3

Public expression and discourse can affirm, complicate, challenge, and even radically revolutionize our shared values and ideals over time. Arguments and symbolic actions in communal spaces prompt individuals and groups to rethink, redevelop, and reestablish potential modes of identity, participation, and interaction within a society. Students in this course will closely examine specific social movements (including, potentially, civil rights, gender rights, indigenous rights, and environmental movements) to better understand the plurality of voices and modes of public expression in dialogue and competition that contribute to, resist, and ultimately shape societal change. Students will then build upon historical knowledge and perspective to engage in an immersive study of an ongoing contemporary social controversy,

ultimately creating an informed rhetorical intervention of their own, participating in the social issues and changes of the current day. Fall.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): INST 440

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): COMM 320, minimum grade: C or COMM 340, minimum grade: C or COMM 350, minimum grade: C

COMM450 Justice and Arts of Civic Life

credit(s): 3

Ethical communication and intentional civic engagement fosters vibrant democratic life. As civic actors, we deliberate and contest policies, advocate for justice, and attempt to foster cooperation among a multiplicity of voices. This course synthesizes theories of ethics that students grapple with to examine relationships between rhetoric, democracy, and justice. Specifically, we will address questions of how we should practice rhetoric in ways that refine our capacities for ethical discernment, build inclusive communities, promote social justice, and ultimately enrich democratic life. Spring.

Fulfills the following degree requirement(s): BU - Marketing conc Req, SOSJ - Block D

Equivalent(s): SOSJ 465

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): COMM 340, minimum grade: C

COMM480 Themes in Communication

credit(s): 3

Course repeatable for 6 credit(s).

Special topics courses are one time course offerings that include courses that address a current or timely topic or a special interest which will not be made a regular on-going part of the curriculum. Occasionally, a special topics course may be used to offer an experimental or "pilot" phase course before it is subsequently proposed as a regular course. Special topics course offerings vary from term to term. See current semester course listings for topics.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): (COMM 210 or COMM 220) and (COMM 275 or COMM 285)

COMM484 Senior Seminar

credit(s): 3

In this capstone course for the Communication Studies major, students demonstrate their proficiency in oral, written, and visual communication by adapting their senior thesis to multiple communication platforms. The seminar is also designed to help students reflect on their education and develop a personal philosophy of communication. Fall and Spring.

Equivalent(s): SPCO 489

Restriction(s):

Must be the following Class(es): Senior

COMM485 Communication Abroad

credit(s): 3

Course repeatable for 6 credit(s).

This course provides transfer credit for students who have arranged an intensive experience studying abroad and will be taking a humanities-based communication course that explores themes of rhetoric, media, and cultural studies that deepens their understanding of the foundation they've received at Gonzaga. Prior permission from the Department Chair is required.

COMM490 Crafting Professional Identity

credit(s): 1

In this course, students connect their communication studies knowledge and skills with their civic and professional goals during and after college. Students compose narratives highlighting their proficient use of communication skills within their personal organizational experiences, at school, at work, and within their communities. Building this portfolio of materials helps students

translate and articulate their skills and ambitions into new organizational contexts post-graduation. A series of professional speakers, including alumni, will model communication in developing a career path. Students apply a social justice perspective to professional life and consider how to integrate a Catholic, Jesuit, humanistic educational experience in a professional context. Fall and Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): COMM 27 credits

COMM491 Directed Study

credit(s): 0-10

Course repeatable for 12 credit(s).

Directed Study requires completion of a form, department permission and cannot be registered for via Zagweb.

Prerequisite(s): (SPCO 101 or SPCO 102) and COMM 101

COMM497 Internship

credit(s): 0-6

Course repeatable for 6 credit(s).

Professional experience in a communication related field. Students must take the initiative to contact an agency or business and find a Communication Studies department faculty member willing to supervise the internship. Fall, Spring, and Summer.

Computer Science and Computational Thinking

Chairperson: Paul De Palma

Program Director: Rob Bryant

The names of the faculty teaching in this program can be found in the Undergraduate Catalog entry (School of Engineering and Applied Science) under "Computer Science."

The Department of Computer Science offers two degrees, a B.S. in Computer Science through the School of Engineering and Applied Science, and a B.A. in Computer Science and Computational Thinking through the College of Arts and Sciences. The information below pertains to the B.A. For a description of the B.S. program, see the Undergraduate Catalog entry (School of Engineering and Applied Science) under "Computer Science." The department also offers minors and concentrations in Data Science, Software Application Development, and Software Security.

Bachelor of Arts, Computer Science and Computational Thinking major

Bachelor of Science, Computer Science major

Software Security (minor and concentration)

Data Science (minor and concentration)

Software Application Development (minor and concentration)

The B.A. in Computer Science and Computational Thinking

The B.A. in Computer Science and Computational Thinking (BACSCT) serves those students with an interest in computing who would also like to study broadly in the humanities, the social sciences, or the natural sciences. For example, students interested in language and literature could explore questions that arise in computational linguistics or in computational approaches to the study of literature. Students interested in the social sciences could investigate sociological and economic questions through the increasing availability of large data repositories. Students interested in the life sciences could investigate the growing field of bioinformatics. The potential to combine computing with other disciplines makes the BACSCT an attractive option for students with diverse interests. In addition, the BACSCT degree provides background sufficient for entry level employment in many parts of the computer industry, as well as a base for further training.

The process of majoring in BACSCT begins by selecting a Discipline for Computational Thinking (DCT), chosen from Art, Biology, Communications Studies, Economics, English, Environmental Studies, Philosophy, Sociology, or Theatre Arts. Students choose at least 12 credits from their DCT. The foundation in computing is built upon 25 credits in mathematics and computer science. In consultation with their advisors, students also choose an additional 18 credits in computer science courses. These could include courses relevant to the DCT. For instance, the Department of Computer Science offers courses in human language processing and big data analytics. Students are encouraged to complete the courses in their DCT as well as the computer science courses specific to that DCT in their first three years at Gonzaga.

BACSCT students can also pursue optional concentrations in Data Science, Software Application Development, or Software Security. For a description of these, please see the Undergraduate Catalog entry (School of Engineering and Applied Science) under “Computer Science.”

B.A. in Computer Science and Computational Thinking: 58-59 credits

Lower Division

<u>CPSC 121</u> Computer Science I	3 credits
<u>CPSC 122</u> Computer Science II	3 credits
<u>CPSC 223</u> Algorithm/Abstract Data Structures	3 credits
<u>CPSC 224</u> Software Development	3 credits
One of the following two Courses:	3-4 credits
<u>MATH 148</u> Survey of Calculus	
<u>MATH 157</u> Calculus and Analytic Geometry I	
<u>MATH 231</u> Discrete Structures	3 credits

Upper Division

25 credits

Computer Science Electives*	18 credits

* Any CPSC 200, 300, or 400-level course.

At most three elective courses (9 credits) may be taken at the 200-level.
9 of the 18 elective credits will be determined by the DCT Committee to best coincide with the chosen concentration.

Courses used to fulfill a computer science concentration may also fulfill these elective credits.

<u>CPSC 491</u> Software Engineering	2 credits
<u>CPSC 491L</u> Senior Design Project Lab I	1 credit
<u>CPSC 492L</u> Senior Design Project Lab II	3 credits
<u>CPSC 499</u> Computers and Society	1 credit

Required concentration requirements (DCT specific courses)	12-15 credits

<u>Art</u>	12 credits
<u>Biology</u>	14-15 credits
<u>Communication Studies</u>	12 credits
<u>Economics</u>	12 credits
<u>English</u>	12 credits
<u>Environmental Studies</u>	15 credits
<u>Philosophy</u>	12 credits
<u>Sociology</u>	12 credits
<u>Theatre Arts</u>	12 credits

Additional elective concentration options in
Computer Science:

(Courses used to fulfill computer science
concentration requirements may also fulfill the
computer science elective requirements above) 12-18 credits

<u>Computer Science: Data Science</u>	18 credits
<u>Computer Science: Software Application Development</u>	15 credits
<u>Computer Science: Software Security</u>	12 credits

***No more than five computer science courses in the entire degree are to be at the 200 level. Many upper division computer science courses require CPSC 260 as a prerequisite (see the list of course in the University Catalog for details).**

<i>Art Concentration:</i>	12 credits
<u>VART 101</u> Drawing I	3 credits
One of the following two Courses:	3 credits
<u>VART 112</u> Design Fundamentals	
<u>VART 230</u> 3-D Design	

One of the following upper division Art History Courses: 3 credits

VART 393 Modern Italian Art (taught in Florence)

VART 394 Special Topics in Art History

VART 395 Art in the 19th Century

VART 396 Art in the 20th Century

VART 397 Renaissance Art

VART 398 Roman Art and Architecture

VART 401 Renaissance Architecture

VART 402 The Image of God

VART 403/HIST 302 The Ancient City

VART 404/HIST 307 Archaeology of Ancient Greece

VART 405/HIST 308 Archaeology of Ancient Rome

VART 406/HIST 366 American Culture and Ideas

VART 407/WGST 350 Women Artists

VART 408 History of Photography

One of the following:

(Note: Some of the courses below have a prerequisite.
Check the undergraduate catalog.)

3 credits

VART 141 Ceramics I

VART 201 Drawing II

VART 221 Painting I

VART 350 Beginning Printmaking

VART 351 Beginning Screen Printing

Biology Concentration:

14-15 credits

BIOL 105/BIOL 105L Information Flow in Biological Systems

4 credits

BIOL 106 Energy Flow in Biological Systems 3 credits
(Note: CHEM 101/101L is a prerequisite)

Choose one of the following four options:
(Note: Some of the courses below have a prerequisite. 8 credits
Check the undergraduate catalog.)

Option
A: Choose two of the following three Courses:

BIOL 205/BIOL 205L Physiology and Biodiversity

BIOL 206/BIOL 206L Ecology

BIOL 207/BIOL 207L Genetics

Option
B:

BIOL 205/BIOL 205L Physiology and Biodiversity

BIOL 451/BIOL 451L Comparative Endocrinology (when
offered)

Option
C:

BIOL 206/BIOL 206L Ecology

One of the following six Courses:

BIOL 303/BIOL 303L Population Ecology
(when offered)

BIOL 305 Biological Data Analysis

BIOL 333 Community Ecology

BIOL 340/BIOL 340L Field Botany

BIOL 344/BIOL 344L GIS and Ecological
Techniques

BIOL 360/BIOL 360L Plant Biology (when offered)

Option
D:

BIOL 207/BIOL 207L Genetics

One of the following four Courses:

BIOL 305 Biological Data Analysis

BIOL 335 Advanced Genetics

BIOL 337/BIOL 337L Developmental Biology
(when offered)

BIOL 351/BIOL 351L Advanced Cell Biology
(when offered)

(Note: CHEM 230 is a prerequisite)

Communication Studies Concentration:

12 credits

COMM 210 Understanding Meaning-making

3 credits

COMM 230 Understanding Identity

3 credits

COMM 370 Digital Culture/Networked Self

3 credits

Choose one of the following four Courses:

3 credits

COMM 340 Encounters in Public Spheres

COMM 350 Politics of Social Memory

COMM 360 Media Aesthetics

COMM 450 Justice and Arts of Civic Life

Economics Concentration:

15 credits

ECON 201 Microeconomics

3 credits

ECON 202 Macroeconomics

3 credits

Choose one of the following two Courses:

3 credits

ECON 355 Regression Analysis

ECON 451 Econometrics*

Choose one of the following two Courses: 3 credits

ECON 303 Game Theory and Economic Applications

ECON 351 Managerial Economics

ECON elective - NOTE: ECON course have pre-requisites 3 credits

*ECON 351, ECON 355, ECON 451 pre-requisites: ECON 201 & ECON 202,
(BUSN 230, or MATH 121, or MATH 321)

English Concentration: 12 credits

Any combination of four 300- or 400-level English courses

Environmental Studies Concentration: 15 credits

ENVS 101 Introduction to Environmental Studies 3 credits

ENVS 103/ENVS 103L Environmental Biology and Lab 4 credits

ENVS 104/ENVS 104L Environmental Chemistry and Lab 4 credits

ENVS 200 Case Studies in Environmental Science 4 credits

Philosophy Concentration: 12 credits

Four 400-level Philosophy courses chosen by the DCT Committee.

Sociology Concentration: 12 credits

Any four Sociology courses at the 100-, 200, and 300-levels.

Theatre Arts Concentration: 12 credits

THEA 100 Introduction to Theatre Arts 3 credits

One of the following two Courses: 3-4 credits

THEA 132 Stagecraft

THEA 332 Scenic Design

<u>THEA 235</u> Design Process	3 credits
<u>THEA 239</u> Lighting Design	1-4 credits
<u>THEA 260</u> Technical Lab	1 credit

In addition to their required DCT concentration, BSCT students may choose from the following optional concentrations.

<u>Computer Science: Software Security Optional Concentration:</u>	15 credits

<u>CPSC 260</u> Computer Organization or CPEN 231L	3 credits
<u>CPSC 348</u> Computer Security	3 credits
<u>CPSC 353</u> Cryptography	3 credits
<u>CPSC 349</u> Cybersecurity Project Lab	3 credits
<i>One of the following four courses</i>	3 credits
<u>CPSC 341</u> Internet of Things	
<u>CPSC 346</u> Operating Systems	
<u>CPSC 447</u> Computer Networks	
<u>EENG 410</u> Information Theory and Coding	

<u>Computer Science: Data Science Optional Concentration:</u>	21 credits

<u>CPSC 222</u> Intro to Data Science	3 credits
<u>CPSC 322</u> Data Science Algorithms	3 credits

One of the following 3 Courses: 3 credits

MATH 121 Introductory Statistics

MATH 221 Applied Statistics

MATH 321 Statistics for Experimentalist

CPSC 321 Database Management Systems 3 credits

Two of the Following three courses 6 credits

CPSC 323 Machine Learning and Intelligent Systems

CPSC 324 Big Data Analytics

CPSC 475 Speech & NLP

CPSC 325 Data Science Project Lab 3 credits

Computer Science: Software Application Development 12 credits

Optional Concentration

CPSC 331 UI/UX Design 3 credits

CPSC 332 Web Development 3 credits

CPSC 333 Mobile App Development 3 credits

CPSC 334 Linux & DevOps 3 credits

Criminology

Chairperson: Naghme Morlock, Andrea Bertotti Metoyer

Professors: A. Bertotti Metoyer

Associate Professors: M. Bahr, V. Gumbhir, W. Hayes, J. Johnston,

Assistant Professors: A. Bruns, M. Deland, J. Gow, S. Lee, E. Matthews, N. Morlock, F. Rogers

Professors Emeriti: J. Rinehart, E. Vacha, G. Weatherby

The department offers one major and one minor:

Bachelor of Arts, Criminology major

Minor in Criminology

The Criminology program introduces students to sociological perspectives on the causes, consequences, and control of criminal behavior. Course work focuses on the development and organization of criminal justice institutions, especially the police, courts, and corrections. Students examine pressing social issues, such as racial profiling, mass incarceration, and prisoner re-entry.

The program fosters a commitment to social justice and the common good as students develop a sociological imagination and learn to critically consume information, theorize social contexts, create new knowledge, and communicate with and for others. In addition to providing opportunities for academic research and analysis, students gain the knowledge base and skills for pursuing careers in criminal justice institutions and related policy and non-profit fields.

Students have the opportunity to graduate with honors in the major if they have fulfilled all requirements, achieved a grade point average of at least 3.70 in their criminology courses, and written and defended a senior honors thesis (CRIM 494).

B.A. Major in Criminology: 33 credits

Lower Division

<u>CRIM 101</u> Crime, Social Control, Justice	3 credits
<u>SOCI 101</u> Introduction to Sociology	3 credits
<u>SOCI 202</u> Statistics for Social Science	3 credits
<u>SOCI 204</u> Research Methods	3 credits

Upper Division

<u>CRIM 312</u> Criminological Theories	3 credits
<u>CRIM 499</u> Criminology Senior Capstone	3 credits

Choose 5 of the following elective Courses:* 15 credits

- CRIM 351 Criminology
- CRIM 352 Corrections
- CRIM 361 Crime and Gender
- CRIM 362 BIPOC Crime & Justice
- CRIM 365 Comparative Criminology
- CRIM 386 Criminal Law
- CRIM 350/SOCI 350 Deviant Behavior
- CRIM 355/SOCI 355 Elite & White Collar Deviance
- CRIM 356/SOCI 356 Sociology of Policing
- CRIM 357/SOCI 357 Inequality, Crime, and Urban Life
- CRIM 385/SOCI 385 Law and Society
- POLS 303 Constitutional Law: Civil Liberties and Rights
- POLS 323 Constitutional Law: Institutional Powers
- CRIM 370/PSYC 402 Forensic Psychology

*Students may take a maximum of 6 elective credits in POLS and/or PSYC for their Criminology major

Minor in Criminology: 18 Credits

Lower Division

CRIM 101 Crime, Social Control, Justice 3 credits

Upper Division

Choose 5 of the following elective courses:* 15 credits

CRIM 351 Criminology

CRIM 352 Corrections

CRIM 361 Crime and Gender

CRIM 365 Comparative Criminology

CRIM 386 Criminal Law

CRIM 350/SOCI 350 Deviant Behavior

CRIM 355/SOCI 355 Elite & White Collar Deviance

CRIM 356/SOCI 356 Sociology of Policing

CRIM 357/SOCI 357 Inequality, Crime, and Urban Life

CRIM 385/SOCI 385 Law and Society

POLS 303 Constitutional Law: Civil Liberties and Rights

POLS 323 Constitutional Law: Institutional Powers

CRIM 370/PSYC 402 Forensic Psychology

Courses:

CRIM 101 **Crime, Social Control, Justice** **credit(s): 3**

A critical analysis of the way the American criminal justice system operates, focusing on the nature of law, the police, and the courts.

Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

Examines current issues in law enforcement such as corruption, brutality, use of deadly force, politics and policy administration, resource management, stress, community relations, and major court decisions.

A hands-on class conducted by a Superior Court Judge. Students observe actual trials and are instructed about the proceedings by the judge.

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

This course assists students in thinking theoretically about crime, criminal justice, and social control, focusing on the articulation between theoretical constructs, research strategies, and claims to knowledge. We explore the ways in which the theoretical resources of the social sciences can be brought to bear upon the phenomena of crime and criminality, their occurrence and distribution, and their contested character. Offered every semester.

Knavery, skulduggery, cheating, crime, malingering, cutting corners, immorality, dishonesty, betrayal, wickedness, and all other unconventional activities are forms of deviance. All known societies have members who become deviants. This course introduces students to several theories explaining deviance and examines the life styles of a variety of deviants.

A study of crime and criminal offenders in America. Special attention will be given to criminal

statistics, theoretical explanations, and public policy.

Fulfills the following degree requirement(s): CRIM - Social Behavior

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 352 Corrections

credit(s): 3

An examination of the U.S. correctional system, from its origins to the present day. Focuses on philosophical and policy issues and debates that confront our society in attempting to deal with criminal offenders. Field trips to correctional facilities.

Fulfills the following degree requirement(s): CRIM - Elective

Equivalent(s): CRIM 452

Restriction(s):

Must be the following Class(es): Junior, Senior

CRIM 353 Juvenile Delinquency

credit(s): 3

An investigation of the nature and extent of juvenile delinquents in the United States. Special attention will be given to theoretical explanations; the effect of family, peers and school; and the history of the juvenile justice system in handling juvenile offenders.

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Social Behavior

Equivalent(s): SOCI 353

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 355 Elite and White Collar Deviance

credit(s): 3

This course examines deviance and crimes committed by organizations and the rich and powerful. The nature, extend and societal effects of various types of elite and white collar deviance are examined.

Fulfills the following degree requirement(s): CRIM - Elective

Equivalent(s): SOCI 355, **Equivalent(s):** SOSJ 323

Restriction(s):

Must be in the following Major(s): Criminal Justice, Criminology, Sociology

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 356 Sociology of Policing

credit(s): 3

This course examines law enforcement in American society with a focus on empirical research and sociological and criminological theory. Students will review the historical development of policing in the United States, the roles of the police in contemporary society, the structure and responsibilities of law enforcement agencies in this country, and the interaction between institutional and individual aspects of police work. Students will also be exposed to research and theory on controversial issues in law enforcement, including the use of force, police deviance, the use of discretion, the impact of social inequality on enforcement, and policing in the mass media.

Fulfills the following degree requirement(s): CRIM - UD foundation, CRIM - Elective

Equivalent(s): SOCI 356

Prerequisite(s): CRIM 101 or SOCI 101

CRIM 357 Inequality, Crime and Urban Life

credit(s): 3

This course examines the relationship between inequality and crime in America's inner cities. Students will consider how cultural, economic, educational, legal, political, and other factors

shape life in urban areas, and how these factors reproduce crime and inequality in America's inner cities.

Fulfills the following degree requirement(s): CRIM - Elective, SOSJ - Block B

Equivalent(s): SOCI 357, **Equivalent(s):** SOSJ 325

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 358 Mass Incarceration

credit(s): 3

This course examines the causes and consequences of mass incarceration in the United States from a sociological perspective. Particular attention will be paid to racial/ethnic and socioeconomic inequalities in imprisonment. The impact of mass incarceration on incarcerated individuals, their families, and society, more broadly will be examined. Spring.

Equivalent(s): SOCI 358, SOSJ 330

CRIM 361 Crime and Gender

credit(s): 3

An exploration of the ways in which gender influences who is and is not considered criminal, why women are often socialized to be the victims of crime and men the perpetrators of such actions, and how such behaviors are used to maintain and support pre-existing inequalities. As such, special attention will also be paid to how issues of social class, ethnicity, and sexual orientation often temper these societal outcomes.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 362 BIPOC, Crime and Justice

credit(s): 3

This course will take an in-depth and critical examination of the role that race/ethnicity plays in crime and justice process. The theories, causes, and statistics behind disparities in the crime and justice system will be examined. Furthermore, the discrimination against black, indigenous, and people of color (BIPOC) in the contexts of police-minority contact, sentencing, and corrections will be discussed at length.

Prerequisite(s): CRIM 101

CRIM 365 Comparative Criminal Justice

credit(s): 3

A comparison of criminal justice systems from around the world using the Internet and a seminar format.

Fulfills the following degree requirement(s): CRIM - Elective

CRIM 370 Forensic Psychology

credit(s): 3

This course is an introductory level course to the field of forensic psychology, the branch of psychology which focuses on the application of psychological research data and principles within the legal arena. Students will be introduced to the process of applying psychological knowledge, concepts, and principles within the civil and criminal court systems. This course will include an introduction to an overview of topics such as the history of forensic psychology, an overview of the legal system, consultation to legal parties, ethical issues, eye witness testimony, assessment, evaluation of malingering, competency in criminal proceedings, civil commitment, child custody, psychologist testimony in courtroom settings, assessment of sexual offenders, assessment of violent and homicidal behavior, treatment of crime victims, police and investigative psychology, and careers within this field. A variety of formats will be used including lecture, readings, presentation by class members on selected topics, and guest speakers from within the legal arena.

Disclaimer:

This course by virtue of its topic will address issues related to criminal activity and the subsequent legal proceedings. Although it may seem obvious, each person should consider carefully whether the content is suitable before enrolling in the course as the lectures, readings, and other materials may at times involve topics related to violence and sometimes sexual material which may be offensive to some people. Upon sufficient demand.

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Psychology

Equivalent(s): PSYC 376, PSYC 402

Prerequisite(s): (PSYC 206 or PSYC 207 or SOCI 204 or SOCI 304 or HPHY 210)(and MATH 121 or MATH 321 or PSYC 202 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

CRIM 385 Law and Society credit(s): 3

The central question of this course is how do social policies that contribute to the common good come to be written into law in some times and places and not others? The course analyzes an array of political, economic, social, and cultural factors that combine to shape policy development. Case studies will include education, welfare, health care, the environment, and/or other policy domains.

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Law

Equivalent(s): SOCI 385

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 386 Criminal Law credit(s): 3

Substantive criminal law; principles, functions, and limits; basic crime categories with extensive case analysis; state and national legal research materials.

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Law

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 390 American Court System credit(s): 3

A hands-on class conducted by a Superior Court Judge. Students observe actual trials and are instructed about the proceedings by the judge.

Fulfills the following degree requirement(s): CRIM - UD foundation, CRIM - Elective

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 391 Directed Study credit(s): 0-3

Course repeatable for 12 credit(s).

Course content to be determined by instructor.

Fulfills the following degree requirement(s): CRIM - Elective

CRIM 395 Topics in Criminal Justice credit(s): 3

Course repeatable for 9 credit(s).

Specific topics to be chosen by faculty.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 396 Topics in Criminal Justice credit(s): 3

Course repeatable for 12 credit(s).

Specific topics to be chosen by faculty.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 397 Topics in Criminal Justice credit(s): 3

Specific topics to be chosen by faculty.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 398 Topics in Criminal Justice credit(s): 3

Specific topics to be chosen by faculty.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 399 Topics in Criminal Justice credit(s): 3

Specific topics to be chosen by faculty.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

CRIM 480 Criminal/Civil Trial Procedure credit(s): 0 or 3

Course repeatable 1 time.

Full court case preparation in a year-long mock trial team environment, including knowledge of the law, opening and closing statements, directs, redirects, cross-examinations, courtroom procedure and demeanor. Formal American Mock Trial competition takes place during spring semester, at the end of which credit will be granted for successful completion of the course.

Intended only for those with a serious interest in law. Cannot be repeated for credit.

Fulfills the following degree requirement(s): CRIM - Elective

Equivalent(s): CRIM 380

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

CRIM 490 Dir Read in Criminal Justice credit(s): 1-4

Course repeatable for 6 credit(s).

Supervised readings in the criminal justice area.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be the following Class(es): Junior, Senior

CRIM 494 Senior Thesis credit(s): 3

Students with a 3.70 GPA in the Criminology major and a 3.30 overall GPA who wish to graduate with Departmental Honors in Criminology must enroll in CRIM 494 two semesters prior to their graduation and complete an honors thesis. The thesis may be a significant expansion of the student's work in SOCI 204 or CRIM 499. A committee of three faculty members will direct the thesis. Two members of the committee must be from the Criminology/Sociology Department, and one may be from another department. The chair of the committee will be the

instructor of record. The committee's decision about whether to award Departmental Honors is independent of the course grade.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be the following Class(es): Senior

CRIM 495 SPD Cooperative Education

credit(s): 1

Course repeatable for 2 credit(s).

The course involves a 40 hour training academy and a commitment of at least 20 hours a month to the Spokane Police Department. Students will provide low priority responses to citizen needs such as property recovery and accident reporting. Student must be enrolled in this course prior to beginning the academy training. This course may be taken twice, for up to 2 credits total.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be in the following Major(s): Criminal Justice, Criminology

Must be the following Class(es): Junior, Senior

CRIM 496 Practicum in Criminal Justice

credit(s): 1-3

Course repeatable for 6 credit(s).

Supervised experience for Criminology majors in selected criminal justice agencies such as The Spokane County Prosecutor's Office, The Spokane County Public Defender's Office, or the Spokane County Juvenile Court.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be the following Class(es): Junior, Senior

CRIM 497 Criminal Justice Internship

credit(s): 0-6

Course repeatable for 6 credit(s).

Practical experience working in the Criminal Justice field. Internships are individually arranged and may be done in a wide array of settings.

Fulfills the following degree requirement(s): CRIM - Elective

Restriction(s):

Must be in the following Major(s): Criminal Justice, Criminology

Must be the following Class(es): Junior, Senior

CRIM 499 Criminology Senior Capstone

credit(s): 3

An advanced class in criminological theory and methods. In a seminar format, students will review and discuss current criminological research and theories. Required of all Criminology majors and fulfills the comprehensive examination degree requirement.

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences

Must be in the following Major(s): Criminal Justice, Criminology

Must be the following Class(es): Senior

Prerequisite(s): (SOC 304 or SOC 204)(and SOC 350 (or concurrent) or SOC 351 or SOC 353)

Critical Race and Ethnic Studies

Chairperson: Bernadette Calafell

Professors: B. Calafell

Assistant Professors: E. Dame-Griff

The program offers one minor:

Minor in Critical Race and Ethnic Studies

The Critical Race and Ethnic Studies program (CRES) is an interdisciplinary academic home for the study of race and ethnicity. In this program students learn about the complex interplay of race and ethnicity vis-a-vis gender, class, sexuality, and other social dimensions that shape the diverse experiences of humans over time. Students achieve this understanding by studying (1) the development of unique cultures among marginalized racial and ethnic groups and (2) the power relations which produce marginalization and injustice on the basis of race and ethnicity, among other intersecting categories of difference. As a reflection of the fifty-year intellectual tradition of ethnic studies, Gonzaga's CRES program is both student-driven and student centered. Thus, it remains in dialogue with student movements for social and racial justice in the U.S. and transnationally. This reciprocal relationship provides students with the historical and academic grounding necessary to work toward justice, but also serves to re-invigorate the program with new knowledge that emerges from social justice movements.

The minor is open to all Gonzaga undergraduate students, and students considering a minor in Critical Race and Ethnic Studies are encouraged to enroll in the required introductory course, CRES 101.

Courses fulfilling elective requirements will be approved by the Department Chair.

Critical Race and Ethnic Studies Minor: 21 credits

Lower Division

CRES 101 Introduction to Race and Ethnic Studies 3 credits

One of the following two Courses: 3 credits

CRES 201 Race and Pop Culture

CRES 202 Racing Space and Place

Upper Division

One of the following two Courses: 3 credits

CRES 301 Intersectionality and Race

CRES 302 Race, Resistance, and Resilience

CRES elective (course of choice, any level) 3 credits

Electives (can come from CRES or be Accepted Electives* from other departments) 6 credits

CRES 499 Symposium 3 credits

* Courses fulfilling Accepted Elective requirements will be approved by the Department Chair.

Courses:

CRES 101 Introduction to Race and Ethnic Studies credit(s): 3

This course will introduce students to key theories and debates within the field of race and ethnic studies. Students will analyze definitions of race and ethnicity, both inside and outside of the United States; cultural practices of resistance; various theories central to race and ethnic studies; the intersection of race with other forms of difference such as gender, class, and sexuality; and the connections between social justice and community engagement in ethnic studies. Students will read a variety of academic and cultural texts which illustrate the interdisciplinary scope in Critical Race and Ethnic Studies. Students will explore the course topics and issues through readings, discussions, lectures, films, short stories, and music.

CRES 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

This course will focus on the historical and contemporary popular culture representations of race in the United States. In particular, we will examine stereotypes, archetypes, and caricatures of People of Color in the U.S., in order to better understand the historical roots of these images as well as their pervasiveness in contemporary representation. We will also examine the impact of these representations, discussing how stereotypes and archetypes both shape and reflect structural inequalities.

This course will examine the historical and contemporary relationship among race, ethnicity, power, and space in the U.S. We will explore issues such as segregation, sub/urban planning, housing, imperialism, immigration, policing and incarceration, and others in order to better understand how race, racism, and discrimination shape the physical layout of the nation-state and the lived experiences of People of Color.

Course repeatable for 6 credit(s).
Explores material of timely, special, or unusual interest not contained in the regular course offerings.

Framed through the lens of intersectionality, or what key theorist Kimberle Crenshaw describes as “a heuristic term to focus attention on the vexed dynamics of difference and the solidarities of sameness in the context of antidiscrimination and social movement politics,” this course examines the impact of Intersectionality Theory as a major framework in the field of Critical Race and Ethnic Studies. While Intersectionality Theory and its theoretical and practical antecedents are used in a variety of disciplines, it has particular centrality in CRES and the intellectual and social movements that led to the development of this field. Furthermore, Intersectionality has shaped the theoretical and methodological foci of CRES, producing both pedagogy and scholarship that centralizes a critical, multi-axis approach to racial inequity.

This course will examine the dual roles of resistance and resilience in historical and contemporary struggles for social change and social justice centered around race and racial inequity. Throughout the semester, we will focus on understanding, comparing, and contrasting core ideological frameworks present in social justice organizing to interpret their strengths, weaknesses and overall impact on achieving racial equity and justice. We will also consider the tactics used in various movements, again considering their utility and impact as well as how they have been replicated and modified. Finally, we will consider the possibilities of methods of resistance that did not necessarily arise as part of a social movement, but contributed to the well-being and survival of individuals and communities of Color.

Course repeatable for 6 credit(s).
Selected topics in Critical Race and Ethnic Studies.

Course repeatable for 12 credit(s).
To be determined by the faculty.

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world"? by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our

students' future role in the world. The capstone course in the critical race and ethnic studies program provides an opportunity for a special kind of faculty and student conversation. Responsibility for organizing and structuring this course will rotate among CRES faculty. Topics will vary. Regardless of the text or topics, the goal will be to create a conversation in which students assume significant responsibilities. All students are expected to complete a major research project using the concepts and perspectives of CRES scholarship, and to present their work to the class and faculty evaluators. Spring.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

CRES 490 Independent Study

credit(s): 1-4

Course repeatable for 12 credit(s).

To be determined by faculty.

CRES 499 Symposium

credit(s): 3

This capstone course in the Critical Race and Ethnic Studies program provides an opportunity for a special kind of faculty and student conversation. Responsibility for organizing and structuring this course will rotate among CRES faculty. Topics will vary. Regardless of the text or topics, the goal will be to create a conversation in which students assume significant responsibilities. All students are expected to complete a major research project using the concepts and perspectives of CRES scholarship, and to present their work to the class and faculty evaluators. Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): CRES 101 (or concurrent)

Dance

Interim Chair: Patricia Terry

Associate Professors: K. Jeffs, S. Ostersmith, C. Pepiton, L. Stamoolis

Lecturers: P. Erickson, A. Bhatia

Adjuncts: S. Fealk, C. Forthun-Bruner, K. Parbon

The department offers two majors and two minors:

Bachelor of Arts, Dance major

(required concentration in either Dance Pedagogy or Performance)

Minor in Dance

Since the earliest human civilizations, theatre and dance have been integral to the fabric of human communication. The process of performance is woven into personal, community, business, artistic, and religious life - and into the dialogue among the cultures and nations of the world.

Critical examination of this process describes, interprets, and evaluates these relationships. As faculty in the Department of Theatre & Dance, we seek to assist students in becoming effective, creative, and ethically responsible communicators who can understand theoretical choices and design, express, interpret, and critically evaluate oral, written, nonverbal, and electronically mediated messages.

Theatre & Dance, as an academic discipline, draws upon the humanities, the social and natural sciences, and the professions. The curriculum is both conceptual and applied. Courses prepare students for an in-depth exploration of one or more areas of inquiry. Teaching and learning methods combine lectures, seminars, workshops, production, and performance. Theatre & Dance at Gonzaga reflects the Jesuit, Catholic character and liberal arts tradition of the institution.

Mission Statement

The Theatre & Dance Department at Gonzaga University is committed to training and developing artists who confront the important issues of our lives through their engagement with the art forms of live theatre and dance.

Students study and critically reflect on a broad range of literature, theatrical forms, and techniques in order to promote an active engagement with the foundations of our culture and to promote the formation of a character that reflects the faith and justice mission of Gonzaga University. The intended outcome of this study and reflection is to provide service to our audience and the broader community and to promote the pursuit for social justice.

Our purpose is to serve young artists hoping to apply disciplined training and thoughtful work to search for justice and the greater good of those around them.

Students interested in a minor that combines the strengths of theatre, dance, visual arts, and music should visit the [Interdisciplinary Arts](#) page for more information about the Interdisciplinary Arts Minor.

Master of Arts in Communication and Leadership Studies (COML) and Master of Arts in Organizational Leadership (ORGL) 4+1 Program:

Majors interested in pursuing a Master of Arts in Communication and Leadership Studies (COML) or a Master of Arts in Organizational Leadership (ORGL) may apply to the graduate program at the end of the academic year immediately preceding their final year of undergraduate study. Those who meet the COML or ORGL admissions standards will be granted provisional acceptance. During their final year of undergraduate study, these students will be able to enroll in up to six graduate-level COML or ORGL credits in addition to their undergraduate course load, with no additional or separate charge for graduate credits. "4+ 1" students will be limited to a maximum of 18 credits per semester, including graduate credits, in each of the two semesters of their final year of undergraduate study.

B.A. Major in Dance: 35 credits (27 core + 8 concentration)

Lower Division (14 credits)

<u>THEA 122</u> Interdisciplinary Arts	3 credits
<u>DANC 170</u> Principles of Dance Conditioning	3 credits

<u>THEA 260</u> Production Lab	1 credit
<u>DANC 270</u> Dance History	3 credits
Two of the following technique/practice courses:	4 credits

DANC 105 Jazz I

DANC 110 Contemporary Modern I

DANC 115 Ballet I

DANC 205 Jazz II

DANC 210 Contemporary Modern II

DANC 215 Ballet II

Upper Division (13 credits)

Two of the following courses or combinations. 13 credits

DANC 300 Musical Theatre Dance 3 credits

DANC 301 Pop Culture Dance 3 credits

DANC 305 Jazz III 2 credits

DANC 405 Jazz Performance 1 credit

DANC 310 Contemporary Modern III 2 credits

and

DANC 410 Contemporary Modern Performance 1 credit

DANC 315 Ballet III 2 credits

and

DANC 415 Ballet Performance 1 credit

Required:

DANC 465 Choreography 3 credits

DANC 470 Strategies for Dance Instruction 3 credits

DANC 455 Dance Senior Seminar 1 credit

Students must select one of two concentrations:

Dance Pedagogy concentration:**8 credits**

Required:

<u>DANC 460</u> Advanced Dance Production	1 credit
<u>DANC 471</u> Applied Dance Field Instruction	2 credits

Electives:

<u>EDPE 311</u> Exercise & Sport Instruction Methods	3 credits
<u>EDTE 201</u> Learning Theories	3 credits
<u>EDTE 221E</u> Differentiation Instruction/Assessment	4 credits
<u>DANC 150</u> Dance: Culture and Art	3 credits
<u>DANC 466</u> (THEA 426) Advanced Composition	1 credit
<u>THEA 260</u> Production Lab	1 credit
<u>THEA 497</u> Internship (not to exceed 3 credits)	1-3 credits
<u>THEA 237</u> Costume Design	3 credits
<u>THEA 239</u> Lighting Design	3 credits

**Students taking EDTE 221E must enroll concurrently in DANC 365 or 465

**Students taking EDPE 311 may have EDPE 190 prerequisite waived

Performance concentration:**8 credits**

Required:

<u>DANC 460</u> Advanced Dance Production	1 credit
<u>DANC 466</u> Advanced Composition	1 credit

One of the following:

<u>DANC 305</u> Jazz III	2 credits
<u>DANC 310</u> Contemporary/Modern III	2 credits
<u>DANC 315</u> Ballet III	2 credits

Electives:	4 credits
<u>EDPE 224</u> Nutrition for Health and Fitness	3 credits
<u>THEA 120</u> Voice and Movement	3 credits
<u>THEA 239</u> Lighting Design	3 credits
<u>THEA 261</u> Performance Lab	1 credit
DANC 355, 405, 410, or 415	1-3 creds
<u>DANC 471</u> Applied Dance Field Instruction	2 credits
<u>THEA 497</u> Internship	1-3 creds

Minor in Dance: 20 credits

Lower Division 11 credits

One of the following theory/practices:

<u>DANC 170</u> Principles of Dance Conditioning	3 credits
<u>THEA 122</u> Interdisciplinary Arts	3 credits

Two of the following Six technique/practice courses:

<u>DANC 105</u> Jazz I	2 credits
<u>DANC 110</u> Contemporary/Modern I	2 credits
<u>DANC 115</u> Ballet I	2 credits
<u>DANC 205</u> Jazz II	2 credits
<u>DANC 210</u> Contemporary/Modern II	2 credits
<u>DANC 215</u> Ballet II	2 credits
DANC 270 Dance History	3 credits
<u>THEA 260</u> Production Lab	1 credit

Upper Division 9 credits

One of the following 3-credit performances: 3 credits

lead/follow, the transition from social to concert dance as a global phenomenon and gain an understanding of dance from a global perspective.

Fulfills the following degree requirement(s): Core: Fine Arts and Design and Global Studies

Equivalent(s): THEA 102

DANC 170 Principles of Dance Conditioning credit(s): 3

This course is an examination of the fundamentals of human movement and functional awareness principles of dance technique. Students will study human anatomy and physiology unique to movements in dance, alignment and postural techniques, somatic practices, and gained improved performance and flexibility through dynamic conditioning techniques.

Equivalent(s): THEA 227

DANC 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

DANC 205 Jazz II credit(s): 2

Course repeatable for 4 credit(s).

This intermediate course in Jazz focuses on technique, an expanded dance vocabulary, and a survey of jazz styles and methodology. Dancers may participate in an informal public performance.

Equivalent(s): THEA 125

Prerequisite(s): DANC 105 or Director permission

DANC 210 Contemporary Modern Dance II credit(s): 2

Course repeatable for 4 credit(s).

In this intermediate course, students will continue to learn the vocabulary, principles and techniques of Contemporary and Modern Dance. Students will also develop an understanding and appreciation of dance as a disciplined art form and integral part of the performing arts.

Equivalent(s): THEA 324

Prerequisite(s): DANC 110 or THEA 224 or Director permission

DANC 215 Ballet II credit(s): 2

Course repeatable for 4 credit(s).

This intermediate course in Ballet focuses on technique, an expanded dance vocabulary, and a survey of ballet styles and methodology. Dancers may participate in an informal public performance.

Equivalent(s): THEA 320

Prerequisite(s): DANC 120 or Director permission

DANC 270 Dance History credit(s): 3

This course introduces students to major concepts and approaches in the study of dance as a political, historical, and artistic practice. This course will look at dance as a reflection of culture and as an art form from earliest societies to the present, focusing on western dance history and its multi-cultural influences. Fall.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Equivalent(s): THEA 228

DANC 300 Musical Theatre Dance credit(s): 3

Course repeatable for 6 credit(s).

This course is an examination of the history of musical theatre dance and the practice of the techniques and choreographic styles required for performance in musicals. This experiential

dance class includes a public performance in the spring dance concert. First level dance class recommended. Spring, even years.

Equivalent(s): THEA 323

DANC 301 Pop Culture Dance

credit(s): 3

Course repeatable for 6 credit(s).

This course is an examination of the history and the physical styles of hip hop, fusion, funk and other pop culture genres of dance. This experiential dance class includes a public performance in the spring dance concert. First level dance class recommended. Spring, odd years.

DANC 305 Jazz Dance III

credit(s): 2

Course repeatable for 8 credit(s).

This advanced course in Jazz focuses on technique and individual artistry and includes a survey of relevant dance works, companies, and careers in dance. Spring.

Equivalent(s): THEA 305

Prerequisite(s): DANC 205 or THEA 221 or Director permission

DANC 310 Contemporary/Modern III

credit(s): 2

Course repeatable for 8 credit(s).

This advanced course in Contemporary and Modern Dance focuses on technique and individual artistry and includes a survey of relevant dance works, companies, and careers in dance. Spring.

Equivalent(s): THEA 310

Prerequisite(s): DANC 210 or THEA 324 or Director permission

DANC 315 Ballet III

credit(s): 2

Course repeatable for 8 credit(s).

This advanced course in Ballet focuses on technique and individual artistry and includes a survey of relevant dance works, ballet companies, and careers in dance. Spring.

Equivalent(s): THEA 320

Prerequisite(s): DANC 215 or THEA 220 or Director permission

DANC 380 Topics in Dance

credit(s): 1-4

Course repeatable for 12 credit(s).

Topic to be determined by instructor.

DANC 405 Jazz Dance Performance

credit(s): 1

Course repeatable for 2 credit(s).

This advanced course in Jazz Dance focuses on the application of technique, individual artistry and choreography in performance. Dancers participate in public performances of the Spring Dance Concert. Spring.

Equivalent(s): THEA 321

Corequisite(s): DANC 305

DANC 410 Contemporary/Modern Performance

credit(s): 1

Course repeatable for 2 credit(s).

This advanced course in Contemporary and Modern Dance focuses on the application of technique, individual artistry and choreography in performance. Dancers participate in public performances of the Spring Dance Concert. Spring.

Equivalent(s): THEA 410

Corequisite(s): DANC 310

DANC 415 Ballet Performance

credit(s): 1

Course repeatable for 2 credit(s).

This advanced course in Ballet focuses on the application of technique, individual artistry and choreography in performance. Dancers participate in public performances of the Spring Dance Concert. Spring.

Equivalent(s): THEA 320

Corequisite(s): DANC 315

A career preparation and individual artistic development experience in a cohort and mentorship setting. Students will engage in self initiated as well as guided exercises to prepare for life and career after graduation. Fall.

Restriction(s):

Course repeatable for 2 credit(s).

This course provides a foundation in choreography by utilizing dance conceptualization, analysis, development and communication. Students will create a dance composition on a company of peers and present for feedback in the Student Choreography Concert. Spring.

Course repeatable for 2 credit(s).

Students will learn a variety of teaching styles and strategies, curriculum planning and evaluation methods, and then will have the opportunity to develop their own teaching style through a weekly service learning teaching component. Emphasis is placed on learning to build a positive classroom environment while meeting the needs of various levels of dance students. Fall.

Course repeatable for 8 credit(s).

Must be in the following Major(s): Dance

English

Chairperson: Ann Ciasullo

Professors: D. Butterworth, A. Ciasullo, E. Cooley (Emerita) B. Cooney, H. Easterling, J. Eliason, M. Herzog (Emeritus), T. Marshall, J. Maucione, J. Miller, M. Pringle, I. Ranum, P. Terry, L. Tredennick

Associate Professors: C. Bolliq, M. Bolton, M. Ciesla, J. Thayer, A. Wadden (Emeritus)

Assistant Professors: J. Dodd, Y. Kang, K. Roden,

Senior Lecturers: J. Halliday, H. Herrick, M. Pajer

The department offers one major and two minors:

Bachelor of Arts, English major (with a required concentration in either Literature or Writing)

Minor in English

Minor in Writing

The Gonzaga University English Department is a community of scholars, readers, and writers dedicated to helping students form a deeper sense of themselves and the world through the study and composition of texts. As members of this disciplinary community, we celebrate the beauty and power of creativity, engaging with the ways language and literature reflect and explore knowledges, values, and experiences. We invite students to develop an understanding of self and others by exploring the narratives of our local and global communities; past, present, and future. Our commitment to a sophisticated understanding of a diversity of texts and literacies prepares students for success as professionals and citizens. In alignment with Gonzaga University's Mission, we develop whole persons devoted to critical thought, reflection, social justice, and life-long learning.

English Department courses fulfill the requirements of the Core curricula of the University and constitute a Bachelor of Arts degree in English; they provide majors in other disciplines with further experience in and appreciation for literature and writing; they offer majors and minors in English engagement with the literary heritage of Western and non-Western traditions; and they develop students' mastery of the conventions and nuances of written prose.

The University Core curriculum requires three semester hours of Writing (ENGL 101 or ENGL 200) and three semester hours of Literature. Many English 100- and 200-level literature courses will fulfill the University Core Literature requirement.

English majors earning a secondary teaching credential must take one 3-credit multicultural literature course and a writing pedagogy course, either ENGL 390 or ENGL 395.

Because we believe that effective writing is essential for professional, personal, and intellectual development, the English Department directs the operation of a Writing Center open to the Gonzaga community.

Founded on solid introductory writing and literature courses and covering a variety of genres, time periods, and theoretical approaches to texts, the English major offers two areas of emphasis: a Literature Concentration and a Writing Concentration. Students in both concentrations take the same foundational courses, worth a total of 12 credits: a University Core Writing course, lower-division courses on English form and English history, and an upper-division course on literature before 1660. All English majors must also take a course with a multicultural distribution. Once students decide which concentration they will pursue, they study the curriculum specific to each concentration.

B.A. Major in English: 39 Credits

Courses required for both concentrations

Lower Division

One of the following University Core Writing courses: 3 credits

ENGL 101 Writing

ENGL 200 Intermediate Composition

One of the following English Form courses: 3 credits

ENGL 102 Introduction to Literature

ENGL 105 Themes in Literature

ENGL 106 Special Topics in Multicultural & World Literature

ENGL 201 Studies in Poetry

ENGL 202 Studies in Fiction

ENGL 203 Studies in Drama

ENGL 204 Studies in Film

ENGL 286 Special Topics in Form

HONS 287 *Honors Special Topics in Literature

One of the following English History courses:

3 credits

ENGL 205 Studies in Shakespeare

ENGL 206H Honors Literature II

ENGL 207 Literature of Western Civilization I

ENGL 208 Literature of Western Civilization II

ENGL 210 British Literature Survey I

ENGL 220 British Literature Survey II

ENGL 230 Survey of American Literature

ENGL 240 Topics: Multicultural Literature

ENGL 260 Topics: World Literature

ENGL 287 Special Topics in Literary History

HONS 287 *Honors Special Topics in Literature

Upper Division

300/400 Literature 1660 or Before (see list of courses below under the Literature Concentration)

3 credits

300/400 Multicultural Distribution courses: (may double count with another requirement)

0-3 credits

ENGL 306 *Special Topics in Writing

ENGL 314 Multicultural Literature of the US

ENGL 316 Studies in Post-Colonial Literature

ENGL 318 African-American Literature

ENGL 366 *Themes in Literature (Florence)
ENGL 406 *Advanced Special Topics Writing
ENGL 418 American Indian Literatures
ENGL 440 Literature of the Americas
ENGL 455 *Special Topics in American Literature
ENGL 460 *Studies in Women Writers
ENGL 466 *Topics in Literature
ENGL 467 *Special Topics

*Indicates Department Chair's approval needed for using this course as a requirement.

Students must choose one of the following two concentrations:

Literature Concentration: 27 credits

Literature 1660 or Before

6 credits

ENGL 323 Medieval Literature: Rage and Romance
ENGL 330 Shakespeare
ENGL 331 Renaissance Literature
ENGL 366 *Topics in Literature (Florence)
ENGL 367 Love in the Renaissance (Florence)
ENGL 420 Beowulf: In-Laws and Out-Laws
ENGL 423 Chaucer
ENGL 433 Milton and His Contemporaries
ENGL 434 Tudor and Stuart Drama
ENGL 460 *Studies in Women Writers
ENGL 466 *Topics in Literature

ENGL 472 Topics in Literature (Pre-1660 or Before)

British Literature 1660-1914

3 credits

ENGL 340 Romantic Age

ENGL 342 Victorian Era

ENGL 348 Restoration and 18th Century Literature

ENGL 350 20th Century British Literature

ENGL 360 *Modern Drama

ENGL 436 18th Century British Novel

ENGL 438 Restoration and 18th Century Drama

ENGL 446 19th Century British Novel

ENGL 460 *Studies in Women Writers

ENGL 462 *Studies in the Novel

ENGL 466 *Topics in Literature

ENGL 473 Topics in British Literature: 1660-1914

American Literature Pre-1914

3 credits

ENGL 310 American Literature I

ENGL 311 American Literature II

ENGL 313 American Narratives

ENGL 318 *African-American Literature

ENGL 413 19th Century American Novel

ENGL 455 *Special Topics in American Literature

ENGL 460 *Studies in Women Writers

ENGL 462 *Studies in the Novel

ENGL 466 *Topics in Literature

ENGL 471 Topics in Pre-1914 American Literature

Literature Post-1914

6 credits

ENGL 312 American Literature III

ENGL 314 Multicultural Literature of the United States

ENGL 318 African-American Literature

ENGL 360 *Modern Drama

ENGL 368 20th Century Novel (Florence)

ENGL 394 *Topics in Film

ENGL 414 20th Century American Novel

ENGL 415 Recent American Writing

ENGL 418 American Indian Literatures

ENGL 440 Literature of the Americas

ENGL 450 20th Century British Novel

ENGL 455 *Special Topics in American Literature

ENGL 460 *Studies in Women Writers

ENGL 462 *Studies in the Novel

ENGL 464 Studies in 20th Century Poetry

ENGL 465 Studies in 20th Century Drama

ENGL 466 *Topics in Literature

ENGL 474 Topics in Literature Post-1914

300/400 Non-Literature Broadening

3 credits

300/400 Level Writing

(see Writing Concentration below for writing courses)

ENGL 480 Critical Theory

ENGL 497 Internship

300/400 Electives

6 credits

ENGL 495 Senior Seminar

3 credits

ENGL 499 Senior Project 0 credits

Note: No single course can satisfy more than one requirement except for the Multicultural Distribution courses listed.

*Indicates Department Chair's approval needed for using this course as a requirement..

Writing Concentration: 27 Credits

300/400 Literature Electives 12 credits
(see Literature Concentration above for literature courses)

Five of the following Writing courses: 15 credits

ENGL 300 Research and Writing for Major

ENGL 301 Poetry Writing

ENGL 302 Fiction Writing

ENGL 303 Creative Non-Fiction Writing

ENGL 304 Professional Writing

ENGL 305 The Writing Traveler

ENGL 306 Special Topics in Writing

ENGL 307 Typography and Book Design

ENGL 308 The Art(s) of Editing

ENGL 309 Writing for Social Action

ENGL 390 Writing Center Practicum

ENGL 395 The Teaching of Writing

ENGL 401 Advanced Poetry Writing

ENGL 402 Advanced Fiction Writing

ENGL 403 Advanced Nonfiction Writing

ENGL 406 Advanced Special Topics in Writing

ENGL 498 Independent Study

JOUR 420 Literary Journalism

THEA 440 Playwriting

ENGL 496 Writing Senior Project

0 credits

Note: Students must take at least one 400 level Writing course.

Minor in English: 21 Credits

Lower Division

One of the following two courses:

3 credits

ENGL 101 Writing

ENGL 200 Intermediate Composition

One of the following three courses:

3 credits

ENGL 102 Introduction to Literature

ENGL 105 Themes in Literature

ENGL 106 Special Topics in Multicultural or World Literature

200 Level Literature

3 credits

CLAS 220 Introduction to Classical Literature

ENGL 201 Studies in Poetry

ENGL 202 Studies in Fiction

ENGL 203 Studies in Drama

ENGL 204 Studies in Film

ENGL 205 Studies in Shakespeare

ENGL 207 Literature of Western Civilization I

ENGL 208 Literature of Western Civilization II

ENGL 210 British Literature Survey I

ENGL 220 British Literature Survey II

ENGL 230 Survey of American Literature

ENGL 240 Topics: Multicultural Literature

ENGL 260 Topics: World Literature

ENGL 285 Special Topics

ENGL 286 Special Topics in Form

ENGL 287 Special Topics in History

HONS 287 Honors Special Topics in Literature

Upper Division

ENGL 300-ENGL 489 Electives 12 credits

Minor in Writing: 21 Credits

Lower Division

One of the following two courses: 3 credits

ENGL 101 Writing

ENGL 200 Intermediate Composition

One of the following three courses: 3 credits

ENGL 102 Introduction to Literature

ENGL 105 Themes in Literature

ENGL 106 Special Topics in Multicultural or World Literature

200 Level Literature 3 credits

CLAS 220 Introduction to Classical Literature

ENGL 201 Studies in Poetry

ENGL 202 Studies in Fiction

ENGL 203 Studies in Drama

ENGL 204 Studies in Film

ENGL 205 Studies in Shakespeare

ENGL 207 Literature of Western Civilization I

ENGL 208 Literature of Western Civilization II

ENGL 210 British Literature Survey I
ENGL 220 British Literature Survey II
ENGL 230 Survey of American Literature
ENGL 240 Topics: Multicultural Literature
ENGL 260 Topics: World Literature
ENGL 285 Special Topics
ENGL 286 Special Topics in Form
ENGL 287 Special Topics in History
HONS 287 Honors Special Topics in Literature

Upper Division

Writing Electives

9 credits

ENGL 300 Research and Writing for Majors
ENGL 301 Poetry Writing
ENGL 302 Fiction Writing
ENGL 303 Creative Non-Fiction Writing
ENGL 305 The Writing Traveler
ENGL 306 Special Topics in Writing
ENGL 307 Typography and Book Design
ENGL 308 The Art(s) of Editing
ENGL 309 Writing for Social Action
ENGL 390 Writing Center Practicum
ENGL 395 The Teaching of Writing
ENGL 401 Advanced Poetry Writing
ENGL 402 Advanced Fiction Writing
ENGL 403 Advanced Nonfiction Writing
ENGL 406 Advanced Special Topics in Writing

JOUR 420 Literary Journalism

ENGL 492 Independent Study in Writing

Upper Division Literature

3 credits

Courses:

ENGL 101 Writing credit(s): 3

This course helps students develop the foundational skills of critical reading, thinking, analysis, and writing. Students will learn a variety of approaches to writing, sharpen critical reading and information literacy skills, and produce formal and informal texts that ethically and persuasively appeal to a range of audiences for distinct purposes.

Fulfills the following degree requirement(s): Core: Writing, Core: Writing Enriched

Equivalent(s): ENGL 103H

ENGL 102 Introduction to Literature credit(s): 3

This course exposes students to a range of literary genres and assists students in developing and articulating ideas about texts in oral and written form.

Fulfills the following degree requirement(s): Core: Literature

ENGL 105 Themes in Literature credit(s): 3

Course repeatable for 9 credit(s).

This course introduces students to literary study through the exploration of a particular theme.

This course exposes students to a range of literary genres and assists students in developing and articulating ideas about texts in oral and written form.

Fulfills the following degree requirement(s): Core: Literature

ENGL 106 Special Topics: Multicultural and World Lit credit(s): 3

Course repeatable 2 time(s).

This course introduces students to literature through works produced by different minority groups in America and/or by cultures throughout the world. This course exposes students to a range of literary genres and assists students in developing and articulating ideas about texts in oral and written form.

Fulfills the following degree requirement(s): Core: Literature

ENGL 190 Directed Study credit(s): 1-3

Course repeatable for 12 credit(s).

Topic to be determined by faculty. Permission from Department Chair required.

ENGL 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

- ENGL 200 Intermediate Composition credit(s): 3**
 Building upon skills developed in earlier courses that required writing, students will engage in a deliberate study of the art and craft of writing and give special emphasis to building a multi-genre portfolio of their original writing.
 Fulfills the following degree requirement(s): Core: Social Justice, Core: Writing, Core: Writing Enriched
Prerequisite(s): ENGL 101
- ENGL 201 Studies in Poetry credit(s): 3**
 Course repeatable for 9 credit(s).
 The study of poetry, with emphasis on the major elements: imagery, tone, rhythm, etc.; practice in effective critical writing focused on explication and interpretation of poems.
 Fulfills the following degree requirement(s): Core: Literature
- ENGL 202 Studies in Fiction credit(s): 3**
 The study of fiction, with emphasis on the major elements of narrative form: plot, character, point of view, etc.; practice in effective critical writing focused on textual analysis and interpretation of short stories and novels.
 Fulfills the following degree requirement(s): Core: Literature
- ENGL 203 Studies in Drama credit(s): 3**
 The study of drama, with emphasis on major elements of dramatic form: action, audience, structure, character, etc.; practice in effective writing focused on close reading and interpretation of plays. Readings will include a variety of types and forms that reflect the traditions of the genre.
 Fulfills the following degree requirement(s): Core: Literature
- ENGL 204 Studies in Film credit(s): 3**
 Course repeatable for 9 credit(s).
 A survey of the history of film from Edison to today. Students will study major figures and movements, the essential terms and ideas of film-making, and technical advances from silent through contemporary films.
 Fulfills the following degree requirement(s): Core: Literature
Equivalent(s): WGST 221
- ENGL 205 Studies in Shakespeare credit(s): 3**
 An introductory survey of Shakespeare's histories, comedies, and tragedies as well as the sonnets; close textual analysis.
 Fulfills the following degree requirement(s): Core: Literature
- ENGL 206H Honors Literature II credit(s): 3**
 Course repeatable for 6 credit(s).
 A capstone course for Honors students providing an in-depth study in a specific area of literary approaches. Examples include a specific genre, historical/literary period, theme, author, etc.
Prerequisite(s): ENGL 101 and HONS 190
- ENGL 207 Lit of Western Civilization I credit(s): 3**
 This course is a survey of Classical, Medieval and Renaissance literature of the Western tradition.
 Fulfills the following degree requirement(s): Core: Literature
- ENGL 208 Lit Western Civilization II credit(s): 3**
 This course is a survey of the Western tradition in literature since the Renaissance.
 Fulfills the following degree requirement(s): Core: Literature
- ENGL 210 British Literature Survey I credit(s): 3**
 This course is a survey of British literature through the 18th Century.
 Fulfills the following degree requirement(s): Core: Literature

Fulfills the following degree requirement(s): Core: Literature

This course examines a selection of representative American writers from the Colonial period to the present.

Fulfills the following degree requirement(s): Core: Literature

This course examines literature produced by different social, ethnic and racial groups within the United States.

Fulfills the following degree requirement(s): Core: Literature

This course examines selected authors, themes and historical periods in world literature with emphasis on works outside the Western tradition.

Fulfills the following degree requirement(s): Core: Literature

This course provides special offerings in English literature that may not fit under other 200-level course offering descriptions. Topics will be approved by the Department Chair.

Fulfills the following degree requirement(s): Core: Writing Enriched

This course provides special offerings in English form that may not fit under other 200-level course offering descriptions. Topics will be approved by the Department Chair.

ENGL 287 Special Topics: Lit History

course offering descriptions. Topics will be approved by the Department Chair.

ENGL 291 Directed Study credit(s): 1

Course repeatable for 12 credit(s).

Topic to be determined by faculty.

Students will learn how to engage in academic discourse through research-informed writing.

Fulfills the following degree requirement(s): ENGL - Writing, Core: Writing Enriched

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): ENGL 101 and Core: Literature

Course repeatable for 6 credit(s).

The practice of poetry writing.

Fulfills the following degree requirement(s): ENGL - Writing, Core: Writing Enriched

Prerequisite(s): ENGL 101 and Core: Literature

Course repeatable for 6 credit(s).

The practice of fiction writing.

Fulfills the following degree requirement(s): ENGL - Writing, Core: Writing Enriched

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

The practice of writing creative non-fiction.

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

Fulfills the following degree requirement(s): ENGL - Writing, Core: Writing Enriched

ENGL 306 **Special Topics in Writing**

Course repeatable 2 time(s).

A study of writing practices within a focused context. Possible examples include: the intersection of visual media and written texts; ekphrastic writing; nature writing; and/or specific study of the relationship between writing and place.

Fulfills the following degree requirement(s): ENGL - Writing

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

This course offers students an introduction to design for literary publishing. Students investigate ethical concerns related to presenting content; grow conversant with essentials of typography and print design; gain basic competency with industry-standard software; and produce content for both print and e-book formats. Major assignments will build on one another, and successful students will complete the course with a portfolio of print designs and a complete e-publication.

Fulfills the following degree requirement(s): ENGL - Writing

credit(s): 3

We all know that good writers benefit from good editors, but we don't necessarily understand what editors do. This course offers a practicum for students who may want to go into an editorial field, who want to serve other writers, or who want to understand publishing more holistically. Students will undertake typical editorial practices, such as using a house style, shaping manuscript submissions, copyediting, and creating indexes for publications. Where possible and appropriate, students will work on-and get named credit for contributing to-active publishing projects.

Fulfills the following degree requirement(s): ENGL - Writing

credit(s): 3

This course investigates current and historical social movement writing and rhetorics to determine the best practices in advocating for a social cause, producing persuasive public texts, and understanding the rhetorical foundations of advocacy writing. Students will be asked to produce materials in a range of genres associated with writing for social action (e.g., letters, essays, poetry, embodied activism) and actively participate in class discussions and writing workshops. Fall, odd-numbered years.

Fulfills the following degree requirement(s): ENGL - Writing, SOSJ - Block D

Equivalent(s): SOSJ 366

Prerequisite(s): ENGL 101 or ENGL 103H or ENGL 200

credit(s): 3

Colonial American literature to the early Romantic movement of the 1830s and 1840s.

Fulfills the following degree requirement(s): ENGL - American Lit pre-1900, ENGL – American Lit pre-1914

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 311 American Literature II **credit(s): 3**
 American literature from 1840-1900.
 Fulfills the following degree requirement(s): ENGL - American Lit pre-1900, ENGL – American Lit pre-1914
Equivalent(s): WGST 323C
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 312 American Literature III **credit(s): 3**
 American literature from 1900 to present.
 Fulfills the following degree requirement(s): ENGL - American Lit post-1900, ENGL - Literature post- 1914
Equivalent(s): WGST 326C
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 313 American Narratives **credit(s): 3**
 Over 200 years of literature relating to the aspirations and fears of colonists/Americans, from 1620 to 1854.
 Fulfills the following degree requirement(s): ENGL - American Lit pre-1900, ENGL – American Lit pre-1914
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 314 Multicultural Lit of the US **credit(s): 3**
 Course repeatable for 9 credit(s).
 Literature produced by different social, ethnic and racial groups in the U.S.
 Fulfills the following degree requirement(s): ENGL - American Lit post-1900, ENGL - Literature post- 1914, ENGL - Multicultural Distribtn
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 316 Studies in Post Colonial Lit **credit(s): 3**
 Course repeatable for 9 credit(s).
 Works written in English by writers responding to the impact of Western colonization and imperialism.
 Fulfills the following degree requirement(s): ENGL - Multicultural Distribtn
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 317 Latinx Feminist Literatures **credit(s): 3**
 This course examines various forms of historical and contemporary literatures written by Chicana/ o / x and Latina/ o / x feminists and explores the importance of these literary works for the development of Chicanx and Latinx feminisms. We will emphasize the similarities and differences between the Chicanx/Latinx experiences; literary constructions of identity in terms of race, gender sexuality, class, ability and language; and the expression of a Chicanx/Latinx feminist collective and solidary identity.
 Fulfills the following degree requirement(s): ENGL - American Lit post-1900, ENGL - Literature post- 1914
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 318 African-American Literature **credit(s): 3**
 A study of African-American writers.
 Fulfills the following degree requirement(s): ENGL - American Lit post-1900, ENGL - Literature post- 1914, ENGL - Multicultural Distribtn
Equivalent(s): WGST 325C
Prerequisite(s): ENGL 101 and Core: Literature

This course is a general survey of English literature in the Middle Ages. Students will encounter the major texts, themes and genres recorded in Old English and Middle English.
Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, ENGL - Literature pre-1660

Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, ENGL - Literature pre-1660

Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, ENGL - Literature pre-1660

Fulfills the following degree requirement(s): ENGL - British Lit post-1660, ENGL - British Lit 1660-1914

Fulfills the following degree requirement(s): ENGL - British Lit post-1660, ENGL - British Lit 1660-1914

Fulfills the following degree requirement(s): ENGL - British Lit post-1660, ENGL - British Lit 1660-1914

Fulfills the following degree requirement(s): ENGL - British Lit post-1660, ENGL – Literature Post-1914

This course will cover a broad sweep of plays from the modern and contemporary eras of drama, emphasizing the beginnings of dramatic modernism in Nineteenth-Century continental Europe (texts to be read in translation), as well as the development of drama in Britain and America from the late Nineteenth Century to the present.

Prerequisite(s): ENGL 101 and Core: Literature

This course addresses the centrality of love in the Renaissance literature in its conceptual and aesthetic complexity. Spring, Florence campus only.

Prerequisite(s): ENGL 101 and (ENGL 102-199 or WGST 219)

This course, a blend of Comparative Literature and Cultural Studies, is a journey that begins with the Ancient Greeks and somehow also ends with the Ancient Greeks: their culture, their myths, their literature, and their discoveries. Through reading and discussion of some 20th century novels, it will follow the path travelled by modern man and woman by focusing on cultural evolution and attitudes shaped by social context, especially during the 19th and 20th centuries. Fall and Spring, Florence campus only.

Prerequisite(s): ENGL 101 and Core: Literature

Course repeatable for 3 credit(s).

Fulfills the following degree requirement(s): ENGL - Writing

ENGL 391 **Directed Study**

Topic to be determined by faculty.

Course repeatable for 9 credit(s).

Fulfills the following degree requirement(s): ENGL - Literature post- 1914

ENGL 395 The Teaching of Writing credit(s): 3

pertaining to composing and to the teaching of writing. They will acquire this ability, in part, by writing about and discussing observations of writers in action, by reflecting critically on their own composing processes, and by reading and responding to writing from a variety of genres. Key specific learning outcomes include translating theory into practice and discussing the politics and assessment of language as applied to written English in a variety of rhetorical settings. Required for students seeking teacher certification.

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

An intensive exploration of the practice of writing poetry. Specific sections may focus on subgenres including lyrical poetry, narrative poetry, and/or the long poem.

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

An intensive exploration of the practice of writing fiction. Specific sections may focus on subgenres including the novella, flash fiction, and/or chapters within a novel.

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

An intensive and challenging exploration of the practice of writing nonfiction. Specific sections may focus on the intersection of nonfiction writing and focused subject matter.

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

An intensive and challenging study on writing practices within a focused context. Possible examples include: writing and philosophy, writing and questions of social justice, environmental writing, and/or writing and mysticism.

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

Fulfills the following degree requirement(s): ENGL - American Lit pre-1900, ENGL – American Literature pre-1914

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

Fulfill the following degree requirement(s): ENGL - American Lit post-1900, ENGL - Literature post- 1914

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

Fulfill the following degree requirement(s): ENGL - American Lit post-1900, ENGL - Literature post- 1914

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 3

Study of literature produced by Chicana/o/x, Latina/o/x, and Latin American authors from a

transnational approach: an approach that considers the continuous cross-border connections across the Americas.

Fulfills the following degree requirement(s): ENGL - Literature post- 1914

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 418 American Indian Literatures credit(s): 3

This course is designed to introduce students to several important texts in the multifaceted genre of American Indian literature as well as to invite students into a critical discussion of contemporary issues centering on the relationship between American Indian literatures and contemporary sociopolitical and cultural realities and issues. We will examine the role of American Indian literature in the continual process of cultural maintenance as well as identity (re)construction. Through close reading of texts by writers from various tribes and regions, students will explore the heterogeneity of Native America and the complexities of all attempts to define or shape indigenous nationhood in the United States. We will contextualize these texts in discussions of social justice issues particular to Native America, including but not limited to the five definitions of genocide; geographical and cultural displacements; and "third world" living conditions. We will also be engaged in dialogues about local and national American Indian cultures in cooperation with the American Indian Studies house on campus. Spring, odd numbered years.

Fulfills the following degree requirement(s): ENGL - American Lit post-1900, ENGL - Literature post- 1914, ENGL - Multicultural Distribtn,

Equivalent(s): NTAS 321

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 420 Beowulf: In-Laws and Out Laws credit(s): 3

Language and literary study of the Old English period with special emphasis on the anonymous epic poem Beowulf.

Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, ENGL - Literature pre-1660

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 423 Chaucer credit(s): 3

Chaucer's principal works in the original language.

Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, ENGL - Literature pre-1660

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

ENGL 433 Milton and His Contemporaries credit(s): 3

Poetry and prose from the 17th Century with particular emphasis on Milton.

Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, ENGL - Literature pre-1660

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 434 Tudor and Stuart Drama credit(s): 3
Principal plays 1520-1640, excluding Shakespeare.
Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, ENGL - Literature pre-1660
Equivalent(s): WGST 417
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 436 18th Century British Novel credit(s): 3
The British novel from 1700-1800.
Fulfills the following degree requirement(s): ENGL - British Lit post-1660, ENGL - British Lit 1660-1914
Equivalent(s): WGST 416
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 438 Restoration 18th C Brit Drama credit(s): 3
British drama from the re-opening of the London stages in 1660 through 1800.
Fulfills the following degree requirement(s): ENGL - British Lit post-1660, ENGL - British Lit 1660-1914
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 440 Literature of the Americas credit(s): 3
A study in contemporary American literature inclusive of texts and writers from Canada, the U.S., and all of Latin America.
Fulfills the following degree requirement(s): ENGL - American Lit post-1900, ENGL - Literature post- 1914, ENGL - Multicultural Distribtn
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 446 19th Century British Novel credit(s): 3
The British novel from 1800-1900.
Fulfills the following degree requirement(s): ENGL - British Lit post-1660, ENGL - British Lit 1660-1914
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 450 20th Century British Novel credit(s): 3
The British novel from 1900 and 2000.
Fulfills the following degree requirement(s): ENGL - British Lit post-1660, ENGL - Literature post- 1914
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 450L 19th/20th Century Novel credit(s): 4
19th/20th Century novel.
Fulfills the following degree requirement(s): ENGL - British Lit post-1660
Equivalent(s):

ENGL 460 Studies in Women Writers credit(s): 3
Course repeatable for 9 credit(s).
Selected authors and themes.
Equivalent(s): WGST 460
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 466 Topics in Literature credit(s): 3
Course repeatable for 16 credit(s).
Selected authors or themes.
Prerequisite(s): ENGL 101 and Core: Literature

ENGL 467 Special Topics credit(s): 1-3
Course repeatable for 9 credit(s).
The course will tie in to the Florence experience and will require reading literature in English or

in translation. Topic to be determined by faculty.

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 471 Topics: Pre 1914 American Literature

credit(s): 1-4

Course repeatable for 12 credit(s).

Fulfills the following degree requirement(s): ENGL – American Lit pre-1914

ENGL 472 Topics: Literature Pre 1660

credit(s): 1-4

Course repeatable for 12 credit(s).

Fulfills the following degree requirement(s): ENGL - Literature pre- 1660

ENGL 473 Topics: British Lit 1660-1914

credit(s): 1-4

Course repeatable for 12 credit(s).

Fulfills the following degree requirement(s): ENGL - British Lit 1660-1914

ENGL 474 Topics in Literature Post 1914

credit(s): 1-4

Course repeatable for 12 credit(s).

Fulfills the following degree requirement(s): ENGL - Literature post- 1914

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 480 Criticism Theory: Literature and Cultural Studies

credit(s): 3

Theories about the nature of literature and criticism.

Equivalent(s): WGST 403

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 485 Poetics

credit(s): 3

This course will study English Language poetry from Chaucer to present. Focus on the "formal" qualities of poetry.

Prerequisite(s): ENGL 101 and Core: Literature

ENGL 490 Directed Reading

credit(s): 1-3

Course repeatable for 12 credit(s).

A directed program of readings and written responses.

ENGL 492 Independent Study

credit(s): 1-3

Course repeatable for 12 credit(s).

Courses which allow the individual student to engage in interdepartmental and interdisciplinary study. Credit by arrangement.

ENGL 495 Senior Seminar

credit(s): 3

Course repeatable for 6 credit(s).

A focused, in-depth study of a literary/cultural topic chosen by the instructor. The course will familiarize students with the critical conversation surrounding the topic, prepare them to engage in this and similar conversations, and have them enter into this conversation through well-informed, well-argued, research-based, critical study that will constitute the written aspect of the Senior Project. Required for English Majors. Senior standing or permission of Department Chair. To be taken concurrently with ENGL 499.

Corequisite(s): ENGL 499

Restriction(s):

Must be in the following Major(s): English

Must be the following Class(es): Senior

ENGL 496 Writing Senior Project

credit(s): 0

This course is required of students pursuing the Writing Concentration in the English major and consists of these chief components: 1) a critical/historical review contextualizing the student's creative work in literary tradition and 2) an original creative manuscript of the student's poetry/prose/drama/non-fiction.

Fulfills the following degree requirement(s): Core: Writing Enriched

Prerequisite(s): 2 ENGL writing courses

credit(s): 0-6

Course repeatable for 6 credit(s).

Professional experience in literature- or writing-related field. Students must take the initiative to contact an agency and an English Department faculty member willing to supervise the internship. Does not count towards program electives for the major or minor.

Prerequisite(s): ENGL 101 and Core: Literature

credit(s): 1-3

Course repeatable for 6 credit(s).

A directed program in which the individual student will engage in approved research activity and submit a scholarly paper or papers.

credit(s): 0

Academic paper produced in Senior Seminar (ENGL 495). Required for English majors. To be taken concurrently with ENGL 495.

Corequisite(s): ENGL 495

Restriction(s):

Must be the following Class(es): Senior

English Language Center

Chairperson: Christina Isabelli

Senior Lecturers: J. Akins, H. Doolittle, J. Sevedge

Gonzaga Global Academic Coordinator: J. Sevedge

Intensive English Program Academic Coordinator: J. Akins

Since 1978, the University's English Language Center (ELC) has addressed the needs of multilingual students whose primary native language is not English. Gonzaga's ELC has served nearly 10,000 international students, introducing them to academic language and culture, higher education in the United States, while providing opportunities for intercultural exchanges with students from the U.S. and more than 70 other nations. The English Language Center encompasses the Intensive English Program, Gonzaga Global, Specialized Programs, Academic Support and testing, and an affiliation with the MA-TESL Program.

Intensive English Program (IEP): The ELC offers year-round intensive classes in 10 levels of instruction in English as a Second Language (ESL). These courses are designed to meet the needs of international students seeking undergraduate and graduate studies, as well as those of international professionals in improving their English language ability. Instructional policies

and program guidelines of the Gonzaga University ESL Program are in accordance with the Commission on English Language Program Accreditation (CEA), the national professional organization in this field.

Incoming Intensive English Program students are required to take the ELC Placement test in order to enroll in IEP courses. IEP courses in levels 1-5 earn ELCT credit.

ELC Undergraduate/Gonzaga Global Courses: ELC Undergraduate courses support international and/or multilingual students with the linguistic and cultural adjustment to higher education in the U.S. through academic English and culture courses. These courses are English for Academic Purposes (EAP) courses that develop linguistic skills that support student success in freshman and Core classes and are open to all international and/or multilingual students and scholars with permission from the Gonzaga Global Academic Coordinator. All ELC undergraduate courses carry elective credits that apply toward the total 128 semester credits required to graduate.

English Placement Test: Incoming international students take the English Placement Test to verify required courses and/or recommend optional courses. All incoming international students who are not exempted of English language requirements during the admission process are required to take the placement test. Permission to enroll in all ELCT undergraduate courses is to be obtained from the Gonzaga Global Academic Coordinator.

Gonzaga Global: For students who are ready to pursue undergraduate studies, but do not currently meet Gonzaga's English proficiency requirements, admission to Gonzaga Global offers integrated academic language and culture courses that support and enrich a student's undergraduate studies. Students apply for undergraduate and graduate admission to Gonzaga through the Gonzaga Global Program. Please see Gonzaga Global - <https://global.gonzaga.edu>.

ELCT courses + Multilingual (MLC) sections: ELCT 110 and ELCT 120 classes are linked to MLC sections of the Gonzaga Core classes, COMM 100 and PHIL 101. These classes encourage the global engagement and intercultural competence of both domestic and international students. International students are placed into the ELC courses and the linked Multilingual (MLC) sections through freshman enrollment, Gonzaga Global, or their advisor upon approval by the Gonzaga Global Academic Coordinator. International students who are not required to take these courses may

indicate interest through Gonzaga's Freshman Survey or by working with their Academic Advisor.

Specialized Programs: In addition to the academic ESL Program, the ELC offers short-term Specialized Programs for contracted groups of students, faculty and international visitors, including English as a Medium of Instruction, ESL Teacher Training, and Intensive English Language Programs.

Academic Support and Testing: The ELC conducts English Placement testing for all incoming international students as well as testing and services for all multilingual students or departments at Gonzaga that require or desire focused academic English language and culture instruction or support.

ELC and MA-TESL Program Affiliation: The ELC is affiliated with the following programs in the School of Education: Master of Arts degree in Teaching English as a Second Language (MA-TESL); Teaching English to Speakers of Other Languages (TESOL) Certificate; and ELL endorsement. This important affiliation between programs includes shared faculty, curricular and programmatic integration, and opportunities for diverse student groups to collaborate in creative ways.

For more information about the English Language Center, visit www.gonzaga.edu/elc, or call 509-313-6562.

Courses:

Level 1:

ELCT 016	Intro to Listening and Speaking	credit(s): 6
ELCT 018	Intro to Grammar Support	credit(s): 6
ELCT 019	Intro to Reading and Writing	credit(s): 6

Level 2:

ELCT 026	Basic Listening and Speaking	credit(s): 6
ELCT 028	Basic Grammar Support	credit(s): 6
ELCT 029	Basic Reading and Writing	credit(s): 6

Level 3:

ELCT 036	Intermediate Oral Communication	credit(s): 6
ELCT 038	Intermediate Grammar Support	credit(s): 6

ELCT 039	Intermediate Reading and Writing	credit(s): 6

Level 4:

ELCT 045	Advanced Writing	credit(s): 3

ELCT 046	Advanced Oral Communication	credit(s): 6

ELCT 048	Advanced Grammar Support	credit(s): 3

ELCT 049	Advanced Reading and Writing	credit(s): 6

Level 5:

ELCT 055	Academic Writing	credit(s): 3

ELCT 056	Communications Seminar	credit(s): 6

ELCT 058	Language Awareness	credit(s): 3

ELCT 059	Academic Seminar	credit(s): 6

All levels:

ELCT 099	English Language Workshop	credit(s): 0-20

ELCT 099E	Special Topics	credit(s): 0-3

Undergraduate

ELCT 107	Community Engaged Learning	credit(s): 0

ELCT 108	Language Awareness	credit(s): 2

ELCT 109	Academic Seminar	credit(s): 6

This class provides a strong base of integrated skills that support success in American academic and social contexts. Course objectives focus on reading broadly for varied purposes and from a variety of sources; engaging in the critical reading-into-writing process; composing texts in diverse registers and voices; engaging in short as well as more sustained recursive research; and most importantly, participating actively and sharing and integrating world perspectives into larger academic conversations.

ELCT 110	Communication Seminar	credit(s): 3

Students will improve their ability to communicate orally and listen effectively in a variety of academic and social situations. Students will cultivate an understanding of interpersonal, intercultural, and small-group communication, and they will learn to apply the necessary critical thinking, reasoning, and research skills to compose and present effective presentations. This course will critically examine the readings and assignments of COMM 100.

Corequisite(s): COMM 100

ELCT 111 Global Bridge University Prep credit(s): 9

ELCT 120 Global Bridge II credit(s): 3

Students will identify and analyze assumptions, beliefs, values and rhetorical styles in western academic culture and their own cultures. They will understand, explore and apply the underlying concepts, structures and methods, and discipline specific terminology necessary to be successful in Philosophy 101: Reasoning. Students will also develop strategies that will enable them to engage with texts, lead and participate in meaningful ways in academic discussions, and produce increasingly sophisticated written responses. ELCT 120 is designed specifically for Gonzaga international students concurrently enrolled in PHIL 101.

Corequisite(s): PHIL 101

ELCT 121 Multilingual Student Writing credit(s): 3

This class prepares multilingual students and/or non-native speakers of English for successful participation in the academic life at a U.S. American university with a focus on critical written expression. The course will address American university writing expectations, but more importantly consider how diverse personal experiences, cultural perspectives, values and norms shape the formation and understanding of knowledge and choices as writers and scholars. Students will use a variety of texts and research methods to effectively support and explore a sustained critical analysis that takes into account contextual influences.

ELCT 180 Special Topics credit(s): 1-6

Course repeatable for 6 credit(s).

Topic to be determined by instructor.

ELCT 185	ESL pre-test Registration	credit(s): 5-21

Environmental Studies and Sciences

Department Chair: Greg Gordon

Professor: B. Henning, K. Henrickson, J. Isacoff, E. Johnson, G. Gordon

Associate Professors: B. Bancroft

The department offers two majors and one minor:

Bachelor of Arts, Environmental Studies major

Bachelor of Science, Environmental Science major

Minor in Environmental Studies

The Environmental Studies major offers students an interdisciplinary approach toward understanding the human interaction with the environment. Drawing upon courses in the natural sciences, the social sciences, and the humanities, the Environmental Studies major offers a diverse, integrated curriculum that explores the scientific, ethical, social, economic, and political aspects of our current environmental crisis.

Likewise, the Environmental Science major offers a broad scientific knowledge base and skill set integrated with coursework focused on human culture. Environmental Science integrates three fundamental scientific disciplines: biology, chemistry, and earth science. Unification of these three disciplines uniquely positions students to use scientific inquiry to understand and care for our planet.

With our proximity to state and national parks, national forests, and open space, Gonzaga is a special place to pursue environmental studies and sciences, where students can engage both their intellectual and experiential pursuits. Students in both majors have abundant opportunities for field studies and research, outdoor service learning projects, environmental internships, and leadership positions with on-campus environmental organizations. Majors are also encouraged to pursue field courses and study abroad opportunities in places like Zambia, Costa Rica, Ecuador, and Australia.

B.S. Major in Environmental Science: 64-65 credits

Lower Division (33-34 credits)

<u>ENVS 101</u> Introduction to Environmental Studies	3 credits
<u>ENVS 102</u> Environmental Politics and Policy	3 credits
<u>ENVS 103</u> Environmental Biology	3 credits
<u>ENVS 103L</u> Environmental Biology Lab	1 credit
<u>CHEM 101</u> General Chemistry	3 credits
<u>CHEM 101L</u> General Chemistry Lab	1 credit
<u>ENVS 202</u> Chemistry of the Environment	3 credits
<u>ENVS 202L</u> Chemistry of the Environment Lab	1 credit
<u>ENVS 110</u> Earth Systems	3 credits
<u>ENVS 110L</u> Earth Systems Lab	1 credit
<u>MATH 221</u> Applied Stats	3 credits
One of the following:	5 credits
<u>PHYS 103/PHYS 103L</u> Scientific Physics I + Lab	
<u>PHYS 101/PHYS 101L</u> General Physics I + Lab	

One of the following:	3-4 credits
<u>MATH 157</u> Calculus	
<u>MATH 148</u> Survey of Calculus	

Upper Division (31 credits)

<u>ENVS 320</u> Economics of Environmental Protection	3 credits
<u>ENVS 358</u> Environmental Ethics	3 credits
<u>ENVS 341</u> Environmental Science Seminar	1 credit
<u>ENVS 384/ENVS 384L</u> GIS and Ecology Techniques + Lab	4 credits
<u>ENVS 497</u> Internship	1 credit

ENVS 499A Symposium in Environmental Studies and Science I 1 credit

ENVS 499B Symposium in Environmental Studies and Science II 2 credits

Technical Electives 16 (credits)**

***At least 12 Technical elective credits must be upper division courses.*

B.A. Major in Environmental Studies: 39-41 credits

Lower Division

ENVS 101 Introduction to Environmental Studies 3 credits

ENVS 102 Environmental Politics and Policy 3 credits

One of the following two courses with lab: 4 credits

BIOL 206/BIOL 206L Ecology and Lab
(Biology Double-Majors and Biology Minors ONLY take this course)

ENVS 103/ENVS 103L Environmental Biology + Lab

One of the following three course options: 3-5 credits

ENVS 104/ ENVS 104L Environmental Chemistry
and Lab

CHEM 205 Inorganic Chemistry

CHEM 230/CHEM 230L Organic Chemistry and Lab

ENVS 200 Case Studies in Environmental Science 4 credits

Upper Division

ENVS 320 Economics of Environmental Protection 3 credits

ENVS 358 Environmental Ethics 3 credits

ENVS 497 Internship 1 credit

ENVS 499A Symposium in Environmental Studies I 1 credit

<u>ENVS 499B</u> Symposium in Environmental Studies II	2 credits
ENVS 300-399	12 credits

Minor in Environmental Studies: 20 credits

Lower Division

<u>ENVS 101</u> Introduction to Environmental Studies	3 credits
One of the following five course options:	3-5 credits

BIOL 206/BIOL 206L Ecology and Lab
(Biology Majors Only)

CHEM 205 Inorganic Chemistry

CHEM 230/CHEM 230L Organic Chemistry and Lab;

ENVS 103/ENVS 103L Environmental Biology and Lab

ENVS 104/ENVS 104L Environmental Chemistry and Lab

<u>ENVS 200</u> Case Studies in Environmental Science	4 credits

Upper Division

<u>ENVS 358</u> Environmental Ethics	3 credits

300-Level Electives: 6 credits

Select two courses

ENVS	3 credits

ENVS	3 credits

Courses:

ENVS 101 Introduction to Environmental Studies credit(s): 3

An introduction to the field of Environmental Studies. The course provides an overview of the connections between science, politics, philosophy, history, and ethics regarding nature and the environment. The course urges students to think critically about the relationships between knowledge and judgment, humans and nature, justice and ethics, and natural and human history. Fall and Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

This course examines the politics and policymaking process of environmental issues. The course focuses primarily on American national policy, but also on state and local and international/global policy. The course is designed to evoke and encourage thinking about environmental issues on these various levels. Fall and Spring.

Restriction(s):

A study of the principles of ecology (including population dynamics, diversity, and energy flow) and the impact humans have on the environment. Lab is required. Fall.

Restriction(s):

Fulfills the following degree requirement(s): Core: Science Inquiry, when taken with the lab.

See course description for ENVS 103, Fall.

Fulfills the following degree requirement(s): Core: Science Inquiry, when taken with the lecture

Restriction(s):

Must be in the following Major(s): CSCT - Environmental Studies, Environmental Sciences
Environmental Studies, Sustainable Business

This course will cover the fundamental principles of chemistry necessary to understand the source and fate of chemical substances in the environment. Additional topics will be dependent on the instructor but may include the environmental implications of energy utilization; the chemistry of the atmosphere, hydrosphere, and lithosphere; climate change; and pollution and treatment of water sources. Spring.

Fulfills the following degree requirement(s): Core: Science Inquiry

Equivalent(s): CHEM 123

Corequisite(s): ENVS 104L

Restriction(s):

Must be in the following Major(s): CSCT - Environmental Studies, Environmental Science, Environmental Studies, Sustainable Business

See course description for ENVS 104. Spring.

Fulfills the following degree requirement(s): Core: Science Inquiry

Equivalent(s): CHEM 123L

Corequisite(s): ENVS 104

Restriction(s):

Must be in the following Major(s): CSCT - Environmental Studies, Environmental Science, Environmental Studies, Sustainable Business

This course is an introduction to the basics of earth science / geology through study of mineralogy, basic rock types, rock formation/decomposition, earth processes, geologic time scales, and scientific inquiry. The course includes an introduction to the scientific method as well as the application of the geological sciences to questions of environmental sustainability

and climate change. Questions of historical evolution of concepts of the earth and the planetary sciences are also addressed.

Corequisite(s): ENVS 110L

Restriction(s):

Must be in the following Major(s): Environmental Sciences

ENVS 110L Earth Science Lab

credit(s): 1

See course description for ENVS 110L.

Restriction(s):

Must be in the following Major(s): Environmental Sciences

Corequisite(s): ENVS 110

ENVS 190 Independent Study

credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by faculty.

ENVS 193 First Year Seminar:

credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

ENVS 200 Case Studies in Environmental Science

credit(s): 4

Course repeatable for 8 credit(s).

This course is designed to introduce students to scientific issues and concepts related to environmental problems. The course will consist of investigations of a number of specific cases of environmental impacts by humans, such as: chemical contamination of soils, air, or water; overexploitation of fisheries or other living resources; freshwater availability and quality; habitat conversion, fragmentation, and loss of biodiversity; invasive species; renewable and non-renewable energy sources; and the production and management of waste. Specific cases will vary from semester to semester, and will include examples of current local, regional and global relevance. Laboratory exercises will allow students to investigate the scientific principles important for understanding the cases, and will help students develop an appreciation for the strength and limitations of scientific knowledge in addressing environmental issues. Fall and Spring.

Restriction(s):

Must be in the following Major(s): CSCT - Environmental Studies, Environmental Sciences, Environmental Studies, Sustainable Business

Prerequisite(s): BIOL 206, minimum grade: C- or ENVS 103, minimum grade: C- or BIOL 123, minimum grade: C- or ENVS 104, minimum grade: C-

ENVS 202 Chemistry of the Environment

credit(s): 3

To understand the impact of human activities on the natural environment, environmental science majors must be familiar with the chemical, physical, and biological processes that occur in soil, water, and air. These processes determine the reactions, transport, and fates of chemicals introduced into the environment by human activities. Students will apply and build on foundational concepts introduced in CHEM 101/101L to understand the chemical and physical processes that occur in natural systems. Chemical processes include acid-base reactions,

oxidation-reduction reactions, and photochemical reactions. Physical processes include dissolution-precipitation and adsorption processes.

Restriction(s):

Must be in the following Major(s): Environmental Sciences,

Corequisite(s): ENVS 202L

Prerequisite(s): CHEM 101, minimum grade: C- and CHEM 101L, minimum grade: C- and MATH 221 (or concurrent)

ENVS 202L Chemistry of the Environment Lab

credit(s): 1

See course description for ENVS 202.

Restriction(s):

Must be in the following Major(s): Environmental Sciences,

Corequisite(s): ENVS 202

Prerequisite(s): CHEM 101, minimum grade: C- and CHEM 101L, minimum grade: C- and MATH 221 (or concurrent)

ENVS 290 Independent Study

credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by faculty.

ENVS 303 Conservation Biology

credit(s): 3

This course covers the biological concepts important for the conservation of natural populations, communities, and ecosystems. Both theoretical and empirical studies will be applied to such topics as: the genetics and ecology of small populations, consequences of habitat degradation and fragmentation, the impact of introduced species, and the ecological value of biological diversity. Students who do not have a major in the sciences are encouraged to talk to the instructor about their preparations for this course at the time of registration. Spring.

Equivalent(s): BIOL 323

Prerequisite(s): BIOL 206, minimum grade: C- or BIOL 123, minimum grade: B- or ENVS 103, minimum grade: B-

ENVS 303L Conservation Biology Lab

credit(s): 1

This lab includes field trips. Taken concurrently with ENVS 303.

Equivalent(s): BIOL 323L

Corequisite(s): ENVS 303

ENVS 320 Econ of Environmental Protection

credit(s): 3

Explores the economic dimensions of environmental topics such as air and water pollution, deforestation, non-renewable resource depletion, recycling, global warming. The course studies the extent of environmental problems and alternative solutions. Spring.

Equivalent(s): ECON 324

Restriction(s):

Must be in the following Major(s): Environmental Studies, Environmental Sciences

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): ENVS 101

ENVS 321 Ecological Thought and Politics

credit(s): 3

This Service Learning course focuses on the writings of seminal figures in American ecological thought, such as John Muir, Gifford Pinchot, and Aldo Leopold. Examines the history and politics of land use and wilderness planning. Class will go on field trips in partnership with the United States Forest Service (USFS) and local environmental groups to learn first-hand about the politics of local land use. Upon sufficient demand.

Equivalent(s): POLS 317

ENVS 324 Climate Chg, Science, Politics

credit(s): 3

This course is an in-depth examination of climate change science and politics. It examines the science behind climate models, current and predicted environmental effects of a changing climate, policies, as well as the basic definitions and concepts citizens need to understand

Equivalent(s): POLS 378

This course will see Native American government and politics in a milieu of intergovernmental relations, of community to community connections, or the lack of such relationships. Taking social justice as importantly about relationships, and doing so in respect of governing, this course will to study how (or how not) federal, state, and municipal governments interact with Native American governments. Spring, even years.

This course examines human relationships with the natural environment. It explores how power structures, social norms, ideologies and politics affect our relationship and treatment of the environment. Upon sufficient demand.

ENVS 329 N American Environmental Policies credit(s): 3

regionalism, and social forces in the U.S. Pacific Northwest, and British Columbia and Alberta. Regional issues such as taxation, health care, urbanization, land use, education, the environment, and resource-based economics are addressed in a comparative Canadian-U.S. context. Upon sufficient demand.

Restriction(s):

ENVS 330 Parks, Forests, and Wildlife credit(s): 3

national and state parks, national forests, and wildlife, this course traces the development and application of the U.S. conservation model, both domestically and abroad. Fall.

ENVS 341 Environmental Science Seminar credit(s): 1

the environmental issues facing our local, regional, and global community. The format of the class will include seminars by visiting professionals and class meetings. Spring annually.

ENVS 343 African Environmental History credit(s): 3

environments by interrogating how African environmental realities and Africans' conceptions of the environment shaped broader political, social and economic histories. Beginning in the precolonial period, we will trace how climatic variation, political and economic changes in the colonial period, and post-independence priorities transformed Africans' relationships with their environments.

ENVS 350 Ethics: Global Climate Change credit(s): 3

Many have described global climate change as the defining challenge of the 21st century, noting that unless dramatic changes are made today, future generations will suffer terrible consequences, such as rising seas, wars over fresh water, tens of millions of environmental refugees, and the extinction of species such as the polar bear. This course will investigate the

complex technological, historical, economic, scientific, political, and philosophical issues surrounding this issue. Global warming skeptics are especially encouraged to enroll. Fall. Fulfills the following degree requirement(s): PHIL - Ethics or Political

Equivalent(s): PHIL 460

Prerequisite(s): PHIL 201

ENVS 352 Environmental Law and Policy credit(s): 3

This course provides students with an overview of the substance and procedures relating to environmental regulation and protection in the United States. The course provides some technical understanding of the laws governing the use of resources and the control of pollution discharges. The course addresses, among other topics: the consumption of natural resources that resulted in environmental pollution; the political and policy context in which environmental policies have been formulated and the administrative or regulatory procedures required by statutory law or judicial decisions to deal with various environmental issues.

ENVS 353 Environmental History credit(s): 3

In examining the dynamic relationship between humans and their environment over time, this course explores how nature affects cultural responses and how humans, in turn, have shaped the world around them. Employing a multidisciplinary approach this course draws upon ecological, historical, economic, or political analysis to illuminate the varied relationships between people and place. Spring.

Equivalent(s): HIST 365

ENVS 358 Environmental Ethics credit(s): 3

The detailed philosophical study of humanity's understanding of its relationship to the natural environment, concentrating on historically prominent conceptions of that relationship, and the philosophical foundation of the contemporary environment movement. Fall and Spring.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Equivalent(s): PHIL 458

Restriction(s):

Must be in the following Major(s): CSCT - Environmental Studies, Environmental Science
Environmental Studies, Sustainable Business

Prerequisite(s): PHIL 301 or PHIL 301H

ENVS 360 Indians of Columbia Plateau credit(s): 3

This course will explore Native American groups on the Columbia Plateau, including their traditional lifestyles, traditional and colonial religions, the Salish language, and responses to settlement and government policies. We will also examine the traditions of cooperation and collaboration among these groups. We must understand the geography of the Plateau, in order to fully contextualize the importance of homeland and traditional practices, so this course represents place-based study of Native American history. Spring, odd years.

Fulfills the following degree requirement(s): HIST - U.S. History, NTAS - elective, Core: Social Justice, Core: Globa

Equivalent(s): HIST 210, **Equivalent(s):** NTAS 210

ENVS 380 Politics of the Pacific NW credit(s): 3

State and society in the Pacific Northwest: government, parties, reform movements, regionalism, and social forces in the U.S. Pacific Northwest, and British Columbia and Alberta. Regional issues such as taxation, health care, urbanization, land use, education, the environment, and resource-based economics are addressed in a comparative Canadian-U.S. context. Upon sufficient demand.

Equivalent(s): POLS 328

ENVS 381 Ethics of Eating credit(s): 3

An examination of ethical issues surrounding the consumption, production and transportation of food. Issues such as organic food, GMOs, vegetarianism, local and slow food movements, and

that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

ENVS 490 Independent Study credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by faculty.

ENVS 497 Internship credit(s): 0-6 Course repeatable for up to 6 credit(s), although only one credit would count toward the major and the remaining credits could apply as ENVS elective credits.

Professional experience in environmental studies-related field. Students must take the initiative to contact an agency and a faculty member willing to supervise the internship.

ENVS 499A Symposium in Environmental Studies I credit(s): 1

This first portion of the capstone experience is designed to help Environmental Studies students lay the foundation for the project they will complete in 499B. Together, the courses help students integrate their experience and perspectives and apply them to a specific environmental issue. Students will be expected to produce a major written analysis of a current complex environmental issue facing the Inland Northwest. Fall and Spring.

Restriction(s):

Must be in the following Major(s): Environmental Studies, Environmental Science

Must be the following Class(es): Senior

ENVS 499B Symposium in Environmental Studies II credit(s): 2

This capstone experience is designed to help Environmental Studies students integrate their experience and perspectives and apply them to specific environmental issue. Students will be expected to produce a major written analysis of a current complex environmental issue facing the Inland Northwest. Spring.

Restriction(s):

Must be in the following Major(s): Environmental Studies, Environmental Science

Must be the following Class(es): Senior

Prerequisite(s): ENVS 499A, minimum grade: D (or concurrent)

Film Studies

Director: Matthew Bolton

The program offers one minor:

Minor in Film Studies

The Film Studies program is an interdisciplinary academic home for the study of film and media analysis. In this program students learn about the formal elements of cinema and other visual media, its history as a medium, its connection to national cultures and values, and its expressions of human experience. Students study film and media analysis through a variety of theoretical frameworks, considering the ways in which different disciplines approach the study of film and media.

Film Studies Minor: 21 credits

Lower Division

FILM 201 Film and Form 3 credits

FILM 202 Film and History 3 credits

Upper Division

FILM 300 level and above electives
(Since most FILM courses are cross-listed, a maximum of six credits may be taken from a single department.) 12 credits

FILM 301 Film and National Identity

FILM 302 Film and Genre

FILM 303 Film and Production Cultures

FILM 304 Film and Human Experience

FILM 499 Senior Capstone 3 credits

Courses:

FILM 201 Film and Form

credit(s): 3

Course repeatable for 9 credit(s).

This course serves as an introduction to elements of film form and grammar, including narrative, mise-en-scene, cinematography, editing, sound, and acting. Students taking this course will learn how to describe a film's formal qualities and will use these descriptions to make analytical claims about film.

FILM 202 **Film and History**

credit(s): 3

for 9 credit(s).3 time.

Course Description: This course serves as an introduction to the history of film as a medium, ranging from its origins to the current moment. Students taking this course will learn how to situate a film in its historical and cultural contexts and will use these contexts to make analytical claims about film and history.

FILM 301 Film and National Identity

credit(s): 3

Course repeatable for 9 credit(s).

This course examines the connection between film and national identity, studying at least one non-US cinema in order to explore the relationship between film art and national culture. Students taking this course will learn how to understand a film in its national, political, and aesthetic context, using these contexts to make analytical claims about the relationship between film and nation.

FILM 302 **Film and Genre**

credit(s): 3

for 9 credit(s).3 time.

Course Description: This course examines the relationship between film and genre, either in the traditional sense of story-type (horror, musical, etc.) or in the sense of a particular filmmaker (Hitchcock, Kurosawa, etc.) or filmmaking movement (the French New Wave, New Hollywood, etc.). Students taking this course will learn how to situate specific films within broader generic contexts and will learn how these broader contexts can operate as an expression and/ or critique of cultural values and ideologies.

FILM 303 Film and Production Cultures

credit(s): 3 or 4

Course repeatable for 9 credit(s).

This course examines some aspect off film production (ranging from screen writing to costuming, directing to acting, etc.) with the goal of understanding how the process of film production shapes film meaning. Students taking this course will learn how to use the circumstances of production to explicate and analyze film and other media objects.

FILM 304 Film and Human Experience

credit(s): 3

Course repeatable for 9 credit(s).

This course examines film as a means of expressing some aspect of human experiences, ranging from the political to the ethical, the philosophical to the spiritual, the cultural to the personal. Students taking this course will learn how filmic language expresses ideas, emotions, experiences, and beliefs, using this knowledge to understand both particular films and broader questions of spirituality, philosophy, politics, culture, and/or social justice.

FILM 499 **Film Capstone**

credit(s): 3

Course repeatable for 9 credit(s).

This capstone course synthesizes student learning through the film studies program by examining some aspect of film and media studies (determined by the instructor) through multiple disciplinary lenses. Students taking this course will learn about the topic in depth, apply a variety of disciplinary and theoretical frameworks to the topic, and conduct student-driven research about a topic within film and media studies.

History

Chairperson: Ann Ostendorf

Professors : E. Downey (Emerita), E. Cunningham, A. Goldman, K. O'Connor, A. Ostendorf, J.R. Stackelberg (Emeritus), A. Via, S.J. (Emeritus)

Associate Professors: L. Arnold, S. Balzarini (Emeritus), K. Chambers, C. De Barra, R. Donnelly, T. Nitz (Emeritus), R. Rast, V. Schlimgen, J.

Weiskopf Assistant Professors: R. Goodrich

The department offers one major and four minors:

Bachelor of Arts, History major

Minor in History

Minor in Asian History

Minor in Latin American History

Minor in History of Race & Ethnic Communities

The Department of History offers a variety of courses that enable students to fulfill University Core requirements as well as to obtain a Bachelor of Arts with either a major or a minor in History. The goals of the department curriculum are to engender an informed, critical, and articulate sense of the past, an appreciation for the diversity of human experience, and an awareness of the role of tradition in shaping the present. The major develops a variety of practical research and communication skills and provides a foundation for graduate work, the study of law, public service, teaching, archival and library sciences, public history, and many careers in business and the professions. The department sponsors a chapter of Phi Alpha Theta, the international History honor society, and coordinates internships with community partners, Gonzaga University Archives, and Special Collections.

Majors are required to complete HIST 301 (Historical Methods), which is normally taken as the student begins the upper division courses. Majors are also required to take HIST 401 (Senior Seminar). In exceptional cases, students with an honors-level grade point average and with approval of the Department Chair, may elect to take HIST 499 (Senior Thesis) in lieu of HIST 401. Upper-division electives must include one course from four topic areas. Majors who wish to obtain teacher certification are urged to confer with the School of Education as well as their departmental adviser.

B.A. Major in History: 33 Credits

Lower Division

HIST 101 Survey of Western Civilization I 3 credits

One of the following two courses: 3 credits

HIST 102 Survey of Western Civilization II

HIST 112 World History

HIST 201 History of U.S.A. I 3 credits

HIST 202 History of U.S.A. II 3 credits

Upper Division

HIST 301 Historical Methods 3 credits

HIST Electives

(a maximum of six credits from HIST 210-299 may be used to satisfy this requirement) 15 credits

One of the following two courses:

HIST 401 Research Seminar 3 credits

HIST 499 Honors Thesis 0 credit

HIST electives must include one course in each of the following areas:

1) Non-Western or Developing Areas: 3 credits

HIST 211 Intro to Native American History

HIST 274 China Past and Present

HIST 275 Japan Past and Present

HIST 341 African Nationalism

HIST 342 African History through Film

HIST 343 Colonial Africa

HIST 344 African Health and Healing

HIST 345 African Environmental History

HIST 370 Foundations of East Asian Civilization

HIST 371 Modern Pacific World

HIST 374 Maoist China

HIST 375 Modern East Asian Civilization

HIST 376 Tokugawa Japan

HIST 378 Zen, Modernity & the Counterculture

HIST 380 Colonial Latin America

HIST 381 Modern Latin America

HIST 382 Revolutions in Modern Latin America

HIST 383 Mexico

HIST 384 Women in Colonial Latin America

HIST 393 Topics: Non-Western

2) Pre-Modern Europe:

3 credits

HIST 302 The Ancient City

HIST 303 Athens in the 5th Century B.C.

HIST 304 Alexander the Great & the Hellenistic World

HIST 305 The Roman Republic

HIST 306 The Roman Empire

HIST 307 Archaeology of Ancient Greece

HIST 308 Archaeology of Ancient Rome

HIST 309 Italy: Homeland of the Romans

HIST 311 Medieval Europe

HIST 312 Renaissance Europe

HIST 391 Topics: Pre-Modern Europe

3) Modern European:

3 credits

HIST 321 Irish History since 1500

HIST 322 Twentieth Century Northern Ireland

HIST 323 Disunited Kingdom

HIST 329 Nazi Germany

HIST 330 The Holocaust

HIST 331 World War II

HIST 334 Russia and the U.S.S.R. Since 1945

HIST 335 Eastern Europe Since 1863

HIST 337 The Stalin Era

HIST 338 Fascist Italy

HIST 339 Modern France 1789 to the Present

HIST 340 The Cold War

HIST 392 Topics: Modern Europe

4) U.S. History:

3 credits

HIST 210 Indians of the Columbia Plateau

HIST 211 Intro to Native American History

HIST 340 The Cold War

HIST 350 The City in American History

HIST 351 Coming to America

HIST 352 The Early American Republic

HIST 353 U.S. Civil War Era & Reconstruction

HIST 354 American Latino/a History

HIST 355 The American West

HIST 358 African-American History

HIST 359 Indigenous Early America

HIST 360 Pacific Northwest History

HIST 361 Post-World War II Presidency

HIST 362 U.S. Foreign Policy Since 1945

HIST 363 Women in United States History

HIST 364 Public History

HIST 365 Environmental History

HIST 366 America Culture and Ideas

HIST 367 Civil Rights, Social Justice, & U.S. Citizenship

HIST 368 The U.S. in the World

HIST 369 A History of Race in America

HIST 394 Topics: U.S. History

Minor in History: 18 Credits

Lower Division

HIST 101 Survey of Western Civilization I 3 credits

One of the following two courses: 3 credits

HIST 102 Survey of Western Civilization II

HIST 112 World History

Upper Division

12 credits

HIST 405 General History Minor Summation Project 0 credits

HIST Electives

(a maximum of six credits from HIST 210-299 may be used to satisfy this requirement)

Asian History Minor: 18 Credits

Lower Division

HIST 112 World History 3 credits

One of the following two courses:* 3 credits

HIST 274 China Past & Present

HIST 275 World Civilization 1500-Present

Upper Division

HIST 402 Asian History Minor Summation Project 0 credits

Choose four of the following elective courses: 12 credits

HIST 370 Foundations of East Asian Civilization

HIST 371 Modern Pacific World

HIST 374 Maoist China

HIST 375 Modern East Asian Civilization

HIST 376 Tokugawa Japan

HIST 378 Zen, Modernity, & Counterculture

HIST 390 The Pacific World

A maximum of 3 credits from the following courses may be used to fulfill elective credit requirements:

SOCI 326 East Asian Society

RELI 353 Buddhism

*HIST 274 or HIST 275 may satisfy 3 upper-division elective credits if not satisfying the lower-division requirement.

Latin American History Minor: 18 Credits

Lower Division

HIST 101 Survey of Western Civilization I 3 credits

One of the following two courses: 3 credits

HIST 102 Survey of Western Civilization II

HIST 112 World History

Upper Division

HIST 403 Latin American History Minor Summation Project 0 credits

Choose four of the following elective courses: 12 credits

HIST 354 American Latino/a History

HIST 380 Colonial Latin America

HIST 381 Modern Latin America

HIST 382 Revolutions in Modern Latin America

HIST 383 Mexico

HIST 384 Women in Colonial Latin America

A maximum of 3 credits from the following courses may be used to fulfill elective credit requirements:

SOCI 322 Latin American Society

POLS 352 Latin American Politics

SPAN 307 Survey Latin American Literature I

SPAN 308 Survey Latin American Literature II

SPAN 410 Intro to Latin American Civilization & Cultures

SPAN 416 Latin American Cinema

History of Race & Ethnic Communities Minor: 18 Credits

Lower Division

Two of the following four Courses: 6 credits

HIST 102 Survey of Western Civilization II

HIST 112 World History

HIST 201 History of the U.S. I

HIST 202 History of the U.S. II

Upper Division

HIST 404 History of Race & Ethnic Communities Minor Summation Project 0 credits

Two of the following Western elective courses: 6 credits

HIST 301 Historical Methods: American Slavery

HIST 329 Nazi Germany

HIST 330 The Holocaust

HIST 352 Early American Republic

HIST 358 African American History

HIST 359 Indigenous Early America

HIST 366 American Culture and Ideas

HIST 367 Civil Rights, Social Justice, & U.S. Citizenship

HIST 369 History of Race in America

Two of the following Non-Western elective courses: 6 credits

HIST 210 Indians of the Columbia Plateau

HIST 211 Introduction to Native American History

HIST 380 Colonial Latin America

Courses:

HIST 101 Survey of Western Civilization I credit(s): 3

A survey of the origins of western civilization in the Near East; classical Greek and Roman civilizations; and developments in Europe to 1648.

Fulfills the following degree requirement(s): Core: History

Restriction(s):

Must be the following Class(es): Freshman, Sophomore

HIST 101H Survey Western Civilization I Honors credit(s): 3

For Honors students only. A survey of the origins of western civilization in the Near East; Greek and Roman civilizations; and developments in Europe to 1648.

Prerequisite(s): HONS 190 (or concurrent)

HIST 102 Survey of Western Civilization II credit(s): 3

A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.

Fulfills the following degree requirement(s): Core: History

Restriction(s):

Must be the following Class(es): Freshman, Sophomore

HIST 102H Survey Western Civilization II Honors credit(s): 3

For Honors students only. A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.

Prerequisite(s): HONS 190 (or concurrent)

HIST 112 World History credit(s): 3

A survey of world history that examines global societies' internal transformations as well as their interactions over time.

Fulfills the following degree requirement(s): Core: History

Restriction(s):

Must be the following Class(es): Freshman, Sophomore

HIST 190 Directed Study credit(s): 1-3

Topic to be determined by faculty.

HIST 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

HIST 195 Special Topics credit(s): 1-4

Course repeatable for 9 credit(s).

Selected historical topics of current and special interest.

HIST 201 History of the US I credit(s): 3

This course surveys North American history from the continent's first peopling through the end of the U.S. Civil War. It pays special attention to: the relationships between Indigenous and European nations; the creation and growth of the United States; the interconnectedness between American slavery and American freedom; the defining structures of genders, races, ethnicities, and classes. It covers some of the major social, cultural, political, economic, intellectual,

religious and environmental forces that shaped the early North American continent and the young United States.

Fulfills the following degree requirement(s): Core: History

Restriction(s):

Must not be the following Class(es): Freshman

HIST 201H History of US I Honors

credit(s): 3

For Honors students, see HIST 201 course description.

Prerequisite(s): HONS 190 (or concurrent)

HIST 202 History of the US II

credit(s): 3

This course surveys U.S. History since the end of the Civil War with an emphasis on broad economic, political, social, and cultural changes. The course explores transformative events, ideas, and developments, including: Reconstruction and racial segregation; industrialization, immigration, and urbanization; progressive reforms and reactionary politics; WWI and WWII; the Great Depression; the Cold War, anti-communism, and suburbanization; the Vietnam War; civil rights movements; and the changing role of the U.S. in global affairs. The course addresses the perspectives, struggles, and successes of the many communities that have shaped America's diverse society and culture.

Fulfills the following degree requirement(s): Core: History

Restriction(s):

Must not be the following Class(es): Freshman

HIST 202H History of the US II Honors

credit(s): 3

For Honors students, see HIST 202.

Prerequisite(s): HONS 190 (or concurrent)

HIST 206 Washington History

credit(s): 1

This course is intended for students working toward teacher certification.

HIST 210 Indians of Columbia Plateau

credit(s): 3

This course will explore Native American groups on the Columbia Plateau, including their traditional lifestyles, traditional and colonial religions, the Salish language, and responses to settlement and government policies. We will also examine the traditions of cooperation and collaboration among these groups. We must understand the geography of the Plateau, in order to fully contextualize the importance of homeland and traditional practices, so this course represents place-based study of Native American history. Spring.

Fulfills the following degree requirement(s): HIST - U.S. History, NTAS - elective, Core: Social Justice, Core: Global

Equivalent(s): ENV 360, **Equivalent(s):** NTAS 210

HIST 211 Introduction Native American History

credit(s): 3

Hundreds of Indigenous groups made their home in North America for centuries before European colonial expansion reached these shores. Native communities might describe this occupancy as 'since time immemorial.' This class will begin with an exploration of those earlier eras and will acknowledge that each Native community was/is distinct from other communities. Thus, while we can observe commonalities in Native experiences and histories, we will also conclude that there is no 'single' Native perspective. To develop this conclusion, we will assess processes of change over time across what we now know as the United States. This course will consider social and cultural approaches to preserving and passing down Native American histories as well as U.S. history interpretations of Native Americans' societies, cultures, economies, and spiritualities. "Texts" in this course will include history books, literature, images,

and film, and we will create and respond to research questions using primary and secondary sources.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area, HIST - U.S. History, NTAS - elective, Core: H

Equivalent(s): NTAS 211

HIST 274 China Past and Present

credit(s): 3

This course is a focused survey of Chinese history from the Shang Dynasty (c. 1600 B.C.) up to the present. Using the standard interpretive categories of politics, economics, society, and culture, the course will explore such topics as pre-imperial China; the Qin-Han consolidations and breakdowns; pre-modern Imperial China (Jin, Sui, Tang, Song, including inter-dynasty kingdoms); the Mongol (Yuan) dynasty; early modern and modern imperial China (Ming and Qing); and the Revolutionary periods of the twentieth century, including the Guomindang era, Maoism, and Post-Mao modernizations. Students who take this course for International Studies credit will be required to do an extra writing assignment that integrates the material of this course with their International Studies focus. It is desired but not required that students will have taken History 112 (World Civilizations Since 1500) prior to taking this course. Students who take this class as a History course may not use or substitute the credits for International Studies.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

Restriction(s):

Must not be the following Class(es): Freshman

HIST 275 Japan Past and Present

credit(s): 3

This course is a focused survey of Japanese history from the Jomon Period (c. 14,000 B.C.) up to the present. Using the standard interpretive categories of politics, economics, society, and culture, the course will explore such topics as the Jomon and Yayoi classical ages; the Yamato, Nara, and Heian aristocratic ages; the Kamakura, Ashikaga, and Tokugawa warrior ages, and the modern period from the Meiji Restoration through the twentieth century. Students who take this course for International Studies credit will be required to do an extra writing assignment that integrates the material of this course with their International Studies focus. It is desired but not required that students will have taken History 112 (World Civilizations Since 1500) prior to taking this course. Students who take this class as History course may not use or substitute the credits for International Studies.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

HIST 301 Historical Methods

credit(s): 3

An in-depth introduction to the discipline of History. While subject matter may vary by professor and semester, all sections will have in common the following topics: the history and philosophies of History; varieties of historical evidence (oral, archaeological, documentary); mechanics of historical writing; introduction to various interpretive frameworks and theories, with an emphasis on contemporary methods and issues. Students will complete library research and writing projects, demonstrate understanding of historical prose, citation, analysis and interpretation. It is highly recommended that this course be taken in the sophomore year in preparation for upper-division coursework.

HIST 302 The Ancient City

credit(s): 3

This course is a survey of the development of the city in the ancient world. Students will explore urban forms and processes as they are shaped by - and as they shape - their social, cultural, economic and physical contexts. The course will focus on representative urban centers of the ancient Near East, Egypt, and the Mediterranean world, tracing the evolution of ancient urbanism from the Near East to the classical worlds of Greece and Rome.

Fulfills the following degree requirement(s): VART - History, CLAS - Elective course, CLAS - Greek course, CLAS - Rome course, HIST - Pre-Modern Europe

Equivalent(s): VART 403

Prerequisite(s): HIST 101

The history of ancient Greece from the Bronze Age through the end of the fifth century BC, with special emphasis on the city of Athens and its political, social, and economic landscape during Classical Greece.

Restriction(s):

Prerequisite(s): HIST 101

The political, social, and cultural history of Greece and the Hellenistic World from 399 to 30 BC, from the death of Socrates to the death of Cleopatra. The course will focus particularly on the rise of Macedon as a Mediterranean power, the achievements of Alexander the Great, and the transformation of the eastern Mediterranean under the monarchies of the Hellenistic Period.

Restriction(s):

Prerequisite(s): HIST 101

The political, social and cultural history of Republican Rome from its legendary origins to the Battle of Actium and its de facto end in 31 BC. The course will focus closely on the factors leading to the Republic's successful rise as uncontested Mediterranean ruler as well as the internal political and social conflicts that brought the Republic crashing down to its ultimate fall. (Also offered through Gonzaga in Florence on an intermittent basis.)

Equivalent(s): ITAL 363

Restriction(s):

Prerequisite(s): HIST 101

The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the Principate in 27 BC to the decline of the Roman Empire in the west by the 5th century AD. Special focus in this course will be given to the workings of the Imperial system, daily life in Rome and the provinces, the rise of Christianity and the ultimate transformation of the empire.

Equivalent(s): ITAL 364

Prerequisite(s): HIST 101

This course examines the techniques and methods of classical archaeology as revealed through an examination of the major monuments and artifacts of Ancient Greece and its neighbors. Architecture, sculpture, vase and fresco painting, and the minor arts are all examined, from the Bronze Age through the Hellenistic period. We consider the nature of this

archaeological evidence, and the relationship of classical archaeology to other disciplines such as history, art history, and the classical languages.

Fulfills the following degree requirement(s): VART - History, CLAS - Elective course, CLAS - Greek course, HIST - Pre-Modern Europe

Equivalent(s): VART 404

Prerequisite(s): HIST 101

HIST 308 Archaeology of Ancient Rome credit(s): 3

This course examines the techniques and methods of classical archaeology as revealed through an examination of the major monuments and artifacts of ancient Rome and its neighbors. Architecture, sculpture, vase and fresco painting, and the minor arts are all examined, from the Early Iron Age through the Late Roman period. We consider the nature of this archaeological evidence, and the relationship of classical archaeology to other disciplines such as history, art history, and the classical languages.

Fulfills the following degree requirement(s): VART - History, CLAS - Elective course, CLAS - Rome course, HIST - Pre-Modern Europe

Equivalent(s): VART 405

Prerequisite(s): HIST 101

HIST 309 Italy: Homeland of the Romans credit(s): 3

This course focuses on history, culture, society, religion, art, architecture, literature and daily life of the Romans, from Rome's beginnings in myth and legend through its rise to the domination of the Mediterranean world, its violent conversion from a Republic to an Empire and the long success of that Empire until its collapse in the fifth century A.D. Gonzaga in Florence only.

Fulfills the following degree requirement(s): HIST - Modern Europe, HIST - Pre-Modern Europe

HIST 311 Medieval Europe credit(s): 3

Developments in the first flowering of Western European civilization, C.A.D. 500-1350, including feudalism, the rise of representative assemblies, the commercial revolution and the papal monarchy.

Fulfills the following degree requirement(s): HIST - Pre-Modern Europe

Equivalent(s): ITAL 366 Gonzaga in Florence only.

Restriction(s):

Must not be the following Class(es): Freshman

HIST 312 Renaissance Europe credit(s): 3

A history of western Europe circa 1350-1550, examining the political, religious, social, and economic context for the cultural achievements of the humanists, artists, dramatists, scientists, architects, and educators of the age of Joan of Arc, Michelangelo, the Tudors, and the Medici.

Fulfills the following degree requirement(s): HIST - Pre-Modern Europe, ITAL - upper division elec

Equivalent(s): ITAL 367

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

HIST 321 Irish History Since 1500 credit(s): 3

This course has two purposes: to provide a broad overview of the major historical developments in Ireland from the seventeenth century to the twentieth century, and to introduce students to the historiographical debates that shape the study of modern Irish history. We will read about and discuss pivotal moments in Irish history during this time period, trying to understand what the primary agents of historical change in the country were, and what variable factors might have allowed the country's history to follow a different path.

Equivalent(s): INST 383

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Prerequisite(s): HIST 102 or HIST 112

HIST 322 20th Century Northern Ireland credit(s): 3

This course explores the troubled history of Northern Ireland from the perspective of the two communities that live within it, as well as that of the British and Irish governments. It examines key events in Northern Ireland's recent history such as Bloody Sunday, internment, the murder of Lord Mountbatten, the hunger strikes, the Enniskillen and Omagh bombings, and the steps to the Peace Process. The course emphasizes how peace has been achieved in the wake of the "Troubles" as it examines whether the Good Friday Agreement can offer lessons to other conflict zones around the world.

Fulfills the following degree requirement(s): INST - Difference, HIST - Modern Europe

Equivalent(s): INST 348

Restriction(s):

Must not be the following Class(es): Freshman

HIST 323 Disunited Kingdom credit(s): 3

In this course, we will explore how Britain and Britishness are modern constructions. We will begin our analysis by studying the ancient and medieval connections between the nations we know today as England, Ireland, Scotland, and Wales, and then explore how the United Kingdom came into being. The latter part of the course will focus on how tension remains between these older national identities and a more modern sense of unified Britishness.

Equivalent(s): INST 386

HIST 329 Nazi Germany credit(s): 3

This course examines German politics and society during the Weimar and Nazi periods. Its main emphasis is the relationship between the German people, Adolf Hitler, and the Nazi Party, and the impact that Nazism had on German society and institutions. The course further emphasizes the Nazi regime's foreign policy objectives as well as its racial goals, each of which found their fullest expression during World War II and the Holocaust. As these extremes aspect of the Third Reich pose the central problems of modern European history, students who complete this course will become familiar with the documents and historiography that inform the history of the Nazi era.

Fulfills the following degree requirement(s): INST - European Studies, HIST - Modern Europe

Equivalent(s): INST 397

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): HIST 102 or HIST 112

HIST 330 The Holocaust credit(s): 3

A history of the Nazi genocide of the Jews in World War II, including its origins and historical context, the methods used by the Nazis to identify and exterminate victims, a study of the perpetrators, the reaction of the international community, and post-war historiography, interpretation and commemoration. Florence only.

Fulfills the following degree requirement(s): INST - European Studies, HIST - Modern Europe, INST - Interactions,

Prerequisite(s): HIST 102 or HIST 112 or HIST 102H or HIST 112H

HIST 331 World War II credit(s): 3

The causes, conduct and consequences of the Second World War.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - European Studies, HIST - Modern Europe,

HIST 334 Russia and USSR Since 1945 credit(s): 3

This course may be considered an autopsy on the Soviet empire. Its themes include: "developed" socialism under Stalin's successors; the rise and decline of the Soviet economy; the Cold War; the Soviet Union's nationalities issues; the impact of Gorbachev's reforms; and

the collapse of the USSR. The course will also consider the domestic and foreign policy challenges faced by Yeltsin and Putin after 1991.

Fulfills the following degree requirement(s): INST - European Studies, HIST - Modern Europe, INST - Interactions

Equivalent(s): INST 334

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): HIST 102 or HIST 112

HIST 335 Eastern Europe Since 1863 credit(s): 3

This course surveys the major political developments in central, eastern, and southeastern Europe from the mid-nineteenth century to the present. Its major themes include the collapse of the region's multinational empires, the creation of nation-states, World War II and the Holocaust, the Cold War, and the political challenges posed by democracy, nationalism, communism, and foreign domination.

Fulfills the following degree requirement(s): INST - European Studies, HIST - Modern Europe, INST - Interactions

Prerequisite(s): HIST 102 or HIST 112

HIST 336 History of Food credit(s): 3

What historical processes have determined how Italians (and others) eat today? What role does food production and consumption play in history? This course is an investigation of humans in the Mediterranean and the food they eat and cultivate, and it will help us understand that the food we eat is the product of a historical process. Gonzaga in Florence only.

HIST 337 The Stalin Era credit(s): 3

This course focuses on the dictatorship of Josef Stalin from the late 1920s until his death in 1953. Its main topics include: Stalin's consolidation of personal rule; the impact of crash industrialization and agricultural collectivization; Stalinist terror; the Soviet experience in World War II; the worldwide influence of the Soviet model after the war; and the legacy of Stalinism in Russia.

Fulfills the following degree requirement(s): HIST - Modern Europe

Equivalent(s): INST 337

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): HIST 102 or HIST 112

HIST 338 Fascist Italy credit(s): 3

Italian history from 1918 to 1945, including an examination of social and economic conditions in post-World War Italy, rise of the Fascist Party, the role of Benito Mussolini, the nature of Fascist government in Italy, Italian imperialism under Mussolini, and the part played by Italy as an ally with Hitler's Germany. Offered through Gonzaga in Florence on an intermittent basis.

Fulfills the following degree requirement(s): INST - European Studies, HIST - Modern Europe, ITAL - upper division elec

Equivalent(s): INST 391

Prerequisite(s): HIST 102 or HIST 112

HIST 339 Modern France: 1789 to Present credit(s): 3

Since the late eighteenth century, the French have experimented with a multitude of political arrangements, from absolute monarchy to radical utopian visions of socialism. In this light, modern France might be imagined to have been a political laboratory, providing inspiration (or dread) for much of the rest of Europe. Beginning with the revolution of 1789, this course will explore the political volatility experienced in France over the next two centuries.

Fulfills the following degree requirement(s): HIST - Modern Europe

Prerequisite(s): HIST 102

HIST 340 The Cold War credit(s): 3

The focus of this course is the ideological and geopolitical confrontation between the superpowers that shaped the second half of the twentieth century. The course analyzes the origins of the Cold War, its global manifestations in Europe and the "Third World," as well as the effects of the Cold War on American and Soviet societies and cultures.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - European Studies, HIST - U.S. History, HIST - Modern Europe

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): HIST 102 or HIST 112 or HIST 202

HIST 341 African Nationalism credit(s): 3

This course will examine closely African countries' internal histories as they transitioned from colony to nation from the 1940s through the 1990s. While not ignoring the roles played by colonial masters and indigenous elites, the heart of the course will explore how ordinary men and women shaped these processes.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

Restriction(s):

Must not be the following Class(es): Freshman

HIST 342 African History through Film credit(s): 3

This course explores African history by examining the roles that Africans have played historically as creators, audiences, and subjects of films. Using both film studies and African studies concepts, the course interrogates African film as both artifacts and interpretations of the past.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

HIST 343 Colonial Africa credit(s): 3

This course examines the colonial period through the lived realities of Africans themselves. In particular, it considers the ways in which African and colonial systems of economics, politics, gender, and community were brought into dynamic tension during the decades of colonial rule.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

Equivalent(s): INST 363

HIST 344 African Health and Healing credit(s): 3

This class interrogates how African understandings of health and practices of healing transformed from the precolonial through the post-independence periods. In particular, we will study the interrelationship between health and politics in African thought, the integration of western biomedicine into African systems of healing, and the changing disease landscape of capitalism, colonialism, and globalization.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

Equivalent(s): INST 364

Restriction(s):

Must not be the following Class(es): Freshman

HIST 345 African Environmental History credit(s): 3

This course explores the long-term history of Africans' dynamic interactions with their environments by interrogating how African environmental realities and Africans' conceptions of the environment shaped broader political, social and economic histories. Beginning in the precolonial period, we will trace how climatic variation, political and economic changes in the

colonial period, and post-independence priorities transformed Africans' relationships with their environments.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

Equivalent(s): ENVS 343, **Equivalent(s):** INST 341

Restriction(s):

Must not be the following Class(es): Freshman

HIST 350 The City in American History credit(s): 3

How, when, and why did cities in America develop where they did? How do physical form and institutions vary from city to city and how are these differences significant? This course will explore these and other questions while emphasizing twentieth-century American cities. We will examine urban populations, city culture, crime, municipal politics, and sustainability.

Fulfills the following degree requirement(s): HIST - U.S. History

Restriction(s):

Must not be the following Class(es): Freshman

HIST 351 Coming to America credit(s): 3

Immigration, race, and ethnicity in American History. We will discuss the factors that impelled our ancestors to leave the "Old Country" and the "New World" features that made it attractive. Where did they settle? How were they received? While considering ethnic identity, religion, assimilation, community, citizenship, work, gender, class, nativism, and exclusion, we will discover why it is important that we study not only our own roots, but also the background of others in this polyethnic nation.

Fulfills the following degree requirement(s): HIST - U.S. History

Equivalent(s): SOSJ 347

HIST 352 The Early American Republic credit(s): 3

This course examines the critical period of the young United States from the American Revolution until approximately 1850. Topics covered include: immigration, expansion, nationalism, conceptions of race and ethnicity, labor, slavery, gender, reform movements, industrialization, Native American/U.S. relations, popular democracy and religion. All of these will be considered in light of the processes by which the United States began to cohere as a nation both politically and culturally.

Fulfills the following degree requirement(s): HIST - U.S. History

HIST 353 US Civil War and Reconstruction credit(s): 3

Although this class will center around the American Civil War (1861-1865), it will even more so be a history of the United States from approximately 1820 through 1880, in order to effectively place the war in its appropriate historical contexts of the political, economic, social, and cultural history of the mid-nineteenth century. This course will examine the nature and creation of regional distinctiveness in the United States, the centrality of race and slavery to the nation, the causes of disunion, the nature and character of the Civil War which followed, the war's diverse effects on the whole American populace, the nation's attempt at reconstruction, and the war's legacies that still inform our nation today.

Fulfills the following degree requirement(s): HIST - U.S. History

HIST 354 American Latina/o History credit(s): 3

An introduction to the history of American Latina/a communities from the nineteenth-century wars that brought northern Mexico, Cuba, and Puerto Rico under U.S. control; through the first major waves of immigration that brought Mexicans and other Latinas/as to the U.S.; through multiple generations of hardship, cultural transformation, and political mobilization; and finally to the issues and challenges of the early twenty-first century. Themes and topics include military conquest and resistance, immigration, discrimination and segregation, labor and migration, community formation, gender and sexuality, military service, religious faith and activism, civil rights activism, the farmworker movement, cultural nationalism, the evolution of diverse Latinx

identities, and the overarching context of U.S. relations with Latin America.

Fulfills the following degree requirement(s): HIST - U.S. History

HIST 355 The American West credit(s): 3

An introduction to the history of the region. The course offers an overview of regional settlement, cultural diversity, social relations, economic development, urban growth, and politics. The course also explores the meaning of the West to the nation through the work of writers and filmmakers.

Fulfills the following degree requirement(s): HIST - U.S. History

HIST 358 African American History credit(s): 3

This course explores the lives and experiences of African-Americans from the colonial era to the present. It focuses on communities, values, and traditions of redress that sustained these citizens, workers, parents, children, and activists.

Fulfills the following degree requirement(s): HIST - U.S. History, SOSJ - Block B

Equivalent(s): SOSJ 326

HIST 359 Indigenous Early America credit(s): 3

This course will explore the history of Early America through Indigenous perspectives. It will consider the rich and diverse histories of North American tribes, analyze their varied responses to the processes of colonization, and connect these legacies to the present. Topics discussed include political engagement, commodities exchange, resource competition, religious encounters, gender roles, slavery, and racialization. Lectures, discussions, activities, and research will challenge students to re-imagine colonial North America as Native America by centering Indigenous actors.

Fulfills the following degree requirement(s): HIST - U.S. History, NTAS - elective

Equivalent(s): NTAS 359

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

HIST 360 Pacific Northwest History credit(s): 3

The social, economic, political, and cultural development of the Pacific Northwest from the late eighteenth century to the present. The primary geographical focus is on Washington, Oregon, and Idaho. The course focuses on three overarching themes: the region's social and cultural diversity, competition over the region's natural resources, and the development of regional identity.

Fulfills the following degree requirement(s): HIST - U.S. History

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

HIST 361 Post-WWII Presidency credit(s): 3

The post-1945 presidency evolved and changed drastically as consequence of domestic and foreign events and ideology. We will examine the powers and limitations of the post-1945 U.S. presidents in both foreign and domestic affairs. We will assess their relationships with Congress, the American people, the press, and other nations, and we will explore presidential power, agenda, persuasion, secrecy, and character.

Fulfills the following degree requirement(s): HIST - U.S. History

HIST 362 U.S. Foreign Policy Since 1945 credit(s): 3

HIST 362 will examine the United States' foreign policies formulated and implemented after World War II, during and immediately after the Cold War, and in the post-9/11 era. We will discuss NATO and our relationship with the European nations and evaluate U.S. policies in Asia, particularly our actions in Vietnam and our relationship with China. We will also assess the U.S. role in Latin America and Africa, and diplomacy and conflict in the Middle East.

Restriction(s):

Must not be the following Class(es): Freshman

HIST 363 Women in United States History credit(s): 3

Explores the history of American women from the colonial era to the present and investigates women's economic and political lives and social contributions through suffrage, reform, civil rights, feminism, and more. The class also explores gender roles and the ways that race, class, politics, national origin, and the passage of time alter those expectations.

Fulfills the following degree requirement(s): HIST - U.S. History

Equivalent(s): WGST 330

Restriction(s):

Must not be the following Class(es): Freshman

HIST 364 Public History credit(s): 3

Why are people drawn to the past? When they go searching for it, where do they go, and what do they find? What should they find? This course examines the practice and politics of "public history." As we will see, public historians work as museum curators, historic preservationists, historic site interpreters, archivists, film consultants, writers, and editors. In these and other roles, public historians help individuals and organizations recognize, contend with, and learn from the complexities of the past. Through weekly readings, site visits, guest speakers, and hands-on project experience, this course will introduce students to the challenges and rewards that accompany engagement with - and employment within - the field of Public History.

Fulfills the following degree requirement(s): HIST - U.S. History

HIST 365 Environmental History credit(s): 3

In examining the dynamic relationship between humans and their environment over time, this course explores how nature affects cultural responses and how humans, in turn, have shaped the world around them. Employing a multidisciplinary approach this course draws upon ecological, historical, economic, or political analysis to illuminate the varied relationships between people and place.

Fulfills the following degree requirement(s): HIST - U.S. History

Equivalent(s): ENVS 353

Restriction(s):

Must not be the following Class(es): Freshman

HIST 366 American Cultures and Ideas credit(s): 3

This course will examine American history through an exploration of its culture. Throughout this course we will work towards defining what culture is, how it shapes expectations and assumption, how it motivates human actions and interactions, and how it is bound by time and place. Each student's ability to critically read cultural sources from an appropriately historical frame of reference will be tested in a variety of assignments, including weekly readings, writing assignments, and active class participation.

Fulfills the following degree requirement(s): VART - History

Equivalent(s): VART 406

HIST 367 Rights Justice and US Citizenship credit(s): 3

This course explores the history of citizenship in the United States from its founding in the Revolutionary era to the present. We will examine how and why the rights and obligations of citizenship have changed over time. We will also consider philosophical and theoretical frameworks involved in building and in understanding citizenship. And, significantly, we will explore the ways that Americans worked to democratize institutions that treated citizens differently because of race, ethnicity, class, national origin, or gender. This course is geared towards students interested in history, law, politics, ethnic studies, women's studies, and social movements.

Fulfills the following degree requirement(s): HIST - U.S. History, SOSJ - Block C

Equivalent(s): SOSJ 341

Restriction(s):

Must not be the following Class(es): Freshman

credit(s): 3

Fulfills the following degree requirement(s): HIST - U.S. History, INST - Interactions

Equivalent(s): INST 356

credit(s): 3

Fulfills the following degree requirement(s): HIST - U.S. History

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

This course seeks to give students an understanding of the history and culture of pre-modern China, Japan, Korea, and Vietnam. After exploring the historical roots of Confucianism, Daoism and Buddhism in China, students will examine the ways in which these foundational philosophies helped form social, cultural, and political institutions in China and its neighbors. Students will also focus attention on the historical emergence of the Chinese imperial system, and its greatest pre-modern exemplars, the Qin, Han and T'ang dynasties. Not limiting the focus to China alone, students will also explore how the concept of China as the "middle kingdom" influenced the language, religion and political developments in Japan and Korea, leading to an authentic "macro-culture" in East Asia. The course will finish with a discussion of samurai culture and an analysis of how the Mongol conquests of Central and East Asia transformed the region, taking students to the threshold of the early modern period in Asia. It is desired, but not required, that students take HIST 112 prior to this course.

Fulfills the following degree requirement(s): INST - Asian Studies content, HIST - Non-West/Dev Area

Equivalent(s): INST 370

Restriction(s):

Must not be the following Class(es): Freshman

credit(s): 3

This course brings together the histories of Asia, the Americas, and Oceania since the 18th century by examining how human migration in and throughout the Pacific region shaped and reshaped it over time. Investigating sojourners, merchants, laborers, soldiers, imperial administrators, colonial subjects, women, and business elites allows us to understand changes in economic exchange, political influence, geographic knowledge, racial beliefs, the rise and fall of empires, and the era of globalization.

Equivalent(s): INST 303

Restriction(s):

Must not be the following Class(es): Freshman

credit(s): 3

This course is an in-depth study of China during the revolutionary twentieth century, focused upon the career of People's Republic of China Chairman Mao Zedong. In addition to analyzing the political, economic, social, and cultural developments of post-imperial China, the course takes a look at the theory of revolution, and examines China's historical development in the

context of imperialism, post colonialism, and international Marxist revolution. It is desired, but not required, that students take HIST 112 prior to this course.

Fulfills the following degree requirement(s): INST - Asian Studies content, HIST - Non-West/Dev Area

HIST 375 Modern East Asian Civilization credit(s): 3

This course is a focused integrated survey of East Asian civilization since the Late Ming period of China (c. 1600 A.D.). Using the standard interpretive categories of politics, economics, society, and culture, the course will explore the historical inter-relationships between the rise of the Manchu (Qing) Dynasty and the unification of Japan; the historical inter-relationships between East Asian societies and western commercial expansion, including overseas missions to China and Japan; the explosion of western imperialism in the nineteenth century, including the Opium War and Taiping Rebellion; Japanese imperialism in China and Korea; the historical inter-relationships between Chinese communism and Japanese militarism; East Asia in the Cold War, and the pop-cultural influence on East Asia on the modern west. Students who take this course for International Studies credit will be required to do an extra writing assignment that integrates the material of this course with their International Studies focus. It is desired but not required that students will have taken History 112 (World Civilizations 1500 - Present) prior to taking this course.

Fulfills the following degree requirement(s): INST - Asian Studies content, HIST - Non-West/Dev Area, INST - Interactions

Restriction(s):

Must not be the following Class(es): Freshman

HIST 376 Tokugawa Japan credit(s): 3

This course is an in-depth study of Japan's "early modern" period, covering the years of the Tokugawa Shogunate (1603-1868). In addition to analyzing the political, economic, social, and cultural developments of Japan's centralized feudal period, the course takes a look at the theory of modernity and examines Japan's historical development in the context of modernization.

Fulfills the following degree requirement(s): INST - Asian Studies content, HIST - Non-West/Dev Area

Restriction(s):

Must not be the following Class(es): Freshman

HIST 378 Zen Modernity and Counterculture credit(s): 3

This course is an in-depth study of the historical relationship between modern Japanese Zen Buddhism and the American counter-culture of the post WWII period. Through readings and discussions of a number of religious, literary and historical works, the course explores the degree to which the modern "reinvention" of an ancient Japanese religious tradition has influenced, and continues to influence western popular culture.

Fulfills the following degree requirement(s): INST - Asian Studies content, HIST - Non-West/Dev Area

Restriction(s):

Must be the following Class(es): Freshman

HIST 379 Technology and Human World credit(s): 3

This course will provide a comprehensive survey of the development of science and technology in the context of world history and will invite students to take part in a critical engagement of the mutually productive qualities of history and technology in a context of modernization. Fall, odd years.

HIST 380 Colonial Latin America credit(s): 3

A survey of colonial Latin America that examines the contact, conflict, and accommodation

among Europeans, Native Americans, and Africans that shaped colonial Latin America. Fulfills the following degree requirement(s): HIST - Non-West/Dev Area, INST - Interactions, INST - Latin American Studies, Fulfills the following degree requireme

Equivalent(s): INST 372, **Equivalent(s):** NTAS 341

HIST 381 Modern Latin America

credit(s): 3

A general introduction to the history of the former colonies of Spain and Portugal in the Western Hemisphere. Topics include the rise of caudillos, rural developments, the emergence of liberal economic development, populism, banana republics, dictatorships, dirty wars, Marxist revolution, and contemporary predicaments.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area, INST - Interactions, INST - Latin American Studies

Equivalent(s): INST 394

Restriction(s):

Must not be the following Class(es): Freshman

HIST 382 Revolutions in Mod Latin America

credit(s): 3

This course examines the origins, emergence, process, and consequences of major Latin American social and political revolutions in the twentieth century. It will investigate a variety of types of revolutions including different urban and rural movements, as well as groups that sought radical change from high politics to the grass roots level.

Fulfills the following degree requirement(s): INST - Difference, HIST - Non-West/Dev Area, INST - Latin American Studies

Equivalent(s): INST 369

Restriction(s):

Must not be the following Class(es): Freshman

HIST 383 Mexico

credit(s): 3

A survey of Mexican history from the Aztec wars to the present.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area, INST - Latin American Studies

Equivalent(s): INST 377

Restriction(s):

Must not be the following Class(es): Freshman

HIST 384 Women in Colonial Latin America

credit(s): 3

This course will investigate the lives of women in both the pre-contact and post-conquest societies. The first part of the course concentrates on the activities of women, and their role in society, among the Aztecs, Inca, and Pueblo civilizations. The course will follow with the study of their experiences after the Spanish Conquest. The final section of the course will cover the variety of women, ranging from wealthy Spanish women, established nuns, marginal mystics, Indian leaders, and African women, and their experiences in the Spanish colonies. In class, students will learn about and discuss the various gender systems which operated in different periods, and how these systems shaped women's lives as women shaped the systems themselves.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area, INST - Latin American Studies

Equivalent(s): WGST 331

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

HIST 390	Topics in History	credit(s): 1-3
Course repeatable for 12 credit(s).		
Selected historical topics of current and special interest.		
Restriction(s):		
Must be the following Class(es): Junior, Senior, Sophomore		
HIST 391	Topics: Pre-Modern Europe	credit(s): 1-3
Course repeatable for 9 credit(s).		
Selected historical topics of current and special interest.		
Fulfills the following degree requirement(s): HIST - Pre-Modern Europe		
Restriction(s):		
Must be the following Class(es): Junior, Senior, Sophomore		
HIST 392	Topics: Modern Europe	credit(s): 1-3
Course repeatable for 9 credit(s).		
Selected historical topics of current and special interest.		
Fulfills the following degree requirement(s): HIST - Modern Europe, Core: Writing Enriched		
HIST 393	Topics: Non-Western	credit(s): 1-3
Course repeatable for 9 credit(s).		
Selected historical topics of current and special interest.		
Fulfills the following degree requirement(s): HIST - Non-West/Dev Area		
HIST 394	Topics: U.S. History	credit(s): 1-3
Course repeatable for 9 credit(s).		
Selected historical topics of current and special interest.		
Fulfills the following degree requirement(s): HIST - U.S. History		
HIST 395	Topics: History (Study Abroad)	credit(s): 1-5
Course repeatable for 18 credit(s).		
Selected historical topics of current and special interest.		
HIST 396	Topics in History	credit(s): 1-9
Course repeatable for 9 credit(s).		
Selected historical topics of current and special interest.		
HIST 398	Topics in History	credit(s): 1-3
Course repeatable for 9 credit(s).		
Selected historical topics of current and special interest.		
Restriction(s):		
Must be the following Class(es): Junior, Senior		
HIST 399	Topics in History	credit(s): 1-3
Course repeatable for 9 credit(s).		
Selected historical topics of current and special interest.		
HIST 401	Senior Thesis/Seminar	credit(s): 3
The History capstone course, designed as a discussion seminar for majors. General discussion topics and assignments vary by instructor and term, but all will develop student understanding of the methods, historiography, and skills of contemporary historical practice. Students will demonstrate their mastery of the discipline in course discussion, assignments, peer review, and research of a topic chosen by the student in consultation with the instructor to produce a thesis project using relevant primary and secondary sources.		
Prerequisite(s): HIST 301		
HIST 402	Asian History Summation Project	credit(s): 0
Students seeking to earn a minor in Asian History must complete a minor summation project and submit the project to the professor on record. The project can be, but is not limited to, a revised research paper or presentation from a course taken to fulfill minor requirements.		
Restriction(s):		
Must be in the following Major(s): Asian History		

HIST 403 Latin America History Summation Project credit(s): 0

Students seeking to earn a minor in Latin American History must complete a minor summation project and submit the project to the professor on record. The project can be, but is not limited to, a revised research paper or presentation from a course taken to fulfill minor requirements.

Restriction(s):

Must be in the following Major(s): Latin American History

HIST 404 Race and Ethnic Communities Summation Project credit(s): 0

Students seeking to earn a minor in the History of Race and Ethnic Communities must complete a minor summation project and submit the project to the professor on record. The project can be, but is not limited to, a revised research paper or presentation from a course taken to fulfill minor requirements.

Restriction(s):

Must be in the following Major(s): Hist: Race & Ethnic Community

HIST 405 General History Summation Project credit(s): 0

Students seeking to earn a minor in History must complete a minor summation project and submit the project to the professor on record. The project can be, but is not limited to, a revised research paper or presentation from a course taken to fulfill minor requirements.

Restriction(s):

Must be in the following Major(s): History

HIST 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world"? by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

HIST 490 Directed Reading and Research credit(s): 1-3

Course repeatable for 12 credit(s).

Topic to be determined by faculty.

HIST 497 Internship credit(s): 0-6

Course repeatable for 6 credit(s).

Students will apply historical methods and analytical skills at a non-profit or for-profit site such as a museum, archive, preservation office, government office, or other research or historical site. Instructor permission required to register.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

HIST 498 Advanced Historical Writing credit(s): 1

This course is designed for students who have taken HIST 301 and who wish to improve their historical and writing skills by continuing work on their research papers.

Prerequisite(s): HIST 301

HIST 499 Thesis credit(s): 0

In exceptional cases, this course may be taken in lieu of HIST 401 by students with honor-level grade point averages, course work, and the permission of the Department of History.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): History

Must be the following Class(es): Senior

Information Technology & Society

Director: R. Bryant

Information and the technology that processes and stores it are of central importance in today's society. The Information Technology and Society courses at Gonzaga University provide students with the necessary skills, concepts and competencies to utilize information effectively in their careers. The courses in Information Technology and Society are designed to enhance the studies of students in all liberal arts disciplines. Technology is constantly changing at a rapid pace, and in order to stay abreast of the changes, individuals need to understand the underlying foundation of how information is organized and how the devices that access the information work. Due to the constant development of new devices and applications, society's rules and laws often lag behind dealing with ramifications of these changes. The Information Technology and Society courses examine these ramifications along with the ethical and social implications of digital technology innovations across many disciplines. Coupled with the discipline specific knowledge, information technology capabilities are integral to a fully educated citizen today.

Courses:

ITEC	101	Fluency in Information Tech	credit(s): 3

Introduces skills, concepts and capabilities necessary to effectively use information technology. Students will become fluent with information technology through coverage of basic underlying concepts and use of common applications. Concepts will include the building blocks of computer systems and software, as well as historical perspectives and social implications of information technology.

ITEC 102 Digital Technology and Society credit(s): 3

This course covers the impacts of digital technologies on society. How the digital universe works from bits to the web, along with how it may affect the individual are examined. Issues related to all disciplines such as privacy, security, and how information is produced and consumed are studied. Emphasis is placed upon how to think critically about the digital information world.

ITEC 193 FYS credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course

highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

ITEC 201 History and Technology in a Digital Age credit(s): 3

Historical foundations of modern computing technology are covered. Topics include the technological and functional underpinnings of digital computer systems. Also examined are the societal impacts of computing and computing technology, information technology, and communication technology

ITEC 211 Algorithmic Art credit(s): 3

Algorithmic Art sits at the intersection of mathematics, programming, algorithms, and art. The primary goal of the course is to teach computational thinking to liberal arts students. Student motivation is achieved by presenting programming and math concepts in the context of the visual arts. The assignments use the programming environment called Processing which was developed specifically for visual artists.

Equivalent(s): CPSC 211

ITEC 212 Computational Modeling credit(s): 3

This course introduces students to the modeling process and computer simulations. It considers two major approaches: system dynamics models and cellular automation simulations. A variety of software tools will be explored. Applications will be chosen from ecology, medicine, chemistry, biology, and others.

Equivalent(s): CPSC 212

ITEC 280 Special Topics credit(s): 0-6

Course repeatable 2 time.

ITEC 497 Internship credit(s): 0-6

Course repeatable 2 time.

Work experience directly related to the student's Information Technology. Internship requires completion of an application form, a 3.00 GPA and permission from department. Zagweb registration is not available. Fall, Spring and Summer.

Integrated Media

Chairperson: Susan English

Associate Professors: S. English, R. Lyons, S.J., C. McMahon

Assistant Professors: D. Gracon, M. McCormick

Senior Lecturer: J. Kafentzis

Lecturer: J. Collett

The department offers three majors and four minors:

Bachelor of Arts, Broadcast and Electronic Media Studies major

Bachelor of Arts, Journalism major

Bachelor of Arts, Public Relations major

Minor in Broadcast and Electronic Media Studies

Minor in Journalism

Minor in Public Relations, Minor in Visual Literacy

Gonzaga's Integrated Media Department weaves the related disciplines of Journalism, Broadcast and Electronic Media Studies and Public Relations into an environment where students can learn and hone their writing, interviewing, strategic communications and technological skills while specializing in a path that becomes a bridge to a career or to further scholarship in graduate school.

The Integrated Media Department offers majors and minors in Broadcast and Electronic Media Studies, Journalism and Public Relations within the College of Arts and Sciences. The department also offers an interdisciplinary Visual Literacy minor.

The Integrated Media programs strive to guide students toward academic excellence and tangible career goals. The curriculum reflects the Jesuit Catholic character and liberal arts tradition of Gonzaga.

Students have many opportunities to develop and experiment with storytelling and strategic communication techniques using multiple platforms and methods, learning through the lens of social justice and Ignatian pedagogy.

The coursework in Integrated Media programs balances development of the

skills and use of technology required of professionals with philosophical grounding in ethical and proficient communications.

In addition to coursework in traditional classroom settings, students engage in hands-on work in computer labs equipped with software applications that allow students to experience a contemporary news and video-editing environment.

Students further polish the tools of skillful and responsible communication through internships in professional environments, for which academic credit is available.

Campus media outlets that include GUTV and KAGU, Gonzaga's television and radio stations, and The Gonzaga Bulletin (gonzagabulletin.com), the student newspaper, offer opportunities for students to hone media skills learned in the classroom. In addition, stories created for these media entities become substantial portfolio pieces for applications to graduate schools and for internships and employment.

Experiential learning in the broadcast, journalism and public relations arenas are hallmarks of the department.

Bachelor of Arts degrees are offered in these areas:

1. Broadcast and Electronic Media Studies
2. Journalism
3. Public Relations

Integrated Media Department foundation course work:

Majors within the Integrated Media Department are required to complete the Integrated Media foundation course work:

<u>INMD 101</u> Media Literacy	3 credits
<u>INMD 360</u> Media Law	3 credits

Minors within the Integrated Media Department are required to complete the Integrated Media foundation course work:

INMD 101 Media Literacy 3 credits

*Note: No upper-division courses except INMD 360 may be applied to two

separate majors and/or minors within the Integrated Media Department without approval of the Department Chair.

Broadcast and Electronic Media Studies

Director: S. English

The Broadcast and Electronic Media Studies Program provides students with the worldview and skills necessary for creative and responsible work in the television and radio industries. Broadcasting majors and minors learn to emphasize work that makes a positive difference in their communities and the broader world.

To master their technical skills, students put on a series of live shows that air on GUTV and are posted on its YouTube channel (<https://www.youtube.com/user/GUTVondemand>). Students engage in all aspects of the creation and production of these shows, including on-air roles, camera work, directing, mixing audio, using field cameras and non-linear editing.

Internships in broadcasting-centric workplaces allow students to transfer knowledge and experience acquired in classes to the professional world. Each semester, Spokane-area television and radio news organizations invite our students to work alongside professionals in a range of appropriate roles. University credits are available for internships.

B.A. Major in Broadcast and Electronic Media Studies: 36 Credits

Lower Division

<u>INMD 101</u> Media Literacy	3 credits
<u>BRCO 203</u> Fundamentals of Television Production	3 credits
<u>BRCO 204</u> Fundamentals of Audio Production	3 credits

Upper Division

<u>INMD 360</u> Media Law	3 credits

Minor in Broadcast and Electronic Media Studies: 21 Credits

BRCO 204 Fund of Audio Production credit(s): 3
 A practicum dealing with the technical aspects of radio management, programming, and production. Emphasis will be placed on the mastering of all operational procedures. Lab fee. Fall and Spring.
Corequisite(s): BRCO 204L
Prerequisite(s): INMD 101

BRCO 204L Fund of Audio Production Lab credit(s): 0
 See BRCO 204 for course description.
Corequisite(s): BRCO 204

BRCO 303 Intermediate TV Production credit(s): 3
 An application of the technical and aesthetic aspects of electronic news gathering and production. The class provides experience as camera operators, videotape editors, writers, and performers. Students are required to achieve a basic level of competency with digital cameras, and become proficient in non-linear editing techniques. Lab fee. Fall and Spring.
Prerequisite(s): BRCO 203 and BRCO 204

BRCO 303L Intermediate TV Production Lab credit(s): 0
 See BRCO 303 for course description.
Corequisite(s): BRCO 303

BRCO 307 Writing with Sights and Sounds credit(s): 3
 Students develop creative writing skills for telling stories with the languages of aural and visual media. Traditional media of radio and television are the foundations, but new forms of Internet communications will be studied.
Prerequisite(s): INMD 101

BRCO 320 Image Communication credit(s): 3
 A study of the fundamental elements of image communication and examination of contemporary image expression as found in film, television, and print. Fall and Spring.
Prerequisite(s): INMD 101

BRCO 370 Broadcast Journalism credit(s): 3
 Planning, reporting, and practice in gathering information and covering news for radio and television. May include depth reporting and documentaries. Fall.
Prerequisite(s): BRCO 303

BRCO 390 Directed Study credit(s): 1-6
 Course repeatable for 6 credit(s) total.
 Topic to be determined by faculty.

BRCO 432 Core Integration Seminar: credit(s): 3
 The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.
 Fulfills the following degree requirement(s): Core: Core Integration Seminar
Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

BRCO 450 Advanced Audio Production credit(s): 3
 Organization, preparation, production of audio for a variety of media. Study of recording, mixing and editing of audio elements.
Corequisite(s): BRCO 450L
Prerequisite(s): BRCO 204

BRCO 450L Advanced Audio Production Lab **credit(s): 0**
 See BRCO 450 for course description.
Corequisite(s): BRCO 450

BRCO 469 Advanced TV Production **credit(s): 3**
 Organization, preparation, and production of programs for telecast. Students generate a variety of live-streamed shows, a talk show, and a comedy show, and are responsible for all aspects of each production. Lab fee. Spring.
Restriction(s):
 Must be the following Class(es): Junior, Senior
Prerequisite(s): BRCO 303 and BRCO 370 (or concurrent)

BRCO 469L Advanced TV Production Lab **credit(s): 0**
 Course repeatable 2 time(s).
 See BRCO 469 for course description.
Corequisite(s): BRCO 469

BRCO 470 Broadcast Leadership **credit(s): 3**
 Students will be exposed to media leadership and management situations which deal with day-to-day decision-making, staffing, departmental structures, human resources, accountability, research and strategic planning. Spring.
Restriction(s):
 Must be the following Class(es): Junior, Senior
Prerequisite(s): BRCO 303 (or concurrent) or JOUR 310 or PRLS 310

BRCO 475 Advanced Producing **credit(s): 3**
 Course repeatable for 6 credit(s) total.
 Course topic to be determined by the instructor.
Prerequisite(s): BRCO 469

BRCO 481 TV and Social Justice **credit(s): 3**
 Examines the application of this powerful medium toward improving the human condition. Students study examples of this concept in today's media, then use their own analytical and production skills to improve the condition locally. Spring.
Restriction(s):
 Must be the following Class(es): Junior, Senior
Prerequisite(s): BRCO 469 (or concurrent)

BRCO 482 Remote Video Production **credit(s): 3**
 Provides advanced experience in scripting, producing, directing, and editing televised field events. Examples include baseball games and theatre productions. Lab fee.
Corequisite(s): BRCO 482L
Prerequisite(s): BRCO 203

BRCO 482L Remote Video Production Lab **credit(s): 0**
 See BRCO 482 for course description.
Corequisite(s): BRCO 482

BRCO 483 Adv Non-Linear Editing **credit(s): 3**
 Students are introduced to state-of-the-art digital editing and learn how the technology is utilized in the industry.
Prerequisite(s): BRCO 303

BRCO 484 Seminar in Live Television **credit(s): 3**
 Allows students considering a career in live television to specialize in roles of anchor, reporter, producer or director. Lab fee.
Corequisite(s): BRCO 484L
Prerequisite(s): BRCO 469

BRCO 484L Seminar Lab **credit(s): 0**
 See BRCO 484 for course description.
Corequisite(s): BRCO 484

BRCO 485 Seminar in Broadcasting **credit(s): 3**
 Students take on more challenging leadership roles in GUTV broadcasts and post-production by assuming the roles of executive producers and directors, and project coordinators.
Restriction(s):
 Must be in the following Major(s): Broadcast and Elect Media
Prerequisite(s): BRCO 469

BRCO 486 Applied Radio Production **credit(s): 3**
 Course repeatable for 12 credit(s).
 Students work with the latest audio production technologies to examine the current state of the radio industry and to participate in creation of radio programming on KAGU.
Corequisite(s): BRCO 486L
Prerequisite(s): BRCO 204

BRCO 486L Applied Radio Lab **credit(s): 0**
 See BRCO 486 for course description.
Corequisite(s): BRCO 486

BRCO 491 Directed Studies **credit(s): 0-6**
 Topic to be determined by instructor.
Restriction(s):
 Must be in the following Major(s): Broadcast and Electronic Media
 Must be the following Class(es): Junior, Senior

BRCO 492 Independent Studies **credit(s): 1-3**
 Topic to be determined by instructor.
Restriction(s):
 Must be in the following Major(s): Broadcast and Electronic Media
 Must be the following Class(es): Junior, Senior

BRCO 494 Special Project **credit(s): 1-6**
 Topic to be determined by instructor.
Restriction(s):
 Must be in the following Major(s): Broadcast and Electronic Media
 Must be the following Class(es): Junior, Senior
Prerequisite(s): BRCO 303

BRCO 497 Broadcast Internship **credit(s): 0-6**
 Pre-professional experience in the environment of a commercial or public radio or television facility. Fall, Spring, and Summer.
Restriction(s):
 Must be in the following Major(s): Broadcast and Electronic Media
 Must be the following Class(es): Junior, Senior
Prerequisite(s): BRCO 303 or BRCO 370

BRCO 499 Capstone **credit(s): 0**
 Comprehensive evaluation of capstone project. Spring.
Restriction(s):
 Must be in the following Major(s): Broadcast and Electronic Media
 Must be the following Class(es): Senior

Journalism

Director: S. English

The Journalism Program cultivates students' interests and techniques in gathering information through research and interviews, and writing for the array of media platforms. Emphasis is placed on the role and responsibilities of journalism within the context of civic and political participation, and the social justice awareness rooted in the University mission. Courses in journalism history, media law and ethics, and press theory form the philosophical foundation for the major and minor. Journalism students, in their work, focus on issues of civic and cultural importance with a traditional news stance, but there are ample opportunities for experimentation with the styles of journalism appropriate for magazines, publications with a literary bent, and emerging Internet and social media platforms. Students also hone their visual storytelling skills in courses such as photojournalism and emerging media.

Students pursuing a major or minor in journalism choose from an array of elective courses, including literary journalism, news leadership, media ethics, documentary filmmaking, and sports media.

Most Gonzaga journalism students work for the weekly student newspaper, The Gonzaga Bulletin (gonzagabulletin.com), as writers, editors or photojournalists. Credit toward the Journalism major and minor is available, as well as a stipend for editors, staff writers and photojournalists.

Many journalism students garner journalistic experience in the professional environment through internships, for which academic credit is also available.

B.A. Major in Journalism: 39 Credits

Lower Division

<u>INMD 101</u> Media Literacy	3 credits
<u>JOUR 110</u> Journalistic Writing	3 credits
<u>JOUR 210</u> Civic Journalism	3 credits

<u>JOUR 220</u> Student Media Writing Lab	1 credit
<u>JOUR 230</u> Student Media Editing Lab	1 credit
<u>JOUR 270</u> Photojournalism	3 credits
<u>JOUR 280</u> Design and Editing	3 credits

Upper Division

<u>INMD 360</u> Media Law	3 credits
<u>JOUR 310</u> Public Affairs Reporting	3 credits
<u>JOUR 350</u> History of Journalism	3 credits
<u>JOUR 370</u> Emerging Media	3 credits
<u>JOUR 440</u> Seminar: Media & Democracy	3 credits
JOUR 300-400 level electives	6 credits
<u>JOUR 499</u> Capstone Project	1 credit

Minor in Journalism: 19 Credits

Lower Division

<u>INMD 101</u> Media Literacy	3 credits
<u>JOUR 110</u> Journalistic Writing	3 credits
<u>JOUR 220</u> Student Media Writing Lab	1 credit
<u>JOUR 270</u> Photojournalism	3 credits

Upper Division

<u>JOUR 440</u> Seminar: Media & Democracy	3 credits
INMD, JOUR 300-400 Level Electives	6 credits

Courses:

JOUR 110 Journalistic Writing

credit(s): 3

An introduction to journalistic-style writing across media platforms, including broadcast journalism and public relations writing. Fall, Spring, and Summer.

Fulfills the following degree requirement(s): SOSJ - Block D, Core: Writing Enriched

Equivalent(s): SOSJ 160

JOUR 190 Directed Study

credit(s): 1-3

Course repeatable for total of 6 credit(s).

Topic to be determined by faculty.

JOUR 210 **Civic Journalism**

credit(s): 3

Emphasis on the style of journalism that fosters community engagement. Research, reporting and interviewing techniques that focus on news coverage of public organizations and groups that participate in framing public policy. A variety of writing styles will be utilized. Fall.

Fulfills the following degree requirement(s): SOSJ - Block D

Equivalent(s): SOSJ 262

Prerequisite(s): JOUR 110 or SOSJ 160

JOUR 220 Student Media Writing Lab

credit(s): 1

Course repeatable for 2 credit(s).

With direction from student newspaper advisers/instructors and editors, students write stories and news reports for The Gonzaga Bulletin and gonzagabulletin.com. Fall and Spring.

Prerequisite(s): JOUR 210 or SOSJ 262

JOUR 230 Student Media Editing Lab

credit(s): 1

Course repeatable for 2 credit(s).

With direction from advisers/instructors, students edit news stories for The Gonzaga Bulletin and gonzagabulletin.com. Fall and Spring.

Prerequisite(s): JOUR 110 or SOSJ 160

JOUR 270 Photojournalism

credit(s): 3

An introduction to the technical, ethical, and creative principles of journalism-based photography and video. Topics include basic camera functions, digital image-editing tools, and the intersection of photojournalism, digital-video, and short documentary filmmaking. Special attention will be given to the professional and ethical considerations of the practice and the unique differences that separate photojournalism from other forms of image capturing. Lab fee. Fall and Spring.

Equivalent(s): SOSJ 261

Prerequisite(s): INMD 101

JOUR 280 Design and Editing

credit(s): 3

Emphasis on design principles and editing skills for print and online journalistic platforms.

Attention also to news values and philosophies. Spring.

Prerequisite(s): JOUR 110 or SOSJ 160

JOUR 290 Directed Study

credit(s): 1-3

Course repeatable for total of 6 credit(s).

Topic to be determined by faculty.

JOUR 310 Public Affairs Reporting

credit(s): 3

Reporting municipal, county, state, and federal affairs. Open meeting, shield and disclosure laws, law enforcement and the judicial process. Spring.

Prerequisite(s): JOUR 210 or SOSJ 262 or PRLS 310

JOUR 350 History of Journalism credit(s): 3

The historical development of the press and journalistic practices in America. The focus is the development of journalistic values such as objectivity, accuracy, balance and legal and ethical issues such as free speech and access to public records. Spring.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): INMD 101

JOUR 370 Emerging Media credit(s): 3

Students integrate reporting and research with audio, video, photos and text to produce and design multimedia packages in a journalistic context. Students may utilize blogging, podcasting, social media and emerging media techniques. Some focus on analysis of the optimal platforms for presenting journalistic content. Spring.

Equivalent(s): SOSJ 367

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): JOUR 110 or SOSJ 160

JOUR 374 Documentary History and Analysis credit(s): 3

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

JOUR 390 Directed Study credit(s): 1-3

Course repeatable for total of 6 credit(s).

Topic to be determined by faculty.

JOUR 410 Special Topics credit(s): 3

Course repeatable for total of 12 credit(s).

Course content focuses on emerging issues and topics that relate to journalistic practice and philosophy.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): INMD 101

JOUR 420 Literary Journalism credit(s): 3

The course focuses on writing longer forms of journalism. Content includes a look at the traditions of literary journalism in America, memoir-style nonfiction and using fiction techniques in nonfiction stories. Writing topics are individualized. Fall.

Fulfills the following degree requirement(s): ENGL - Major Elective require, ENGL - Writing, Core: Writing Enriched

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): JOUR 110 or ENGL 301 or ENGL 302 or ENGL 303 or ENGL 306 or SOSJ 160

JOUR 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

JOUR 440 Seminar: Media and Democracy credit(s): 3

Examines the organizational, cultural, technological, and ideological nature of news. Attention is given to theories of the press, the construction of news, news as a form of knowledge, and the broader social implications of news organizations and practices. Fall.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): INMD 360

JOUR 470 Documentary Filmmaking credit(s): 3

Documentary filmmaking provides an environment in which students experiment with the combination of digital film aesthetics and documentary storytelling to produce an original short non-fiction work. The course includes examination of ethical issues in documentaries, the use of animation and interactivity in film and the role of documentary work in different cultures. Spring.

Prerequisite(s): VART 170 or JOUR 270 or BRCO 303

JOUR 485 Media Ethics credit(s): 3

Journalistic ethical issues ranging from fairness, balance and conflicts of interest to sensationalism will be discussed in depth. Overview of theories of leading historical and contemporary philosophers through the lens of relevance to contemporary media. Emphasis on use of ethical decision-making models.

Prerequisite(s): INMD 101

JOUR 490 Directed Study-Special Project credit(s): 1-3

Course repeatable for total of 6 credit(s).

Tutorial or a project proposed to faculty. Fall and Spring.

Restriction(s):

Must be in the following Major(s): Journalism

Must be the following Class(es): Junior, Senior

JOUR 494 Independent Study credit(s): 1-3

Course repeatable for total of 6 credit(s).

In-depth pursuit of a topic proposed to faculty. Fall and Spring.

Restriction(s):

Must be in the following Major(s): Journalism

Must be the following Class(es): Junior, Senior

JOUR 497 Internships credit(s): 0-6

Course repeatable for total of 6 credit(s).

Professional work experience in journalism. Possibilities include print and online journalistic organizations and magazines. Fall, Spring, and Summer.

Restriction(s):

Must be in the following Major(s): Journalism

Must be the following Class(es): Junior, Senior

Prerequisite(s): JOUR 210 or SOSJ 262

JOUR 499 Capstone Project credit(s): 1

Students demonstrate command of journalistic practices and philosophies in a comprehensive project and essay. Spring.

Restriction(s):

Must be in the following Major(s): Journalism

Must be the following Class(es): Senior

Public Relations

Director: S. English

The Public Relations Program combines study of communication theory, speech writing and delivery, and corporate strategies with journalistic expertise. Students learn to skillfully manage communication between organizations and the people they serve. Internships with local, national and international organizations provide hands-on experience in campaign planning, corporate communication, and nonprofit organization advocacy.

As part of the Public Relations coursework, students work directly with a local organization in creating a comprehensive public relations plan and media kit. As part of the senior capstone course, public relations students develop a portfolio, articulate a philosophical statement of communication, and write a thesis.

Public relations skills also enhance other degrees. Political Science students interested in honing their political campaigning skills, students in the humanities with interests in promoting and publicizing the arts, and business students seeking to complement marketing and management concentrations often complete a Public Relations minor.

B.A. Major in Public Relations: 39 credits

Lower Division

<u>INMD 101</u> Media Literacy	3 credits
<u>JOUR 110</u> Journalistic Writing	3 credits
<u>PRLS 260</u> Public Relations Principles	3 credits

Upper Division

<u>INMD 360</u> Media Law	3 credits
<u>PRLS 310</u> Writing for Public Relations	3 credits
<u>PRLS 340</u> Public Relations Speech Writing and Delivery	3 credits
<u>PRLS 360</u> Strategic Communications	3 credits

*A 300-400 level, three-credit Integrated Media Department elective shall be substituted for an internship if the student does not meet a minimum cumulative 3.00 GPA prior taking the course.

Lower Division

Upper Division

Courses:

Theories and principles underlying public relations practice. The history and development of the field, responsibilities and duties, ethics, law, and social responsibility, and survey of practice and techniques. Fall and Spring.

Must not be in the following Major(s):

307

Theory and models for communication in an array of forms common to PR including utilization of emerging technologies and an emphasis on understanding the target audience. Fall, Spring, and Summer.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

A focus on the variety of public address forms common to the public relations profession, including writing speeches for executives and public figures, and coaching for public and media appearances. Fall and Spring.

Must be the following Class(es): Junior, Senior

The course content examines the roles of public relations practitioners and journalists through the lens of athletics organizations and sports in society. Students will engage in sporting events coverage that focuses on an array of writing styles, social media strategies, media relationships with sports organizations and athletes, and an in-depth understanding of all sports competitions, primarily those at the collegiate and professional levels.

Strategic roles and theory-based planning concepts, integrated marketing communication, and analysis of case studies that review communication theory and professional practice. Fall and Spring.

Must be the following Class(es): Junior, Senior, Sophomore

The Core Integration Seminar (CIS) engages the Year Four Question: “Imagining the possible: What is our role in the world?” by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students’ future role in the world.

A study of the changing nature of the organizational public relations role, including contemporary theoretical models and expanding roles in communication, leadership, and organizational culture. Emphasis on consulting practices, leadership theory, strategies and corporate ethics. Fall and Spring.

Restriction(s):

Must be in the following Major(s): Public Relations, Public Relations

Must be the following Class(es): Junior, Senior

Prerequisite(s): PRLS 310 or PRLS 360

PRLS 460 Public Relations Campaign**credit(s): 3**

Applied work for an actual client based on theories of organizational communication, including a campaign plan. Fall and Spring.

Restriction(s):

Must be in the following Major(s): Public Relations

Must be the following Class(es): Junior, Senior

Prerequisite(s): PRLS 310

PRLS 470 PR Internship Course**credit(s): 3**

Pre-professional work experience in public relations with a PR agency, non-profit or organization. 120-140 hours required with onsite supervision by a public relations practitioner. Instructor supports securing an internship and all internships are to be approved by the instructor prior to start date. Includes attendance at regular class sessions. Registration requires a minimum cumulative 3.0 G.P.A. Fall, Spring, and Summer.

Restriction(s):

Must be in the following Major(s): Public Relations

Must be the following Class(es): Junior, Senior

Prerequisite(s): PRLS 310 and PRLS 360

PRLS 480 Public Relations Capstone**credit(s): 3**

This course involves the completion of a public relations thesis that integrates and applies prior course work and field work into academic research of contemporary issues in the public relations profession. Fall and Spring.

Corequisite(s): PRLS 499

Restriction(s):

Must be in the following Major(s): Public Relations

Must be the following Class(es): Senior

Prerequisite(s): PRLS 310 and PRLS 360

PRLS 490 Directed Study**credit(s): 0-3**

Course repeatable for 6 credit(s).

Individualized study of an issue related to the public relations profession. Fall, Spring, and Summer.

Prerequisite(s): PRLS 310

PRLS 497 Elective Internship**credit(s): 0-3**

Course repeatable for 6 credit(s).

Pre-professional work experience in public relations with a PR agency, non-profit or organization. All internships are to be approved by the instructor prior to start date. Virtual internships are allowed with instructor permission. Fall, Spring, and Summer.

Restriction(s):

Must be in the following Major(s): Public Relations, Public Relations

Must be the following Class(es): Junior, Senior

Prerequisite(s): PRLS 310

PRLS 499 Thesis Conferencing**credit(s): 0**

Individual thesis review sessions with PRLS 480 instructor. Fall and Spring.

Corequisite(s): PRLS 480

Restriction(s):

Must be in the following Major(s): Public Relations

Must be the following Class(es): Senior

Prerequisite(s): PRLS 310 and PRLS 360

Interdisciplinary Arts

Program Director: Suzanne Ostersmith

The program offers one minor:

Minor in Interdisciplinary Arts

The study of interdisciplinary arts expands a student's problem solving, critical reflection and innovative thinking through combining the strengths of theatre, dance, visual arts, and music. The Interdisciplinary Arts minor gives students a solid foundation and knowledge in these art forms and integrates the arts in a new and exciting way. This minor also allows students, such as those in STEM (Science, Technology, Engineering, Math) majors, to integrate valuable arts experience into their skill set, increasing their creative capacity and expressiveness.

This unique minor offers arts-based research skills, focusing less on product and more on the creative process. A student will complete the minor being able to think creatively, innovatively and be confident in their ability to tackle any problem from a number of angles.

Students who wish to focus their studies in either Theatre or Dance should visit the Theatre and Dance Department page for more information on the Theatre Arts major/minor and the Dance major/minor.

Minor in Interdisciplinary Arts: 20-25 credits

Required Courses:

<u>THEA 122</u> Interdisciplinary Arts	3 credits
<u>THEA 222</u> ePortfolio (recommended fall sophomore and junior year)	0 credits

One of the following two options:

2-3 credits

THEA 498 and THEA 499 Senior Project I & II

VART 499 Senior Thesis

(Art majors only, spring of senior year)

Three lower division courses, one each in Theatre, Dance, and Visual Arts: 8-10 credits

Theatre

THEA 100 Introduction to Theatre

3 credits

THEA 111 Acting

4 credits

THEA 132 Stagecraft

3 credits

THEA 134 Costume

3 credits

THEA 237 Costume and Fashion Design

3 credits

3-4 credits

Dance

THEA 120 Voice and Movement

3 credits

DANC 115 Ballet I

2 credits

DANC 105 Jazz Dance I

2 credits

DANC 110 Contemporary/Modern Dance I

2 credits

DANC 205 Jazz Dance II

2-3 credits

DANC 210 Contemporary/Modern Dance II

2-3 credits

DANC 215 Ballet II

2-3 credits

2-3 credits

Visual Arts

VART 101 Drawing I

3 credits

VART 112 Design Fundamentals

3 credits

VART 141 Ceramics I

3 credits

VART 190 Art Survey: Prehistoric to Medieval

3 credits

VART 191 Art Survey: Renaissance to Modern

3 credits

3 credits

Music

*requires prior approval of Interdisciplinary Arts Program Director

Choose one of the following options:

<u>MUSC 161</u> Music Theory I	3 credits	
OR		3-4 credits

a combination of 2 credits each in applied lessons and large ensembles:

<u>MUSC 131</u> Applied Lessons	2 credits
AND	
MUSC XXX Large Ensembles	2 credits

One upper division course in Theatre, Dance, or Visual Arts: 3-4 credits

Theatre

<u>THEA 216</u> Acting II	4 credits
<u>THEA 239</u> Lighting Design	3 credits
<u>THEA 253</u> Directing I	3 credits
<u>THEA 332</u> Scenic Design	4 credits

Dance

<u>DANC 315/DANC 415</u> and Ballet III	3 credits
DANC 205/DANC 405 Jazz Dance III	3 credits
DANC 300 Musical Theatre Dance	3 credits
DANC 310/DANC 410 Modern Dance III	3 credits
DANC 465 Choreography	3 credits

Visual Arts

<u>VART 201</u> Drawing II	3 credits
<u>VART 221</u> Painting I	3 credits
<u>VART 241</u> Ceramics II	3 credits
<u>VART 350</u> Beginning Printmaking	3 credits
<u>VART 351</u> Beginning Screen Printing	3 credits

One history course in Theatre, Dance, or Visual Arts: 3 credits

<u>THEA 200</u> Theatre History	3 credits
<u>DANC 270</u> Dance History	3 credits

<u>VART 394</u> Special Topics in Art History	3 credits
<u>VART 395</u> Art in the 19th Century	3 credits
<u>VART 396</u> Art in the 20th Century	3 credits
<u>MUSC 171</u> Music in the Humanities	3 credits
<u>MUSC 175</u> Jazz History	3 credits
<u>MUSC 249</u> World Music	3 credits
<u>MUSC 250</u> Music in America	3 credits

Production experience in Theatre or Dance:

1 credit

One of the following Courses:

<u>THEA 260</u> Production Lab	1 credit
<u>THEA 261</u> Performance Lab	1 credit

See the Undergraduate catalog department sections for individual course descriptions.

International Studies

Chairperson: Torunn Haaland

The department offers one major and one minor:

Bachelor of Arts, International Studies major
(required Regional and Thematic concentrations)
Minor in International Studies

Gonzaga University's International Studies is an interdisciplinary program that focuses on the interconnected and interdependent processes shaping the contemporary world. The International Studies program promotes the College of Arts and Sciences' mission to engage in holistic, active learning and to connect our students' passions and their academic disciplines through innovative and integrative educational experiences. While students will acquire historical and cultural knowledge, they will build linguistic proficiency

relevant to a geographically defined region, and develop an understanding of the larger structures and mechanisms that organize the world.

Given its multidisciplinary orientation, the program encourages students to examine local and global issues through a diverse set of perspectives and methodologies. Students who major and minor in International Studies

learn to reflect on the socio-economic and cultural position from which they engage local and global communities. Finally, the program challenges students to assume the ethical and social responsibilities associated with global citizenship, to cultivate global perspectives and enable global engagement, and to foster an ability to analyze and engage insightfully with local and global cultures to help create a more sustainable, participatory, and equitable world.

Mission Statement:

The primary objective of the International Studies program is to develop students' capacity to recognize the increasingly interdependent nature of today's world and to assess the processes, systems, and structures that interconnect local and global communities. To this end, students must become knowledgeable about global systems as well as regional realities. They must also learn to examine complex issues through the application of interdisciplinary theories and methodologies and to communicate effectively the results of their independent research. Students are further expected to achieve proficiency in a language that augments their regional studies and are strongly encouraged to participate in experiential learning, especially through internships and study abroad/away programs. Ultimately, the program aims to prepare students to act and interact in social and professional settings with the intercultural awareness and social responsibility of global citizens.

The International Studies major and minor are composed of four main components: foundational courses; a Regional concentration; a Thematic concentration; and proficiency in a language spoken in the student's selected Regional concentration. Students should choose their language and concentrations with assistance from a faculty advisor to ensure a timely and appropriate degree completion.

B.A. Major in International Studies: 42-58 credits*

*(~depends upon starting point of required language study)

International Studies Foundational Courses **18 Credits**

INST 201 Introduction to International Studies 3 credits

ECON 201 Microeconomics 3 credits

POLS 104 International Politics 3 credits

SOCI 101 Introduction to Sociology w/*Global Focus** 3 credits

INST 432 CIS Global Migration 3 credits

Select one of the following: 3 credits

HIST 102 Survey of Western Civilization II

HIST 112 World History

**SOCI 101 Introduction to Sociology with a Global Focus will be offered regularly. Students must consult their advisor to make sure that they register for the designated section. In exceptional cases of unresolvable scheduling conflicts or if the course is not offered, other sections of SOCI 101 may be accepted for the completion of this requirement.*

Language Requirement for pursuing a major in International Studies:

Because foreign language skills are such a vital part of an International Studies education, to achieve Intermediate High proficiency in their chosen language, all International Studies majors complete language courses through (or demonstrate proficiency at) the 202-level before taking six (6) credits at the 300-level.

Language Requirement **6 credits**
300-level language courses

NOTE: If a given language is only offered through the 202 level, students may, with prior approval from the International Studies Department Chair, complete their upper-division language courses abroad or at another approved domestic institution. If no such alternative is feasible, students may, with the Department Chair's *prior* approval, take two semesters of a second language that is relevant to their course of study. Transfer students who have

not previously studied a language will be required to complete courses through the 202 level.

Required concentrations:

Students must select two concentrations **18 credits**

*one **Regional** concentration and one **Thematic** concentration:*

Regional Concentration (9 credits)

Africa
Asia
Europe
Latin America
Middle East

Thematic concentration (9 credits) .

International Political Economy

Interconnections between political and economic forces; their influences of social material resource distribution.

War and Peace

Militarized conflict context and causes and how people, states, civilizations are affected

Global and Intercultural Connections

Examines aspects of global issues, from multiple views, comparisons, analyze intercultural connection framework.

Select **nine (9)** credits from **one Regional** concentration and **nine (9)** credits from **one Thematic** concentration from the following lists:

(within each concentration, select courses from at least two different departments, if available)

Regional Concentration (select one):

9 credits

Africa (Arabic, French languages)

INST 311 African History Through Film
INST 340 African Nationalism

INST 341 African Environmental History
INST 363 Colonial Africa
INST 364 Health and Healing in Africa
INST 390 African Politics and Development
INST 399 Region Studies Abroad

Asia (*Chinese, Japanese, Tagalog languages*)

INST 325 Post-Soviet Russia and China
INST 330 Religions of Asia
INST 333 Buddhism
INST 355 The Politics of Eurasia
INST 360 Japanese Culture I
INST 361 Japanese Culture II
INST 373 Modern East Asian Society
INST 375 Modern Japan
INST 384 Foundations of East Asian Civilization
INST 389 Politics of the Pacific Rim
INST 396 Chinese Philosophy
INST 399 Region Studies Abroad
INST 497 Internship in International Studies

Europe (*French, German, Italian, Spanish languages*)

INST 331 World War II
INST 334 Russia and USSR since 1945
INST 337 The Stalin Era
INST 339 French Cinema
INST 348 20th-Century Northern Ireland
INST 357 Italian Political System (Florence)
INST 393 New Europe
INST 395 Comparative European Politics
INST 397 Nazi Germany
INST 399 Region Studies Abroad
INST 415 Spanish Cinema
INST 416 The Italian Cinema
INST 497 Internship in International Studies

Latin America (*Spanish language*)

INST 315 Latin American Society
INST 369 Revolutions in Modern Latin America
INST 372 Colonial Latin America

INST 377 Mexico
INST 385 Latin American Politics
INST 399 Region Studies Abroad
INST 406 Narrative Fiction in Spanish America
INST 414 Latin American Cinema
INST 497 Internship in International Studies

Middle East (*Arabic language*)

INST 368 Islamic Civilization
INST 399 Region Studies Abroad
INST 497 Internship in International Studies

Thematic Concentration (*select one*):

9 credits

International Political Economy

ECON 202 Macroeconomics
INST 343 Global Economic Issues
INST 344 International Organizations
INST 345 International Law
INST 366 Topics: International Political Economy
INST 497 Internship in International Studies
POLS 379 Model UN

War and Peace

INST 344 International Organizations`
INST 345 International Law`
INST 379 Topics: War and Peace`
INST 397 Nazi Germany`
INST 497 Internship in International Studies

Global and Intercultural Connections

INST 304 Interreligious Dialogue
INST 305 Religion and Violence
INST 350 International Ethics
INST 378 Topics: Global and Intercultural Connections
INST 497 Internship in International Studies

Minor in International Studies: 15-23 credits*

*(~depends upon starting point of required language study)

INST 201 Introduction to International Studies 3 credits

Select one of the following (depending on area of concentration): 3 credits

ECON 201 Microeconomics

POLS 104 International Politics

SOCI 101 Introduction to Sociology w/*Global Focus**

INST 432 CIS Global Migration

HIST 102 Survey of Western Civilization II

HIST 112 World History

Language Requirement for pursuing a minor in International Studies:

Students starting a language not studied previously are required to complete language courses 101 and 102. Students continuing in the study of a second language from high school are required to complete (or demonstrate proficiency at) the 201 level.

Required Concentration:

Select a Regional Concentration **OR** a Thematic Concentration 9 credits

Regional Concentration (9 credits)

Africa

Asia

Europe

Latin America

Middle East

Thematic concentration (9 credits) .

International Political Economy

Interconnections between political and economic forces; their influences of social material resource distribution.

War and Peace

Militarized conflict context and causes a how people, states, civilizations are affected

Global and Intercultural Connections

Examines aspects of global issues, from multiple views, comparisons, analyze intercultural connection framework.

Select **nine** credits from **one Regional** concentration **OR** **nine** credits from **one Thematic** concentration

(within each concentration, select courses from at least two different departments, if available)

See concentration course lists above, in the International Studies major.

NOTE: Courses taken abroad or at other domestic institutions must be pre-approved by the Department Chair to count toward degree requirements. Students may double-count a maximum of three courses between International Studies and degree requirements for a second major or minor. Electives may not be used to fulfill any other degree requirement.

Courses:

INST 190 Directed Study credit(s): 1-4
Topic to be determined by faculty.

INST 193 First Year Seminar: credit(s): 3
The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

INST 201 Introduction to International Studies credit(s): 3
This course provides an introduction to the multi-disciplinary field of International Studies. Required for all International Studies majors and minors. Recommended for any first or second year student from any program of study with an interest in international affairs.

Restriction(s):

Must be the following Class(es): Freshman, Sophomore

INST 285 Special Topics credit(s): 1-3
Course repeatable for 9 credit(s).

Selected International Studies topics of current and special interest.

INST 290 Directed Study credit(s): 1-3
Topic to be determined by faculty.

INST 302 Topics: Int'l Differences**credit(s): 3**

Course repeatable for 9 credit(s).

This course number designates special topics which are offered on occasion as full semester courses by faculty members from the various disciplines which make up the International Studies Program. Such courses focus on subjects of current or special interests which are not normally a part of the regular curriculum and focus on international differences (e.g., cultural, political, economic) and particular regions of the world. International Differences Elective; region studies elective (topic must pertain to region of Major/Minor Study).

Fulfills the following degree requirement(s): INST - Difference

INST 303 Topics: Int'l Interactions**credit(s): 3**

Course repeatable for 12 credit(s).

This course number designates special topics which are offered on occasion as full semester courses by faculty members from the various disciplines which make up the International Studies Program. Such courses focus on subjects of current or special interests which are not normally a part of the regular curriculum and focus on international interactions among nations and/or organizations, international law, treaties, etc.

Fulfills the following degree requirement(s): INST - Interactions

INST 304 Interreligious Dialogue**credit(s): 3**

Investigates the imperative of Christianity and other world religions to engage in respectful dialogue and mutual understanding, exposes pressing practical issues such as religious violence and divisive ideologies, and proposes a comparative theological perspective highlighting spiritual engagement, moral responsibility and reconciliation.

Fulfills the following degree requirement(s): RELI - Practical Theology, SOSJ - Block D, Core: Global Studies, Core:

Equivalent(s): RELI 334, SOSJ 365**INST 305 Religion and Violence****credit(s): 3**

This course investigates various examples of religious group violence and consults a variety of religious responses to the same by investigating a range of sources: sacred texts, theological and ethical traditions, along with films, podcasts, and webinars analyzing a range of events from the early twentieth century through present day.

Fulfills the following degree requirement(s): INST - Interactions, Core: Global Studies, Core:

World or Comparative Rel

Equivalent(s): RELI 366**INST 310 Third World Development****credit(s): 3**

Focus on political development in the Third World. After examining the making of the Third World through imperialism and colonialism, analyzes key political institutions (the state, political parties, the military), international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - Latin American Studies

Equivalent(s): POLS 359, SOSJ 329**Restriction(s):**

Must be the following Class(es): Sophomore, Junior, Senior

INST 315 Latin American Society**credit(s): 3**

An overview of Latin American development. Several socio-economic factors are examined. Development issues are broadly conceptualized within economic, demographic, and cultural

dimensions. These variables are viewed as overlapping forces influencing development.
International Differences elective.

Fulfills the following degree requirement(s): INST - Difference, INST - Latin American Studies

Equivalent(s): SOCI 322

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 316 Survey Latin American Lit I credit(s): 3

A study of the region's literary classics from the pre-Columbian period to the Independence in the early 19th century. (Taught in Spanish). Fall, alternate years.

Fulfills the following degree requirement(s): INST - Difference, INST - Latin American Studies

Equivalent(s): SPAN 307, SPAN 323

Prerequisite(s): SPAN 302

INST 317 Latin American 19th-21st Cent credit(s): 3

A study of the major literary works from the Independence period through Modernism and the classic works of the 20th century contemporary period. (Taught in Spanish). Spring, alternate years.

Fulfills the following degree requirement(s): INST - Difference, INST - Latin American Studies

Equivalent(s): SPAN 308, SPAN 324

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): SPAN 302

INST 320 Resistance, Struggle, and Power credit(s): 3

Communication is the central means for contesting and reconfiguring structural forms of power relations among social groups, and this class focuses on power dynamics and imbalances across social institutions such as law, education, medicine, economics, media, and religion. Students engage the concepts of hegemony (the production of consent for dominant power relationships) and counter-hegemony (the struggle against dominant social arrangements). As such, the course invites students to consider the interplay of communication, culture, and social institutions in maintaining, resisting, and transforming the persistent inequalities of power and disproportionate distribution of cultural and political capital. Fall.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): COMM 320

Prerequisite(s): COMM 210, minimum grade: C and COMM 220, minimum grade: C(and COMM 275, minimum grade: C or COMM 285, minimum grade: C)

INST 325 Post-Soviet Russia and China credit(s): 3

Focus on the pre-1985 Soviet political system; how Gorbachev's six-year reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, study contrasts of Maoist China with the uneasy mixture of economic reform and political repression coexisting in China today.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - European Studies

Equivalent(s): POLS 355

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 326 Global Gender Regimes credit(s): 3

Compares the lives of women around the world: their public and private roles and responsibilities, positions in government, the economy, and the private sphere. Seeks to explain women's status differences in various regions and societies by looking at the influence of

culture, religion, economics, and politics.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - European Studies, Fulfills the following degree requirement(s)

Equivalent(s): POLS 363, WGST 342

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 330 Religions of Asia

credit(s): 3

This course surveys Indian (Hindu, Buddhist, Jain, Sikh), Chinese (Confucian, Daoist), or Japanese (Shinto, Zen) religious traditions, with attention to: conceptions of ultimate reality; the human condition; liberation; human effort and faith; inner mystical experience and social ethics; sex and gender; interreligious dialogue and peace.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - European Studies, Fulfills the following degree requirement(s)

Equivalent(s): RELI 259

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 332 Politics of Space and Place

credit(s): 3

Everyday encounters with physical surroundings guide our orientations to the world. As we wander city streets, shopping malls, stadiums, nature preserves, sacred sites, restaurants, monuments, museums, and classrooms, we examine how we move in, and are moved by the material arenas we share. Spatial organization and built environments inform our habits of perception, determine the meaning of a particular place, accent what is worth attention and what might be overlooked, and reaffirm dominant norms and power relationships in public culture. Charts, maps, apps, and other navigational tools dictate where and how we move, and how we understand our roles within a given space. Featuring the experiential dimensions of rhetoric and communication, this course presses us to consider how material spaces and places construct everyday geographies. Spring.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): COMM 330

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): COMM 210, minimum grade: C (and COMM 275, minimum grade: C or COMM 285, minimum grade: C)

INST 333 Buddhism

credit(s): 3

Surveys Buddhism as an Asian spirituality and world religion with a focus on skillful reading of primary source materials. We will examine the Buddha's life, teachings, diagnosis of the human condition and path toward Awakening, the expansion and development of those teachings in Buddhist communities and apply Buddhist thought to moral issues in contemporary experience ('Socially Engaged Buddhism').

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, RELI - World's Religion conc

Equivalent(s): RELI 264

INST 334 Russia and USSR Since 1945

credit(s): 3

This course may be considered an autopsy on the Soviet empire. Its themes include: "developed" socialism under Stalin's successors; the rise and decline of the Soviet economy; the Cold War; the Soviet Union's nationalities issues; the impact of Gorbachev's reforms; and the collapse of the USSR. The course will also consider the domestic and foreign policy

challenges faced by Yeltsin and Putin after 1991.

Fulfills the following degree requirement(s): INST - European Studies, HIST - Modern Europe, INST - Interactions

Equivalent(s): HIST 334

Prerequisite(s): HIST 102 or HIST 112

INST 337 The Stalin Era

credit(s): 3

This course focuses on the dictatorship of Josef Stalin from the late 1920s until his death in 1953. Its main topics include: Stalin's consolidation of personal rule; the impact of crash industrialization and agricultural collectivization; Stalinist terror; the Soviet experience in World War II; the worldwide influence of the Soviet model after the war; and the legacy of Stalinism in Russia.

Fulfills the following degree requirement(s): HIST - Modern Europe

Equivalent(s): HIST 337

Prerequisite(s): HIST 102 or HIST 112

INST 339 Contemporary French Cinema

credit(s): 3

A study of French cinema as it has evolved in the last two decades. The films viewed will be used as a means to encourage reflection on the history, ideas and values that have gone into the making of modern France. The course is offered in English and French in separate sections. For students who take the English section of the course through the INST cross-listing, there is no French prerequisite. Spring.

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies

Equivalent(s): FREN 331

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): FREN 200-300 level 3 credits

INST 341 African Environmental History

credit(s): 3

This course explores the long-term history of Africans' dynamic interactions with their environments by interrogating how African environmental realities and Africans' conceptions of the environment shaped broader political, social and economic histories. Beginning in the precolonial period, we will trace how climatic variation, political and economic changes in the colonial period, and post-independence priorities transformed Africans' relationships with their environments.

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies, INST - Latin American Studies

Equivalent(s): ENVS 343, HIST 345

Prerequisite(s): SPAN 302

INST 342 International Relations

credit(s): 3

Theory and practice of the international political system and the behavior of the participating nations.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): POLS 351

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 343 Global Economic Issues

credit(s): 3

This course is a presentation of a broad range of global economic issues and policies relevant to a number of disciplines including business, political science, and international studies. Topics include: why nations trade, international trade and economic growth, protectionism,

discriminatory trade policies, the foreign exchange market, factor mobility, and comparative economic systems. Fall and Spring.

Fulfills the following degree requirement(s): INST - Asian Studies content, BU - Int'l Business conc Rq, INST - European Studies,

Equivalent(s): ECON 311

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences, School of Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): ECON 201 or ECON 270H or ECON 200 or ECON 207H

INST 344 International Organizations credit(s): 3

Examines why international organizations exist and whether they make a difference in solving global problems. Questions to be addressed include: Where does their power come from? Why are some designed differently than others? Why do countries use international organizations to achieve their goals? Are they effective? Practical knowledge about the major ones such as the U.N., European Union, World Trade Organization, and NGOs. Their successes and failures about specific global problems such as conflict, human rights and development.

Fulfills the following degree requirement(s): INST - Asian Studies content, , INST - European Studies, INST - Interactions

Equivalent(s): POLS 376

Restriction(s):

Must be the following Class(es): Junior, Senior

INST 345 International Law credit(s): 3

International law with an international relations focus. How and why international treaties and other sources of international laws are created; actors who create, interpret, and enforce them. Structures for increasing compliance and their effectiveness. Variety of major international treaties and laws: war, sea, trade, and human rights.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - European Studies, INST - Interactions

Equivalent(s): POLS 371

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 346 Parliamentary Government credit(s): 3

Parliamentary or Cabinet government contrasted with the American government. Focus on disciplined parties, prime ministers, civil servants, and elected politicians, written and unwritten constitutional rules, parliamentary supremacy and rights-based politics. Usually features Canada but draws examples from Great Britain, New Zealand, India, and Australia.

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies

Equivalent(s): POLS 360

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 347 International Treaties credit(s): 3

Examines international treaties: why they exist, origins of their power, different designs, uses made of them, effectiveness. Covers such examples as NATO, NAFTA, Kyoto Protocol. Their successes and failures about specific problems. International Interactions elective.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - European Studies, INST - Interactions

Equivalent(s): POLS 377

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

credit(s): 3

Fulfills the following degree requirement(s): INST - Difference, HIST - Modern Europe

Restriction(s):

INST 350 International Ethics

credit(s): 3

Fulfills the following degree requirement(s): INST - Interactions

Restriction(s):

Prerequisite(s): PHIL 301

credit(s): 3

Fulfills the following degree requirement(s): INST - Interactions

Prerequisite(s): COMM 210, minimum grade: C and COMM 220, minimum grade: C (and COMM 275, minimum grade: C or COMM 285, minimum grade: C)

credit(s): 3

Fulfills the following degree requirement(s): INST - Asian Studies content. INST - Difference

Restriction(s):

INST 356 The U.S. in the World

credit(s): 3

This course will introduce you to the history of the United States in its global context. In order to situate the United States within its world, this course explores the interconnections between

domestic beliefs, national policy, and international events.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): HIST 368

Prerequisite(s): HIST 101 or HIST 102 or HIST 112

INST 360 Japanese Culture I **credit(s): 3**

This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English).

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference

Equivalent(s): JPNE 350

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 361 Japanese Culture II **credit(s): 3**

This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English).

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference

Equivalent(s): JPNE 351

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 362 Introduction to Chinese Culture **credit(s): 3**

This course is designed thematically and aims to acquaint students with important aspects of Chinese culture. The course will help students better understand modern China, which is shaped by five thousand years of tradition and interaction with the world. Topics include: contemporary china, brief history, religion and philosophy, and art and literature. The course assumes no previous knowledge of China or the Chinese language and will be taught in English.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference

INST 363 Colonial Africa **credit(s): 3**

This course examines the colonial period through the lived realities of Africans themselves. In particular, it considers the ways in which African and colonial systems of economics, politics, gender, and community were brought into dynamic tension during the decades of colonial rule.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

Equivalent(s): HIST 343

INST 364 African Health and Healing **credit(s): 3**

This class interrogates how African understandings of health and practices of healing transformed from the precolonial through the post-independence periods. In particular, we will study the interrelationship between health and politics in African thought, the integration of western biomedicine into African systems of healing, and the changing disease landscape of capitalism, colonialism, and globalization.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

Equivalent(s): HIST 344

INST 366 Topics Int'l Political Economy **credit(s): 3**

Course repeatable for 9 credit(s).

This course will examine questions pertinent to International Political Economy according to the criteria for inclusion in the "International and Political Economy" courses.

Equivalent(s): POLS 373

INST 368 Islamic Civilization **credit(s): 3**

This course examines the history of Islam from the time of the Prophet Muhammad to the great Islamic 'gunpowder empires' of the early modern period. Specific topics covered include the Qur'an, the practices and beliefs of the faith, and an examination of the intersection between

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, RELI - World's Religion conc

INST 369	Revolutions in Mod Latin America	credit(s): 3

Fulfills the following degree requirement(s): INST - Difference

INST 372	Colonial Latin America	credit(s): 3

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area, INST - Interactions, INST - Latin American Studies

INST	374	Modern China	credit(s): 3

Fulfills the following degree requirement(s): INST - Asian Studies content, , INST - Difference

Must be the following Class(es): Sophomore, Junior, Senior

This course is a focused survey of Japanese history from the Jomon Period (c. 14,000 B.C) up to the present. Using the standard interpretive categories of politics, economics, society, and culture, the course will explore such topics as the Jomon and Yayoi classical ages; the Yamato, Nara, and Heian aristocratic ages; the Kamakura, Ashikaga, and Tokugawa warrior ages, and the modern period from the Meiji Restoration through the twentieth century. Students who take this course for International Studies credit will be required to do an extra writing assignment that integrates the material of this course with their International Studies focus region. It is desired but not required that students will have taken History 112 (World Civilizations Since 1500) prior to taking this course. Students who take this class a History course may not use or substitute the credits for International Studies.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 377 Mexico credit(s): 3

A survey of Mexican history from the Aztec wars to the present.

Fulfills the following degree requirement(s): INST - Difference, , INST - Latin American Studies

Equivalent(s): HIST 383

INST 378 Global-Intercultural Connections credit(s): 3

Course repeatable for 9 credit(s).

This course will examine questions of Global and Intercultural nature according to the criteria for inclusion in the "Global and Intercultural Interconnection" courses.

Equivalent(s): HIST 346

INST 379 Topics in War and Peace credit(s): 3

Course repeatable for 9 credit(s).

This course will examine questions of war and peace according to the criteria for inclusion in the "War and Peace" cluster of courses.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): HIST 102 or HIST 112

INST 381 Mafia and Political Violence in Film and Literature credit(s): 3

Through a study of Italian film, novels and nonfiction, this course will examine the phenomenon of organized crime in Italian society. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.

Fulfills the following degree requirement(s): INST - Difference, , INST - European Studies, , ITAL - upper division elec

Equivalent(s): ITAL 319

INST 383 Age of The French Revolution credit(s): 3

The political, social, intellectual, and religious history of Europe from the eighteenth century to 1815, including the Enlightenment, the fall of the ancient regime, the French Revolution, and Napoleon.

Fulfills the following degree requirement(s): INST - Difference, , INST - European Studies

Equivalent(s): HIST 321

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): (HIST 102 or HIST 112)

INST 384 Foundation of East Asian Civilization credit(s): 3

This course seeks to give students an understanding of the history and culture of pre-modern China, Japan, Korea, and Vietnam. After exploring the historical roots of Confucianism, Daoism and Buddhism in China, students will examine the ways in which these foundational philosophies helped form social, cultural, and political institutions in China and its neighbors. Students will also focus attention on the historical emergence of the Chinese imperial system, and its greatest pre-modern exemplars, the Qin, Han and T'ang dynasties. Not limiting the focus to China alone, students will also explore how the concept of China as the "middle kingdom" influenced the language, religion and political developments in Japan and Korea, leading to an authentic "macro-culture" in East Asia. The course will finish with a discussion of samurai culture and an analysis of how the Mongol conquests of Central and East Asia transformed the region, taking students to the threshold of the early modern period in Asia. It is desired but not required that students take HIST 112 prior to HIST 370.

Fulfills the following degree requirement(s): INST - Asian Studies content, , INST - Difference

Equivalent(s): HIST 370

Prerequisite(s): HIST 101

INST 385 Latin American Politics credit(s): 3

Impressive contributions and drawbacks of the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government-democratic, dictatorial, revolutionary. Some treatment of U.S. foreign policy.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): POLS 352

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 387 Europe, 1918-1939 credit(s): 3

Europe from 1918 to 1939 including the Great War, the Paris Peace Conference and the Treaty of Versailles, the rise of fascism, the Great Depression, Hitler and Nazi Party, and the origins of World War II.

Fulfills the following degree requirement(s): INST - European Studies, , INST - Interactions

Equivalent(s): HIST 326

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): (HIST 102 or HIST 112)

INST 389 Politics of the Pacific Rim credit(s): 3

Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan, Hong Kong, and Singapore) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines as a representative of ASEAN; finally, a brief look at the likely impact of this Pacific Basin dynamism on the USA, Russia, and the P.R.C.

Fulfills the following degree requirement(s): INST - Asian Studies content, , INST - Interactions

Equivalent(s): POLS 364

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 390 African Politics and Development credit(s): 3

This is a course on the political economy of, largely, sub-Saharan Africa. Poverty is Africa's overriding moral, economic, and political challenge. Topics treated include: state-society relations, civil society, institutions, incentives – political and economic, concepts and experiences of development, violence and ruling practices, trade and investment, urban and rural issues, formal and informal economies, social movements and political parties, inequality and justice, accountability of power, capacity building and corruption.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): POLS 365

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 391 Fascist Italy credit(s): 3

Italian history from 1918 to 1945, including an examination of social and economic conditions in post-world war Italy, rise of the Fascist Party, the role of Benito Mussolini, the nature of fascist government in Italy, Italian imperialism under Mussolini, and the part played by Italy as an ally with Hitler's Germany.

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies, ITAL - upper division elec

Equivalent(s): HIST 338

Prerequisite(s): HIST 102 or HIST 112

INST 392 Tyranny to Democracy 21st Cen credit(s): 3

Between 1974 and 2000 more than fifty countries in Southern Europe, Latin America, East Asia, and Eastern Europe shifted from authoritarian to democratic systems of government. This course examines the causes and nature of these democratic transitions and investigates several case studies of democratic transitions in different areas of the world; in order to

understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation. Spring, alternate years.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - European Studies, Fulfills the following degree requirement(s)

Equivalent(s): POLS 368, SOSJ 346

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 393 New Europe credit(s): 3

Studies the "new Europe" that has emerged since 1989 as integration through the European Union deepens and widens. Explores contemporary issues that European integration and globalization have fostered in the new Europe such as the resurgence of nationalism and extreme right-wing parties, the increased salience of local and regional identities, the need to build a supra-national European identity, increasing cultural diversity and the need to better manage immigration and migration, and Europe's place in the global economy and foreign affairs as it challenges American hegemony and seeks to continue to be a major player in world affairs.

Fulfills the following degree requirement(s): INST - European Studies, INST - Interactions

Equivalent(s): POLS 367

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 394 Modern Latin America credit(s): 3

A general introduction to the history of the former colonies of Spain and Portugal in the western hemisphere. Topics include the rise of caudillos, rural developments, the emergence of liberal economic development, populism, banana republics, dictatorships, dirty wars, Marxist revolution, and contemporary predicaments.

Fulfills the following degree requirement(s): INST - Interactions, INST - Latin American Studies

Equivalent(s): HIST 381

INST 395 Comparative European Politics credit(s): 3

Survey of the parties, institutions, political processes, issues and policies of the major western European industrialized nations. Special focus on England, France, and Germany, but coverage extends to the other European democracies as well.

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies

Equivalent(s): POLS 354

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 396 Chinese Philosophy credit(s): 3

A survey of the history of Chinese philosophy focusing on the Confucian tradition and taking other traditions such as Taoism and Buddhism into account.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference

Equivalent(s): PHIL 434

Prerequisite(s): PHIL 201

INST 397 Nazi Germany credit(s): 3

German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies

Equivalent(s): HIST 329

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): HIST 102 or HIST 112

INST 398 Modern Britain credit(s): 3

British history from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar welfare state. International Differences elective.

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies, HIST - Modern Europe

Equivalent(s): HIST 332

Restriction(s):

Must be the following Class(es): Junior, Senior

INST 399 Region Studies Abroad credit(s): 1-4

Course repeatable 3 time(s).

Region study courses in politics, history, and economics taken abroad.

Fulfills the following degree requirement(s): INST - Difference, INST - Interactions

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 401 Perspectives on Global Issues credit(s): 3

Critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. Exploration of competing worldviews and value systems, weighing of evidence from differing ideological, cultural, and gender perspectives. Introduces major analytical perspectives and organizing concepts fashioned by scholars to make these issues comprehensible.

Equivalent(s): POLS 366, POLS 376

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): INST 201 or INST 301 or POLS 350

INST 406 Narrative Fiction in Span America credit(s): 3

The novel and short story in Spanish America during the twentieth century.

Fulfills the following degree requirement(s): INST - Difference, INST - Latin American Studies

Equivalent(s): SPAN 406

Prerequisite(s): SPAN 302

INST 414 Latin American Cinema credit(s): 3

This course will focus on a series of representative Latin American films in order to explore issues of national formation and cultural identity. Emphasis will be given to the social, political, and economic factors which affect the production and reception of these films.

Fulfills the following degree requirement(s): INST - Difference, SPAN - Culture

Equivalent(s): SPAN 416

Prerequisite(s): SPAN 302

INST 415 Spanish Cinema credit(s): 3

This course will provide an introduction to Spanish cinema through the study of film theory and representative films from different periods. Particular attention will be given to the historical, social, and cultural framework in the production and reception of those movies, as well as theories of authorship, gender, and national/cultural identity.

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies, INST - Latin American Studies, Fulfills the following degree requirement(

Equivalent(s): SPAN 415

Prerequisite(s): SPAN 302

credit(s): 3

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies, ITAL - upper division elec

Restriction(s):

INST 430 Intersectional Communication

credit(s): 3

Fulfills the following degree requirement(s): INST - Interactions, SOSJ - Block D

Restriction(s):

Prerequisite(s): COMM 320, minimum grade: C or COMM 340, minimum grade: C or COMM 370, minimum grade: C

credit(s): 3

Fulfills the following degree requirement(s): Core: Core Integration Seminar

INST 440 Rhetoric of Social Change

credit(s): 3

Public expression and discourse can affirm, complicate, challenge, and even radically revolutionize our shared values and ideals over time. Arguments and symbolic actions in communal spaces prompt individuals and groups to rethink, redevelop, and reestablish potential modes of identity, participation, and interaction within a society. Students in this course will closely examine specific social movements (including, potentially, civil rights, gender rights, indigenous rights, and environmental movements) to better understand the plurality of voices and modes of public expression in dialogue and competition that contribute to, resist, and ultimately shape societal change. Students will then build upon historical knowledge and perspective to engage in an immersive study of an ongoing contemporary social controversy,

ultimately creating an informed rhetorical intervention of their own, participating in the social issues and changes of the current day. Fall.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): COMM 440

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): COMM 320, minimum grade: C or COMM 340, minimum grade: C or COMM 350, minimum grade: C

INST 480 Topic in International Studies credit(s): 1-4

Course repeatable for 9 credit(s).

Selected International Studies topics of current and special interest.

INST 490 Directed Reading credit(s): 1-3

Credit by arrangement for directed reading and reports on selected topics.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 492 Independent Research or Study credit(s): 0-6

Course repeatable for 12 credit(s).

Topic to be determined by instructor.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 497 Internship in International Studies credit(s): 0-6

Course repeatable for 6 credit(s).

Internship with organization with an international dimension, e.g., political or economic policy organizations, think tank or advocacy organizations; public or foreign policy organizations; human services, non-profit, or charitable organizations.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

INST 498 Thesis credit(s): 3

Students may elect to substitute writing a thesis for one of their upper division electives. Thesis subject must be approved by INST Department Chair and mentor chosen by student with expertise in the subject region. Student must complete an individualized study form to register. See International Studies Department Chair to arrange.

Restriction(s):

Must be the following Class(es): Senior

INST 499 Senior Capstone credit(s): 1

Students take INST 499 in either semester of the senior year; the course involves compiling an electronic portfolio showcasing the student's academic work, service, study abroad experiences, internships and completing a problem-based research project with peers.

Restriction(s):

Must be the following Class(es): Senior

Italian Studies Program

Director: Torunn Haaland

Professor: G. Brooke (Emerita), T. Haaland

Associate Professors: S. Nedderman (Emerita)

Assistant Professor: E. Zammarchi

The department offers one major and one minor:

Bachelor of Arts, Italian Studies major

Minor in Italian Studies

Italian Studies is an interdisciplinary program aimed at imparting an understanding of Italian culture and competence in the Italian language.

The Bachelor of Arts degree with a major in Italian Studies includes one semester of participation in the Gonzaga-in-Florence program or comparable experience in Italy and a senior project (ITAL 498). Italian Studies majors are required to take an upper division course in Italian during their fourth year regardless of credits earned.

The Director of the Italian Studies Program is advised by a committee formed by the chairs or representatives of the departments that offer upper division electives for Italian Studies. Meetings of the advisory committee are called by the Director of Italian Studies as needed. Since the effective availability of upper level courses offered on the Spokane campus will at times be contingent upon enrollment, completion of the Italian Studies major and minor may require participation in study abroad programs and/or enrolling in summer courses.

B.A. Major in Italian Studies: 36 Credits

or 22 credits at the 300 level and above

Lower Division Courses

<u>ITAL 101</u> Elementary Italian I	3 credits
<u>ITAL 102</u> Elementary Italian II	3 credits

ITAL 201 Intermediate Italian I 4 credits

ITAL 202 Intermediate Italian II 4 credits

Upper Division Courses

One of the following two Courses: 3 credits

ITAL 301 Advanced Italian I

ITAL 302 Advanced Italian II

Electives (chosen from the elective list below or, **any Italian course(s) listed under Modern Languages**. At least nine elective 18 credits credits must be from courses taught in Italian.)

ITAL 498 Senior Project 1 credit

Minor in Italian Studies: 26 credits

or 12 credits at the 300 level and above

Lower Division Courses

ITAL 101 Elementary Italian I 3 credits

ITAL 102 Elementary Italian II 3 credits

ITAL 201 Intermediate Italian I 4 credits

ITAL 202 Intermediate Italian II 4 credits

Upper Division Courses

One of the following four Courses: 3 credits

ITAL 301 Advanced Italian I

ITAL 302 Advanced Italian II

ITAL 306 Advanced Conversation

ITAL 307 Conversational Approach to Contemporary Issues

Electives (chosen from the elective list below or, **any Italian course(s) listed under Modern Languages**.) 9 credits

The following courses may be applied toward electives for the major and minor in Italian Studies. **No more than two courses can be taken from the same discipline** (this doesn't apply to courses housed in the Italian program). Complete course descriptions can be found under departmental listings. Courses offered in Florence which are not offered regularly and are not on this list, require the prior approval of the Director of Italian Studies to be used toward the major or minor in Italian Studies.

ECON 404 Economic Integration in European Communities (Florence only)

ENGL 367 Love in the Renaissance (Florence only)

HIST 305/ITAL 363 The Roman Republic

HIST 306/ITAL 364 The Roman Empire

HIST 309 Italy: Homeland of the Romans

HIST 311/ITAL 366 Medieval Europe (Florence only)

HIST 312/ITAL 367 Renaissance Europe

HIST 336 History of Food (Florence only)

HIST 338/INST 391 Fascist Italy

INST 381/ITAL 319 Mafia and Political Violence in Film and Literature

INST 416/ITAL 315 The Italian Cinema

ITAL 313 The World of Dante (Florence only)

POLS 345 Machiavelli and the Romans

POLS 357 Italian Political System (Florence only)

SOCI 378 Social Economic Development of Italy

VART 360 Museum Studies (Florence only)

VART 397 Renaissance Art (Florence only)

VART 398 Roman Art and Architecture (Florence only)

VART 401 Renaissance Architecture (Florence only)

VART 466/PHIL 472 Philosophy of Art (Florence only)

Mathematics

Chairperson: Vesta Coufal

Professors: V. Coufal, T. McKenzie, S. Overbay, J. Burke (Emeritus), W. Carsrud (Emeritus), J. Firkins (Emeritus)

Associate Professors: M. Alsaker, L. Axon, R. Cangelosi, B. Dichone, M. Ghrist, M. K. Kearney, R. Ray, K. Shultis, J. Stover, G. Nord (Emeritus), J. Vander Beek (Emeritus)

Assistant Professors: E. Hogle, D. Larson, A. Mamun, H. Whitlatch

Senior Lecturer: C. Goodwin

Lecturers: T. Guardia, O. Kozubenko, S. Powers

The department offers two degrees, three majors, and two minors:

Bachelor of Science in Mathematics

Bachelor of Arts in Mathematics

Bachelor of Science in Applied Mathematics

with optional concentrations in: Actuarial Science, Biology, Biochemistry, Chemistry, Computer Science, Economics or Physics

Minor in Applied Mathematics

Minor in Mathematics

The Department of Mathematics provides training in mathematics and its applications to solve problems in business, engineering, the social sciences, and other disciplines. The curriculum offers a blend of pure mathematics and its applications. The department offers opportunities for students to grow their passion for mathematics and enrich their understanding of its role in the world through participation in conferences, community teaching, undergraduate research, and clubs. Majors are well prepared for positions in industry, government, and education, as well as for graduate studies.

All majors must take a senior comprehensive (MATH 496 or MATH 499) in the fall semester of their final year.

Prospective teachers of mathematics should consult the School of Education for the current state certification requirements.

It is recommended that all Mathematics majors take PHYS 103, CHEM 101, or BIOL 105 to satisfy their University Core Scientific Inquiry requirement. The department involves students with activities sponsored by the Mathematical Association of America (MAA), and the Society of Industrial and Applied Mathematics (SIAM). Majors may also participate in the annual William Lowell Putnam Mathematical Competition held every December.

Students pursuing a major in Mathematics or Applied Mathematics cannot pursue a minor in Mathematics or Applied Mathematics. Students are able to major or minor in Mathematics or Applied Mathematics, but not both.

B.S. Major in Mathematics: 40 Credits

Lower Division

<u>MATH 157</u> Calculus and Analytic Geometry I	4 credits
<u>MATH 258</u> Calculus and Analytic Geometry II	4 credits
<u>MATH 259</u> Calculus and Analytic Geometry III	4 credits

Upper Division

<u>MATH 301</u> Fundamentals of Mathematics	3 credits
<u>MATH 339</u> Linear Algebra	3 credits
<u>MATH 413</u> Real Analysis I	3 credits
<u>MATH 437</u> Abstract Algebra I	3 credits
MATH any 400-level	6 credits
MATH Electives ⁽¹⁾	9 credits
<u>MATH 499</u> Comprehensive - Math	1 credit

B.A. Major in Mathematics: 31 Credits

Lower Division

<u>MATH 157</u> Calculus and Analytic Geometry I	4 credits
<u>MATH 258</u> Calculus and Analytic Geometry II	4 credits
<u>MATH 259</u> Calculus and Analytic Geometry III	4 credits

Upper Division

<u>MATH 301</u> Fundamentals of Mathematics	3 credits
<u>MATH 339</u> Linear Algebra	3 credits
One of the following two Courses:	3 credits

MATH 413 Real Analysis I

MATH 437 Abstract Algebra I

MATH, any 400-level 3 credits

MATH Electives⁽¹⁾ 6 credits

MATH 499 Comprehensive - Math 1 credit

Note to Students:

*One of these courses may be replaced by MATH 260

B.S. Major in Applied Mathematics: 57-69 Credits

Lower Division

MATH 157 Calculus and Analytic Geometry I 4 credits

MATH 258 Calculus and Analytic Geometry II 4 credits

MATH 259 Calculus and Analytic Geometry III 4 credits

MATH 260 Ordinary Differential Equations⁽¹⁾ 3 credits

CPSC 121 Computer Science I 3 credits

Upper Division

MATH 301 Fundamentals of Mathematics 3 credits

MATH 339 Linear Algebra 3 credits

MATH 350 Numerical Methods⁽²⁾ 3 credits

MATH 413 Real Analysis I⁽³⁾ 3 credits

Choose one of the following two Courses: 3 credits

MATH 321 Statistics for Experimentalists⁽⁴⁾

MATH 422 Mathematical Statistics⁽⁵⁾

MATH 496 Comprehensive - Applied Math

1 credit

Applied Math Concentration Electives

- cannot double-count with another requirement
- credits based on chosen concentration

MATH 260 Ordinary Differential Equations⁽⁶⁾

MATH 328 Operations Research

MATH 341 Modern Geometry

MATH 351 Combinatorics & Graph Theory

MATH 361-MATH 363 Selected Topics

MATH 413 Real Analysis I⁽⁷⁾

MATH 414 Real Analysis II

MATH 417 Complex Variables

MATH 421 Probability Theory

MATH 423 Stochastic Processes⁽⁸⁾

MATH 437 Abstract Algebra I

MATH 438 Abstract Algebra II

MATH 450-MATH 453 Selected Topics

MATH 454 Partial Differential Equations

MATH 457 Number Theory and Cryptography

MATH 459 Topology

MATH 462 Nonlinear Systems and Chaos

MATH 498A/MATH 498B Thesis I/II

Notes to Students:

⁽¹⁾ Computer Science concentration students will take MATH 231 Discrete Structures instead of MATH 260.

⁽²⁾ Actuarial Science Concentration students will take MATH 423 Stochastic Processes instead of MATH 350.

- (3) Computer Science concentration students will take MATH 437 Abstract Algebra I instead of MATH 413.
- (4) Economics concentration and Actuarial students must take MATH 422 (not MATH 321).
- (5) All concentrations except Economics and Actuarial Science: If MATH 422 is chosen, then one MATH 400 level elective may be replaced by a MATH 300 level elective.
- (6) Computer Science concentration only: MATH 260 can be counted as a MATH 300-400 level elective.
- (7) Computer Science concentration only: MATH 413 can be counted as a MATH 400 level elective.
- (8) For all concentrations other than Actuarial Science: Math 423 can be counted as MATH 400 level elective

Select one of the following concentration options:

(Due to the interdisciplinary nature of the following options, students should make note of prerequisites and minimum grade requirements that may not be listed as degree requirements.)

<u>No concentration</u>	23-25 credits
<u>Actuarial Science</u>	35 credits
<u>Biology concentration</u>	34 credits
<u>Biochemistry concentration</u>	33 credits
<u>Chemistry concentration</u>	33 credits
<u>Computer Science concentration</u>	27 credits
<u>Economics concentration</u>	27 credits
<u>Physics concentration</u>	31 credits

No concentration: 23-25 credits

Choose two of the following three Courses: 8 credits

BIOL 105/BIOL 105L Information Flow in
Biological Systems

CHEM 101/CHEM 101L General Chemistry

PHYS 103 Scientific Physics I

Choose one of the following four Courses: 3-5 credits

BIOL 106 Energy Flow in Biological Systems (3
credits)

CHEM 205 Inorganic Chemistry (3 credits)

CHEM 230/CHEM 230L Organic Chemistry I (5
credits)

PHYS 204 Scientific Physics II (4 credits)

Choose one of the following three Courses: 3 credits

MATH 440 Foundations of Applied Mathematics

MATH 454 Partial Differential Equations

MATH 462 Nonlinear Systems and Chaos

Applied Math Electives: *Minimum of 6 credits must be chosen from
the electives list above; cannot double-count with a required course*

MATH 300-400 level elective 3 credits

MATH 400 level electives 6 credits

Actuarial Science concentration: 35 credits

ECON 201 Microeconomics 3 credits

ECON 202 Macroeconomics 3 credits

ECON 263 Accounting Analysis 3 credits

<u>ECON 301</u> Intermediate Microeconomics	3 credits
<u>ECON 352</u> Money and Banking	3 credits
<u>ECON 352L</u> Money and Banking Lab	1 credit
<u>ECON 355</u> Regression Analysis	3 credits
<u>ECON 451</u> Econometrics	3 credits
<u>MATH 421</u> Probability Theory	3 credits
<u>MATH 494</u> Topics in Actuarial Science	1 credit

Applied Math Electives: *All 6 credits must be chosen from the electives list above; cannot double-count with a required course*

MATH 300-400 elective	6 credits
One of the following two options:	3 credits
MATH 400 level elective	
<u>ECON 452</u> Time Series Analysis	

Biology concentration: 34 credits

<u>CHEM 101/CHEM 101L</u> General Chemistry	4 credits
<u>BIOL 105/BIOL 105L</u> Information Flow in Biological Systems	4 credits
<u>BIOL 106</u> Energy Flow in Biological Systems	3 credits
<i>Choose two of the following three Courses:</i>	8 credits
<u>BIOL 205/BIOL 205L</u> Physiology and Biodiversity	
<u>BIOL 206/BIOL 206L</u> Ecology	
<u>BIOL 207/BIOL 207L</u> Genetics	
BIOL 300-400 level electives ⁽⁹⁾	6 credits

Choose one of the following three Courses: 3 credits

MATH 440 Foundations of Applied Mathematics

MATH 454 Partial Differential Equations

MATH 462 Nonlinear Systems and Chaos

Applied Math Electives: *All 6 credits must be chosen from the electives list above; cannot double-count with a required course*

MATH 400 level electives 6 credits

⁽⁹⁾ Biology Elective Options: BIOL 303, 313, 323, 331, 333, 335, 338, 340, 341, 343, 344, 357, 360, 367, 371, 399, 403, 420, 441 (other courses may be considered on a case-by-case basis). BIOL 334, 337, and 451 are allowed but require BIOL 205, 206, and 207 as prerequisites.

Biochemistry concentration: 33 credits

CHEM 101/CHEM 101L General Chemistry 4 credits

CHEM 230/CHEM 230L Organic Chemistry I 5 credits

CHEM 231/CHEM 231L Organic Chemistry II 4 credits

CHEM 245/CHEM 245L Biochemistry 4 credits

CHEM 399 Advanced Topics 2 credits

CHEM 407 Special Topics in Biochemistry 2 credits

Choose one of the following three Courses: 3 credits

MATH 440 Foundations of Applied Mathematics

MATH 454 Partial Differential Equations

MATH 462 Nonlinear Systems and Chaos

Applied Math Electives: *Minimum of 6 credits must be chosen from the electives list above; cannot double-count with a required course*

MATH 300-400 level elective	3 credits
MATH 400 level electives	6 credits

Chemistry concentration: 33 credits

<u>PHYS 103</u> Scientific Physics I	4 credits
<u>CHEM 101/CHEM 101L</u> General Chemistry	4 credits
<u>CHEM 205</u> Inorganic Chemistry	3 credits
<u>CHEM 230/CHEM 230L</u> Organic Chemistry I	5 credits
<u>CHEM 310/CHEM 310L</u> Analytical Chemistry	5 credits
<u>CHEM 355</u> Physical Chemistry	3 credits

3 credits

Choose one of the following three Courses:

MATH 440 Foundations of Applied Mathematics

MATH 454 Partial Differential Equations

MATH 462 Nonlinear Systems and Chaos

Applied Math Electives: *All 6 credits must be chosen from the electives list above; cannot double-count with a required course*

MATH 400 level electives	6 credits

Computer Science concentration: 27 credits

<u>CPSC 122</u> Computer Science II	3 credits
<u>CPSC 223</u> Algorithms and Abstract Data Structures	3 credits
CPSC 300-400 level electives ⁽¹⁰⁾	6 credits

Choose one of the following four Courses: 3 credits

MATH 440 Foundations of Applied Mathematics

MATH 457 Number Theory and Cryptography

MATH 454 Partial Differential Equations

MATH 462 Nonlinear Systems and Chaos

Applied Math Electives: *Minimum of 9 credits must be chosen from the electives list above; cannot double-count with a required course*

MATH 300-400 level electives 6 credits

MATH 400 level electives 6 credits

⁽¹⁰⁾ Computer Science Elective options: CPSC 310-319, 321, 326, 351, 353, 360, 410-414, 425, 427, 447, 450, 475 (CPSC 321, 351, 353, and 450 are the recommended elective choices).

Economics concentration: 27 credits

ECON 201 Microeconomics 3 credits

ECON 202 Macroeconomics 3 credits

Choose one of the following two Courses: 3 credits

ECON 301 Intermediate Microeconomics

ECON 302 Intermediate Macroeconomics

ECON 303 Game Theory and Economic Applications 3 credits

ECON 300-400 level elective⁽¹¹⁾ 3 credits

MATH 421 Probability Theory 3 credits

MATH 422 Mathematical Statistics 3 credits

Choose one of the following three courses: 3 credits

MATH 440 Foundations of Applied Mathematics

MATH 454 Partial Differential Equations

MATH 462 Nonlinear Systems and Chaos

Applied Math Electives: *Minimum of 3 credits must be chosen from the electives list above; cannot double-count with any courses used above*

MATH 300-400 level electives 6 credits

⁽¹¹⁾ Economics Elective options: ECON 301, 311, 320, 321, 322, 324, 325, 330, 333, 334, 351, 352, 404, 451 (ECON 321 and 451 are the recommended elective choices).

Physics concentration: 31 credits

PHYS 103/PHYS 103L Scientific Physics I 5 credits

PHYS 204/PHYS 204L Scientific Physics II 5 credits

PHYS 200, 300, 400 level electives⁽¹²⁾ 6 credits

Choose two of the following four courses: 6 credits

MATH 417 Complex Variables

MATH 440 Foundations of Applied Mathematics

MATH 454 Partial Differential Equations

MATH 462 Nonlinear Systems and Chaos

Applied Math Electives: *Minimum of 6 credits must be chosen from the electives list below cannot double-count with a required course*

MATH 300-400 level elective 3 credits

MATH 400 level electives 6 credits

⁽¹²⁾ Physics Elective options: PHYS 205, 301, 306, 307, 402, 407, 409, 415, 450, 464 (PHYS 409 and 464 require PHYS 205 to be taken as a prerequisite).

Minor in Applied Mathematics: 24 Credits

Lower Division

<u>MATH 157</u> Calculus and Analytic Geometry I	4 credits
<u>MATH 258</u> Calculus and Analytic Geometry II	4 credits
<u>MATH 259</u> Calculus and Analytic Geometry III	4 credits
<u>MATH 260</u> Ordinary Differential Equations	3 credits

Upper Division

<u>MATH 339</u> Linear Algebra	3 credits

Choose one of the following three Courses: 3 credits

MATH 440 Foundations of Applied Mathematics

MATH 454 Partial Differential Equations

MATH 462 Nonlinear Systems and Chaos

Mathematics Elective: *Cannot double count with a course used above* 3 credits

MATH 301 Fundamentals of Mathematics

MATH 321 Statistics for Experimentalists

MATH 328 Operations Research

MATH 341 Modern Geometry

MATH 350 Numerical Methods

MATH 351* Combinatorics & Graph Theory

MATH 361-MATH 363 Selected Topics

MATH 413* Real Analysis I

MATH 417* Complex Variables

MATH 421* Probability Theory

MATH 422* Mathematical Statistics

MATH 423 Stochastic Processes
MATH 437* Abstract Algebra I
MATH 440 Foundations of Applied Mathematics
MATH 450-MATH 453* Selected Topics
MATH 454 Partial Differential Equations
MATH 457* Number Theory and Cryptography
MATH 459* Topology
MATH 462 Nonlinear Systems and Chaos

*Has an additional prerequisite which the required courses in the minor do not account for, typically MATH 301

Minor in Mathematics: 24 credits

Lower Division

<u>MATH 157</u> Calculus and Analytic Geometry I	4 credits
<u>MATH 258</u> Calculus and Analytic Geometry II	4 credits
<u>MATH 259</u> Calculus and Analytic Geometry III	4 credits

Upper Division

<u>MATH 301</u> Fundamentals of Mathematics	3 credits
<u>MATH 339</u> Linear Algebra	3 credits
MATH any 400-level	3 credits
MATH Electives*	3 credits

*this course may be replaced by MATH 260.

Courses:

MATH 099 **Intermediate Algebra** **credit(s): 3**
 Review of basic algebraic operations and concepts for students who need additional preparation before taking other courses involving mathematics. Topics include operations on algebraic expressions, factoring, algebraic functions, linear and quadratic equations, graphing, exponents,

radicals, and linear equations in two unknowns. This course does not fulfill the math requirement in the University Core.

MATH 100 College Algebra credit(s): 3

College algebra for those students who need additional preparation before taking MATH 114, MATH 147, or MATH 148. Topics include equations, polynomials, conics, graphing, algebraic, exponential and logarithmic functions. This course does not fulfill the math requirement in the University Core. Fall and Spring.

Equivalent(s): MATH 112

MATH 103 Excursions in Mathematics credit(s): 3

An elementary survey of various mathematical areas such as algebra, geometry, counting (permutations, combinations), probability, and other topics selected by the instructor. This course is intended for the liberal arts student not pursuing business or the sciences. Fall and Spring.

Fulfills the following degree requirement(s): Core: Mathematics

MATH 104 Elements of Algebra and Stats credit(s): 3

Development and application of concepts from algebra and statistics. Topics include polynomials, solving equations, graphing, functions, modeling, counting (permutations and combinations), data representation, probability, and statistics.

Fulfills the following degree requirement(s): Core: Mathematics

MATH 114 Mathematical Analysis-Business credit(s): 3

Designed for the student majoring in business. Topics selected from: functions and models, systems of equations, optimization, and introductory calculus. The emphasis will be on examples from business, which may include: cost, revenue, profit, supply, demand, market equilibrium, interest, present-value, future-value, and consumer and producer surplus. Fall and Spring.

Prerequisite: MATH 100

Fulfills the following degree requirement(s): Core: Mathematics

Prerequisite(s): MATH 100

MATH 121 Introductory Statistics credit(s): 3

An introduction to the basic concepts of descriptive and inferential statistics and their application to the interpretation and analysis of data. Fall and Spring.

Fulfills the following degree requirement(s): Core: Mathematics

MATH 147 Precalculus credit(s): 3

Topics include advanced equations and inequalities, functions and graphs including composite and inverse functions, logarithmic and exponential functions, trigonometric functions and their graphs, right angle trigonometry, trigonometric identities, systems of equations, and conics. Fall and Spring.

Fulfills the following degree requirement(s): Core: Mathematics

MATH 148 Survey of Calculus credit(s): 3

A one semester introduction to differential and integral calculus designed to convey the significance, use and application of calculus for liberal arts students, particularly those in the behavioral, biological, and social sciences. Fall and Spring.

Prerequisite: MATH 100

Fulfills the following degree requirement(s): Core: Mathematics

Prerequisite(s): MATH 100

MATH 157 Calculus-Analytic Geometry I credit(s): 4

An introduction to calculus for engineering, science and mathematics students, with an emphasis on conceptual understanding, problem solving, and modeling. Topics covered include: limits, continuity, derivatives of algebraic, trigonometric, and transcendental functions, applications of the derivative including optimization problems and linear approximations,

antiderivatives, introduction to the definite integral, and the Fundamental Theorem of Calculus. Fall and Spring.

Prerequisite: MATH 147, minimum grade: C

Fulfills the following degree requirement(s): Core: Mathematics

Prerequisite(s): MATH 147

MATH 193 First Year Seminar

credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

This course does not meet major or minor requirements.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

MATH 221 Applied Statistics

credit(s): 3

This course contains an introduction to probability and the use of statistics to solve problems in a variety of scientific disciplines. Topics include experimental design, sampling methods, confidence intervals, hypothesis tests, and linear models. The use of statistical software is integral to this course. Fall.

Prerequisite(s): MATH 148 or MATH 157

MATH 231 Discrete Structures

credit(s): 3

A study of propositional logic, set theory, functions, algorithms, divisibility, introductory number theory, elementary proof techniques, counting techniques, recursive definitions, mathematical induction, and graph theory. Fall and Spring.

Prerequisite(s): MATH 148 or MATH 157

MATH 258 Calculus-Analytic Geometry II

credit(s): 4

A continuation of MATH 157. Topics covered are: techniques of integration, applications of the integral, improper integrals, sequences and infinite series with an introduction to convergence tests, parametric equations, and polar coordinates.

Prerequisite(s): MATH 157, minimum grade: C-

MATH 259 Calculus-Analytic Geometry III

credit(s): 4

A treatment of multivariable calculus and the calculus of vector fields. Topics include: vectors and vector-valued functions, partial derivatives, multiple integration, curl and divergence, line integrals, Green's theorem, Stokes' theorem, and the Divergence theorem.

Prerequisite(s): MATH 258, minimum grade: C-

MATH 260 Ordinary Differential Equation

credit(s): 3

Solution methods for first-order equations, second-order linear equations, and linear systems of differential equations, including analytic and qualitative approaches. Topics include mathematical modeling, Laplace transforms, Taylor series solutions, and an introduction to matrix methods. Additional topics may include numerical methods, analyzing nonlinear systems, and techniques for higher-order linear equations. Fall and Spring.

Prerequisite(s): MATH 259

MATH 290 Directed Reading

credit(s): 1-3

Course repeatable for 6 credit(s).

Readings and reports in selected mathematical topics. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Sophomore

Prerequisite(s): MATH 157

A development of the standard techniques of mathematical proof through an examination of logic, set theory, as well as one-to-one, onto, and inverse functions. Additional topics may be chosen from the topology of the real line, the cardinality of sets, basic number theory, and basic group theory. Fall and Spring.

An applied statistics course for those with calculus preparation. Descriptive statistics, probability theory, discrete and continuous random variables, and methods of inferential statistics including interval estimation, hypothesis testing, and regression. Fall and Spring.

Quantitative methods for application to problems from business, engineering, and the social sciences. Topics include linear and dynamic programming, transportation problems, network analysis, PERT, and game theory. Spring, odd years.

A systematic study of the theory of matrices, vector spaces, and linear transformations. Topics include systems of linear equations, determinants, linear independence, bases, dimension, rank, eigenvalues, and eigenvectors. Additional topics may include inner products, orthonormal bases, projections, and quadratic forms. Applications may include geometry, adjacency matrices, calculus, difference equations, least squares, and Markov chains. Some proof-writing expected. Fall and Spring.

Axiomatic systems for, and selected topics from, Euclidean geometry, projective geometry, and other non-Euclidean geometries. Special attention will be given to the needs of the individuals preparing to teach at the secondary level. Fall, even years.

An introduction to approximating solutions to problems arising in applied mathematics and science. Topics include solving linear systems, root-finding, interpolations, regression, numerical integration and differentiation, and initial value problems. Computer programming will be an integral component of the class. Fall.

MA 111-001: Combinatorics and Graph Theory (3) (coreq: MA 111-000)
An introduction to combinatorics and graph theory with topics taken from counting techniques, generating functions, combinatorial designs and codes, matchings, directed graphs, paths, circuits, connectivity, trees, planarity, and colorings. Fall, odd years.

Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. Upon sufficient demand.

Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. Upon sufficient demand.

- MATH 362 Selected Topics** **credit(s): 1-3**
 Course repeatable for 9 credit(s).
 Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. Upon sufficient demand.
- MATH 363 Selected Topics** **credit(s): 1-3**
 Course repeatable for 6 credit(s).
 Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. Upon sufficient demand.
- MATH 390 Directed Study** **credit(s): 1-3**
 Course repeatable for 6 credit(s).
 Topic to be determined by faculty.
- MATH 413 Real Analysis I** **credit(s): 3**
 This proof-based course provides a rigorous treatment of the real number system, the topology of the real line, sequences and series of numbers and functions, continuity of functions, differentiation, and the Riemann integral. Spring and Fall, even years.
Prerequisite(s): MATH 301
- MATH 414 Real Analysis II** **credit(s): 3**
 Continuation of MATH 413 with topics chosen from Lebesgue theory, metric spaces, function spaces, and multivariable calculus. Spring, odd years.
Prerequisite(s): MATH 413
- MATH 417 Complex Variables** **credit(s): 3**
 An introduction to complex numbers and functions of one complex variable. Topics include the geometry and algebra of complex numbers, elementary functions, analytic functions, integration on the complex plane, Taylor and Laurent expansions, and the calculus of residues. Other topics selected from conformal mappings, integral transforms and inversion formulas, harmonic functions, and winding numbers, with applications to physical problems. Spring, even years.
Prerequisite(s): MATH 301
- MATH 421 Probability Theory** **credit(s): 3**
 A mathematical treatment of the laws of probability with emphasis on those properties fundamental to mathematical statistics. General probability spaces, combinatorial analysis, random variables, conditional probability, moment generating functions, Bayes' law, distribution theory, and law of large numbers. Fall.
Prerequisite(s): MATH 301(or MATH 259 and MATH 339)(or MATH 259 and MATH 351)
- MATH 422 Mathematical Statistics** **credit(s): 3**
 An examination of the mathematical principles underlying the basic statistical inference techniques of estimation, hypothesis testing, regression and correlation, nonparametric statistics, analysis of variance. Spring, even years.
Prerequisite(s): MATH 421
- MATH 423 Stochastic Processes** **credit(s): 3**
 An introduction to random processes and their applications in scientific inquiry, including discrete and continuous time probability models, Markov chains, Poisson processes, random walks, and simulation techniques. Additional topics selected from: queuing theory, branching processes, reliability theory, and Brownian motion. Spring, odd years.
Prerequisite(s): MATH 421
- MATH 432 Core Integration Seminar:** **credit(s): 3**
 The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way

that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

This course does not meet major or minor requirements.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement
MATH 437 Abstract Algebra I credit(s): 3

A detailed examination of topics chosen from groups, rings, integral domains, Euclidean domains, unique factorization, fields, Galois theory, and solvability by radicals. Spring and Fall, odd years.

Prerequisite(s): MATH 301

MATH 438 Abstract Algebra II credit(s): 3

Continuation of MATH 437. Spring, even years.

Prerequisite(s): MATH 437

MATH 440 Foundations of Applied Math credit(s): 3

This course introduces advanced foundational techniques used to solve problems arising in applied mathematics, science and engineering. Topics include dimensional analysis and scaling, mathematical modeling, perturbation methods, and asymptotic expansions. Additional topics may include the calculus of variations, similarity methods, integral transforms, Fourier series, special functions, and the derivation of models from conservation laws and constitutive equations; other topics may be selected at the discretion of the instructor.

Prerequisite(s): MATH 260, minimum grade: C-

MATH 450 Selected Topics credit(s): 1-3

Course repeatable for 9 credit(s).

Possible topics include combinatorics, topology, number theory, advanced numerical analysis, advanced linear algebra, theory of computation and complexity, and history of mathematics. Credit by arrangement. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): MATH 301

MATH 451 Special Topics credit(s): 1-3

Course repeatable for 9 credit(s).

Possible topics include combinatorics, topology, number theory, advanced numerical analysis, advanced linear algebra, theory of computation and complexity, and history of mathematics. Credit by arrangement. On sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): MATH 301

MATH 452 Selected Topics credit(s): 1-3

Course repeatable for 9 credit(s).

Possible topics include combinatorics, topology, number theory, advanced numerical analysis, advanced linear algebra, theory of computation and complexity, and history of mathematics. Credit by arrangement. Upon sufficient demand.

Prerequisite(s): MATH 301

MATH 453 Selected Topic credit(s): 1-3

Course repeatable for 9 credit(s).

Possible topics include combinatorics, topology, number theory, advanced numerical analysis, advanced linear algebra, theory of computation and complexity, and history of mathematics. Credit by arrangement. Upon sufficient demand.

Prerequisite(s): MATH 301

MATH 454 Partial Differential Equations credit(s): 3

Solutions of boundary value problems with applications to heat flow, wave motion, and potential theory. Topics include derivation of the heat, wave, and Laplace's equations, orthogonal sets of functions, Fourier series, Sturm-Liouville theory, separation of variables, integral transforms, the method of characteristics, and extensions to higher dimensions and non-Cartesian coordinate systems. Additional topics may include numerical methods, inverse methods, and nonlinear equations. Spring. **Prerequisite(s):** MATH 260, minimum grade: C-

MATH 457 Number Theory and Cryptography credit(s): 3

Elementary number theory topics including modular arithmetic, Diophantine equations, multiplicative functions, factorization techniques, primality testing, and development of the public key code. Additional topics may be included. Fall, even years.

Prerequisite(s): MATH 301

MATH 459 Topology credit(s): 3

Topics selected from the following: Metric spaces, manifolds, general topological spaces. Sequences, continuous functions, homeomorphisms. The separation axioms, connectedness, compactness. The theory of surfaces. Knot theory. Topics from combinatorial topology, algebraic topology, differential topology. Other topics to be determined by the instructor. Spring, odd years.

Equivalent(s): MATH 450

Prerequisite(s): MATH 301

MATH 462 Nonlinear Systems and Chaos credit(s): 3

This course provides an introduction to nonlinear dynamics and chaos theory. We examine concepts related to geometric and global ways of analyzing nonlinear evolution equations. These concepts include: phase space analysis, dissipative versus conservative systems, attractors, basins of attraction, elementary bifurcation theory, linear stability theory, Poincare sections and maps, strange attractors, Lyapunov exponents, fractals and fractal dimension. Fall, even years.

Prerequisite(s): MATH 260, minimum grade: C-

MATH 490 Directed Reading credit(s): 0-4

Course repeatable for 6 credit(s).

Selected topics in mathematics.

Restriction(s):

Must be the following Class(es): Senior

MATH 494 Topics in Actuarial Science credit(s): 1

This course explores the application of mathematics to solving actuarial science problems.

Course material is intended to help students prepare

for the probability and financial math actuarial exams. Spring.

Prerequisite(s): MATH 421, minimum grade: C- and ECON 352L, minimum grade: C-

MATH 496 Comprehensive - Applied Math credit(s): 1

A comprehensive survey of applied mathematics and its connections with various technical disciplines. Students will gain experience with both written and oral communication while reviewing a breadth of mathematical topics and exploring interdisciplinary applications. Students will be required to take the Educational Testing Service's Major Field Test in Mathematics. Required of all Applied Mathematics majors in their final year. Fall.

Restriction(s):

Must be the following Class(es): Senior

MATH 497 Mathematics Internship credit(s): 0-6

Special program for Mathematics majors.

Restriction(s):

Must be the following Class(es): Senior

MATH 498A Thesis I**credit(s): 1**

This course provides the motivated student with the opportunity to conduct an independent research project under the direction of a Mathematics Department faculty member. Rigorous research and study of advanced material with a significant technical writing component. Contingent on the student finding a faculty member in the Department of Mathematics who is willing to serve as a mentor. Fall and Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Restriction(s): Must be the following Class(es): Junior, Senior

Prerequisite(s): MATH 301, minimum grade: C

MATH 498B Thesis II**credit(s): 2**

Continuation of MATH 498A, culminating in a written thesis. Students are expected to present their work at a conference. Fall and Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Prerequisite(s): MATH 498A, minimum grade: B

MATH 499 Comprehensive - Math**credit(s): 1**

A comprehensive survey of mathematics. Students will gain experience with both written and oral communication of mathematics while reviewing a breadth of mathematical topics. Students will be required to take the Educational Testing Service's Major Field Test in Mathematics. Required of all Mathematics majors in their final year. Fall.

Restriction(s):

Must be the following Class(es): Senior

Modern Languages and Literature

Chairperson: Christina Isabelli

Professors: B. Boyer, G. Brooke (Emerita), L. García-Torvisco, T. Haaland, C. Isabelli, B. Semple

Associate Professors: T. Haaland, F. Kuester (Emerita), R. Marquis, S. Nedderman (Emerita), R. Stephanis

Assistant Professors: A. Schumacher

Senior Lecturers: D. Birginal, U. Perz

Lecturers: K. Bishop, A. García Osorio

The department offers two majors and four minors:

Bachelor of Arts, French major

Bachelor of Arts, Spanish major

Minor in French
Minor in German
Minor in Spanish
Minor in Italian

The Department of Modern Languages and Literature offers the Bachelor of Arts degree with majors in French and Spanish, and cooperates in offering majors and minors in Italian studies, Latin American studies, European studies and Asian studies. All language majors are encouraged to become proficient in a foreign language through study abroad. All language majors take a comprehensive exam, write a thesis, or engage in a capstone experience; content varies by language. Majors need a minimum of 19 credits (French) or 25 credits (Spanish) at the 300 level or above.

Minors are available in French, German, Italian, and Spanish. The Asian Studies, Latin American Studies, and European Studies programs, which are part of the International Studies major, are fully described under International Studies. The Italian Studies major and minor are described under Italian Studies. Since the effective availability of upper level courses offered on the main Spokane campus will at times be contingent on enrollment, completion of the Asian Studies minor and Italian minor may require participation in study abroad programs and/or enrolling in summer courses.

Gonzaga also offers programs of study (year or semester) in Paris, France or in Aix-en-Provence and courses may be transferred to Gonzaga and applied to the major requirement. Gonzaga-in-Florence, Italy, admits students for a summer, year or a semester of study. The department has a fall and spring semester program in Granada, Spain, a summer intensive program (up to six credits) in Cuernavaca, Mexico, and also accepts courses from sponsored programs in Argentina, Chile, or Spain. Gonzaga students can study abroad in Tokyo and Akita, Japan through the Japanese Program for one semester, one academic year, or for a 6-week summer session. Occasionally, students in the German program can spend a semester or a whole academic year at the University in Graz, Austria, or participate in a language program during the summer.

B.A. Major in French: 35 Credits

or 19 credits at the 300 level and above

Lower Division

FREN 101 Elementary French I 4 credits

FREN 102 Elementary French II 4 credits

FREN 201 Intermediate French I 4 credits

FREN 202 Intermediate French II 4 credits

Upper Division

One course in literature: 3 credits

FREN 323 Le Paris des contrastes

FREN 327 Introduction to Existentialism

One course in cinema: 3 credits

FREN 331 Contemporary French Cinema

One course in culture/civilization: 3 credits

FREN 340 La France d'aujourd'hui

FREN 350 French Civilization and Culture

French 300/400 level Electives 6 credits

FREN 499 French Comprehensive 1 credit

FREN 495 Senior Seminar 3 credits

**open to French minors only with permission of the professor.*

In order to reach the level of linguistic and cultural proficiency required for the French major, most students should expect to study abroad. They may do so through participation either in the programs in Paris or Aix-en-Provence or in another approved study abroad program. French minors are strongly encouraged to study abroad for a year, or a semester, or in an approved summer program.

B.A. Major in Spanish: 37 Credits

or 25 credits at the 300 level and above

Lower Division

SPAN 102 Elementary Spanish II 4 credits

SPAN 201 Intermediate Spanish I 4 credits

SPAN 202 Intermediate Spanish II 4 credits

Upper Division

SPAN 301 Advanced Spanish I 3 credits

SPAN 320 Advanced Spanish II 3 credits

SPAN 302-399*

While students may elect to take courses between SPAN 302-319, only 3 credits can count towards the minor. 6 credits

SPAN 400 - 489 3 credits

*Pre-requisite: once course from SPAN 321-399.

SPAN 321-489* Upper Division Electives 9 credits

SPAN 499 Senior Capstone** 1 credit

**Cannot be taken abroad. Pre-requisite: 12 credits SPAN 321-489

Minor in French and German: 28 Credits

Minor in Italian: 26 Credits

(or 12 credits at the 300 level and above)

Lower Division

Elementary Level (6 credits for Italian minors) 6-8 credits

Intermediate Level 8 credits

Upper Division

Electives in Same Language 12 credits

All Italian minor credits must be from courses taught in Italian.

Minor in Spanish: 27 Credits

(or 15 credits at the 301 and above)

Lower Division

SPAN 102 Elementary Spanish II 4 credits

SPAN 201 Intermediate Spanish I 4 credits

SPAN 202 Intermediate Spanish II 4 credits

Upper Division

SPAN 301 Advanced Spanish I 3 credits

SPAN 320 Advanced Spanish II 3 credits

SPAN 300 - 498 Electives *

*** While students may elect to take courses between SPAN 302-319, only three credits can count towards the minor. For 400's see prerequisite.** 9 credits

Special Topics in Language Courses

With **prior** approval of the Departmental Chair, students may study a language abroad (in a university approved program) not offered at Gonzaga and transfer these credits to Gonzaga.

Courses:

Arabic

ARAB 101 Elementary Arabic I credit(s): 4

Arabic 101 is a beginning level course primarily for students with little, if any, prior knowledge of Modern Standard Arabic. Arabic 101 introduces grammar, vocabulary, reading, speaking and writing activities, as well as cultural topics. The course stresses communication using both

offered through the Gonzaga/Whitworth Classroom Exchange and/or study abroad opportunities. Department Chair approval required.

Prerequisite(s): CHIN 101 or equivalent

CHIN 201 Intermediate Chinese I credit(s): 4

Credit for Chinese language is given to students through the consortium agreement (Department Chair approval) or study abroad programs only.

Prerequisite(s): CHIN 102 or equivalent

CHIN 202 Intermediate Chinese II credit(s): 4

Continuation of Chinese 201. Ten hours of conversational language time with students in small groups (held outside of class time) required. This course is only offered through the Gonzaga/Whitworth Classroom Exchange and/or study abroad opportunities. Department Chair approval required.

Prerequisite(s): CHIN 201 or equivalent

CHIN 290 Directed Study credit(s): 1-4

Course repeatable for 12 credit(s).

Topic to be determined by professor. This course is only offered through study abroad opportunities. Department Chair approval required.

CHIN 301 Advanced Chinese I credit(s): 3 or 4

Available only through sponsored Study Abroad programs.

Prerequisite(s): CHIN 202 or equivalent

CHIN 303 Conversation and Composition credit(s): 3

Available only through sponsored Study Abroad programs.

Prerequisite(s): CHIN 302

CHIN 390 Directed Study credit(s): 1-3

Available only through sponsored Study Abroad programs.

French

FREN 101 Elementary French I credit(s): 4

Introduction to French for students with no previous study of the language. Students learn basic tasks such as introducing themselves and meeting others, giving personal information, describing their schedule. Practice in the four skills of speaking, listening, reading and writing. The focus is on language acquisition, with some exposure to aspects of French and Francophone cultures.

Fall.

FREN 102 Elementary French II credit(s): 4

For students who have completed French 101 or the equivalent. The goal of the course is to enable students to progress from novice to intermediate level proficiency in the four language skills of speaking, listening, reading and writing. Students learn to provide more information about themselves and to accomplish more daily tasks. The focus is on language acquisition, and students also are introduced to some basics of French and Francophone cultures. Spring.

Prerequisite(s): FREN 101 or equivalent

FREN 190 Directed Study credit(s): 1-4

Course repeatable for 12 credit(s).

Topic to be determined by faculty.

FREN 200 French Conversation credit(s): 3

Review of grammar and syntax with emphasis on spoken French. Progressive exercises in conversation. Upon sufficient demand.

Equivalent(s): FREN 206

Prerequisite(s): FREN 102

- FREN 201 Intermediate French I credit(s): 4**
 For students who have completed French 102 or the equivalent. The goal of the course is to reinforce the fundamentals of grammar and syntax and to build proficiency in the four skills of speaking, listening, reading and writing. Students will be able to perform many communicative tasks by the end of the semester. A further goal of the course is to increase awareness of French and Francophone cultures. Fall.
Prerequisite(s): FREN 102 or equivalent
- FREN 202 Intermediate French II credit(s): 4**
 For students who have completed French 201 or the equivalent. The goal of the course is to strengthen the skills of speaking, listening, reading and writing in order to enable students to perform a larger number of communicative tasks. Lessons are conducted entirely in French for better immersion in the language. Additional goals of the course are to increase awareness of French and Francophone cultures, and to initiate students into the reading and interpretation of more challenging texts (short pieces of literature). Spring.
 Fulfills the following degree requirement(s): Core: Global Studies
Prerequisite(s): FREN 201 or equivalent
- FREN 280 Special Topics credit(s): 1-3**
 By arrangement.
- FREN 290 Directed Study credit(s): 1-4**
 Course repeatable for 12 credit(s).
 Topic to be determined by faculty.
- FREN 300 Advanced Grammar Review credit(s): 3**
 An intensive one-semester grammar course with extensive oral practice. Fall.
Prerequisite(s): FREN 202 or -FREN 300 level 3 credits
- FREN 301 Advanced French I credit(s): 3**
 Short stories, plays, novels, or essays by modern authors, with grammar and conversation based on the texts studied. Practice in phonetics where needed. Available only through sponsored study abroad programs.
Prerequisite(s): FREN 202 or equivalent
- FREN 302 Advanced French II credit(s): 3**
 Continuation of FREN 301. A greater emphasis on composition and advanced style. Available only through sponsored study abroad programs.
Prerequisite(s): FREN 301
- FREN 303 Advanced Language Practice I credit(s): 3**
 Oral and written comprehension, oral and written expression, grammar, vocabulary. Basic of phonetics. Culture and civilization. Available only through sponsored study abroad programs.
- FREN 304 Advanced Language Practice II credit(s): 3**
 A continuation of FREN 303. Available only through sponsored study abroad programs.
- FREN 315 Advanced French Conversation credit(s): 3**
 Intensive practice in oral French. Study of vocabulary, grammar, and pronunciation through discussion of cultural topics.
Prerequisite(s): FREN 300 level 3 credits
- FREN 323 Le Paris des contrastes credit(s): 3**
 Paris, ville d'amour et d'exclusion sociale. Students will analyze manifestations of social integration and exclusion, through representations of the city of Paris in French literary texts (short stories, novel and poetry), films, songs, photographs, and architecture.
 Fulfills the following degree requirement(s): Core: Social Justice; Fulfills the following degree requirement(s): FREN - Literature
Prerequisite(s): FREN 202 and FREN 300 level 3 credits

FREN 327 Introduction to Existentialism credit(s): 3

Students will analyze existentialist thought and become more acquainted with famous names associated with the area of Saint-Germain-des-Pres, such as Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Juliette Greco, etc. Existentialism will be approached as a cultural and humanistic movement, a way of life and rebirth in post-war Paris. Also recommended for INST: European Studies major or minor. **Taught in French.**

Fulfills the following degree requirement(s): Core: Global Studies; Fulfills the following degree requirement(s): FREN - Literature

Prerequisite(s): FREN 300 level

FREN 331 Contemporary French Cinema credit(s): 3

A study of French cinema as it has evolved in the last two decades. The films viewed will be used as a means to encourage reflection on the history, ideas and values that have gone into the making of modern France. The course is offered in English and French in separate sections. For students who take the English section of the course through the INST cross-listing, there is no French prerequisite. Spring.

Fulfills the following degree requirement(s): Core: Social Justice; Fulfills the following degree requirement(s): INST - European Studies; Fulfills the following degree requirement(s): FREN - Cinema

Equivalent(s): INST 339

Prerequisite(s): FREN 300 level

FREN 340 La France d'aujourd'hui credit(s): 3

A culture course that explores the political, social, economic, administrative, and cultural reality of contemporary France. Also recommended for INST: European Studies major or minor.

Taught in French.

Fulfills the following degree requirement(s): Core: Global Studies; Fulfills the following degree requirement(s): FREN - Culture

Prerequisite(s): FREN 300 level

FREN 350 French Civilization and Culture credit(s): 3

The political, social, intellectual, and artistic development of French culture from the beginning to the present. Available only through sponsored study abroad programs.

Fulfills the following degree requirement(s): FREN - Culture

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

FREN 365 French Politics credit(s): 3

A study of the French political system, its parties, elections, and how the system works in the new European order. Available only through sponsored study abroad programs.

FREN 380 Special Topics credit(s): 1-3

Course repeatable for 9 credit(s).

Selected topics in French language, literature or civilization.

Prerequisite(s): FREN 300 level

FREN 390 Directed Study credit(s): 1-3

Course repeatable for 12 credit(s).

Topic to be determined by faculty.

FREN 415 Business French credit(s): 3

Offered Abroad.

FREN 491 Directed Reading credit(s): 1-3

Course repeatable for 12 credit(s).

Selected readings by arrangement.

FREN 495 Senior Seminar credit(s): 3

The major French writers by genre. Fall.

Prerequisite(s): FREN 323 or FREN 327

FREN 497 Internship credit(s): 0-6

Course repeatable for 6 credit(s).

Professional experience in a supervised organizational setting allowing for the applied use of skills in French language and/or knowledge of Francophone cultures. An internship plan (description, objectives, learning outcomes) is devised with a French program faculty member before the internship begins.

Restriction(s):

Must be the following Class(es): Junior, Senior

FREN 499 French Comprehensive credit(s): 1

Required of all French majors in their fourth year.

Restriction(s):

Must be the following Class(es): Senior

German

GERM 101 Elementary German I credit(s): 4

This course is designed to introduce students to basic German language skills and give them an insight into the many aspects of German-speaking countries and their culture. This course provides extensive practice with writing, reading, speaking, and listening proficiency at the novice level according to the ACTFL guidelines.

GERM 102 Elementary German II credit(s): 4

This course is designed to further introduce students to basic German language skills and give them an insight into the many aspects of German-speaking countries and their culture. Students will be able to apply creative as well as analytic thinking skills by exploring a foreign language and its cultural idiosyncrasies. This course provides extensive practice with writing, reading, speaking, and listening proficiency at the novice level according to the ACTFL guidelines.

Prerequisite(s): GERM 101 or equivalent

GERM 103 Intensive Introductory German credit(s): 4

This accelerated language course is designed to introduce students with previous German or other foreign language experience to basic German language skills and give them an insight into the many aspects of German speaking countries and their culture.

GERM 201 Intermediate German I credit(s): 4

German 201 is designed to further strengthen and expand basic language skills in German. This course provides extensive practice with writing, reading, speaking, and listening proficiency at the intermediate low level according to the ACTFL guidelines, in addition to developing students' intercultural competencies.

Prerequisite(s): GERM 102 or equivalent

GERM 202 Intermediate German II credit(s): 4

German 202 is designed to further strengthen and expand students' language skills in German. This course provides extensive practice with writing, reading, speaking, and listening proficiency at the intermediate level according to the ACTFL guidelines, in addition to developing students' intercultural competencies.

Fulfills the following degree requirement(s): Core: Global Studies

Prerequisite(s): GERM 201 or equivalent

GERM 290 Directed Study credit(s): 1-4

Topics to be determined by faculty.

GERM 301 Advanced German credit(s): 3

This course is designed for students at the advanced level according to ACTFL guidelines and provides intensive practice in written and spoken German through the discussion and analysis of short stories and literary texts in their social, cultural, and historical context. Additionally, Students work on reviewing and practicing grammatical structures and new vocabulary in hands-on exercises. This course also focuses on 1) the inclusion of supporting documentation

ITAL 101L Elementary Italian I Lab **credit(s): 0-1**

Taken only in conjunction with ITAL 101 when taken in Florence, Italy.

Corequisite(s): ITAL 101

ITAL 102 Elementary Italian II **credit(s): 3**

This course is designed to further introduce students to elementary Italian language skills and give them an insight into the many aspects of Italy and its cultures. This course provides extensive practice with writing, reading, speaking, and listening. Students are expected to achieve novice-high level proficiency in these skills according to the ACTFL guidelines, in addition to developing intercultural knowledge and competencies. Students will be able to draw connections among ideas and engage the present, the past and the future tenses. **This course is taught in Italian.**

Prerequisite(s): ITAL 101 or equivalent

ITAL 102L Elementary Italian II Lab **credit(s): 0 or 1**

Taken only in conjunction with ITAL 102 when taken in Florence, Italy.

Corequisite(s): ITAL 102

Prerequisite(s): ITAL 101 or equivalent

ITAL 105 Elementary Italian Conversation I **credit(s): 3**

Students learn to use the language in a variety of everyday situations through focused practice in class and organized encounters with native speakers of Italian. Does not fulfill the College of Arts and Sciences Second Language Proficiency requirement.

Prerequisite(s): ITAL 101 or equivalent

ITAL 106 Elementary Italian Conversation II **credit(s): 3**

A continuation of ITAL 105. Vocabulary and grammar presented in Italian 102 are reinforced. Does not fulfill the College of Arts and Sciences Second Language Proficiency requirement.

Prerequisite(s): ITAL 102 or equivalent

ITAL 190 Directed Study **credit(s): 1-4**

Topic to be determined by professor.

ITAL 201 Intermediate Italian I **credit(s): 4**

This course is designed to further strengthen and expand language skills in Italian. This course provides extensive practice with writing, reading, speaking, and listening. Students will develop intermediate-mid level proficiency in these skills according to the ACTFL guidelines, in addition to developing intercultural knowledge and competencies. Students will be able to draw connections among and evaluate ideas and to engage the past, the present and the future tenses in addition to the imperative and the conditional modes. **This course is taught in Italian.**

Prerequisite(s): ITAL 102 or equivalent

ITAL 202 Intermediate Italian II **credit(s): 4**

This course is designed to further strengthen and expand students' language skills in Italian. This course provides extensive practice with writing, reading, speaking, and listening. Students will develop intermediate-high level proficiency in these skills according to the ACTFL guidelines, in addition to developing intercultural knowledge and competencies. Students will be able to explore ideas by creative analytic thinking while engaging the past, the present and the future tenses in addition to the imperative, the conditional and the subjunctive modes. **This course is taught in Italian.**

Prerequisite(s): ITAL 201 or equivalent

ITAL 290 Directed Study **credit(s): 1-4**

Course repeatable for 8 credit(s).

Topic to be determined by faculty.

Advanced review of grammatical structures through conversation, readings, compositions and oral comprehension. **In Italian.**

ITAL 302	Advanced Italian II	credit(s): 3

In Italian. Advanced review of grammatical structures through conversation, readings, presentations and oral comprehension. Can be taken alone or as a continuation of ITAL 301.

ITAL 303	Survey of Italian Literature I	credit(s): 3

including Petrarch, Boccaccio and Machiavelli.

ITAL 304 Survey: Italian Literature II credit(s): 3

Prerequisite(s): ITAL 202

In Italian. Advanced conversation for students returning from Florence.

ITAL 307	Conversational Approach to Contemporary Issues	credit(s): 3

Prerequisite(s): ITAL 202

This course uses Italian films to help students improve language proficiency and deepen their understanding of Italian history and culture. Italian cinema closely reflects national culture and each film in the course is chosen for its focus on one or more aspects of Italian society.

Prerequisite(s): ITAL 202 or equivalent

In English. In this course, students will engage with the history, philosophy, art, politics, and poetics of the Middle Ages through a close reading of Dante Alighieri's *Commedia*, *Vita Nova*, and other period texts. The course will also briefly consider the monumental cultural heritage that Dante's poem has and continues to produce. In class discussions, students will be expected to know, discuss, and offer interpretations of the text through their own reading and preparation based on notes provided by the instructor on Blackboard. This course will emphasize close reading of primarily poetic texts.

Restriction(s):

ITAL 314	Fascism in Film and Literature	credit(s): 3

important objective of the course is to study the impact of Fascism on segments of the Italian population which did not conform to fascist ideals. Special arrangements may be made for majors in Italian Studies and minors in Italian.

Prerequisite(s): ITAL 202

ITAL 315 The Italian Cinema credit(s): 3

In English. This course aims at presenting aspects of Italian society through film.

Fulfills the following degree requirement(s): INST - European Studies, ITAL - upper division elec, Core: Literature

Equivalent(s): INST 416

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

ITAL 316 The Italian Short Story I credit(s): 3

In Italian. The development of the Italian short story from its origin through the Baroque.

Included are stories from the Novellino, the Decameron, the Novelliere, and the Pentameron.

Prerequisite(s): ITAL 202

ITAL 317 Italian Short Story II credit(s): 3

In Italian. The Italian short story through the works of the nineteenth and twentieth century authors.

Prerequisite(s): ITAL 202

ITAL 319 Mafia and Political Violence in Film and Literature credit(s): 3

In English. Through a study of Italian film, novels and nonfiction, this course will examine the phenomenon of organized crime in Italian society.

Fulfills the following degree requirement(s): INST - European Studies, ITAL - upper division elec

Equivalent(s): INST 381

ITAL 320 New Immigrants in Film and Literature credit(s): 3

In English. This course will explore the impact of immigration from Third World countries on Italian society through the study of novels, nonfiction and film. Special arrangements may be made for majors in Italian Studies and minors in Italian.

ITAL 322 The Italian Historical Novel credit(s): 3

In English. This course will explore the development of the historical novel in Italy with emphasis on modern historical novels. Special arrangements may be made for majors in Italian Studies and minors in Italian.

Prerequisite(s): ITAL 202

ITAL 330 Literary Genres credit(s): 3

In Italian. A study of examples of the major literary genres (narrative, dramatic, and poetic).

Prerequisite(s): ITAL 202

ITAL 350 Italian Civilization and Culture credit(s): 3

In Italian. Readings and discussion of various aspects of Italian life such as art, cinema, politics, literature, history, fashions, etc.

Prerequisite(s): ITAL 202 or equivalent

ITAL 363 The Roman Republic credit(s): 3

In English. The political, social and cultural history of Republican Rome from its legendary origins to the Battle of Actium and its de facto end in 31 BC. The course will focus closely on the factors leading to the Republic's successful rise as uncontested Mediterranean ruler as well as the internal political and social conflicts that brought the Republic crashing down to its ultimate fall.

Fulfills the following degree requirement(s): ITAL - upper division elec

Equivalent(s): HIST 305

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): HIST 101 or WGST 271C

ITAL 364 The Roman Empire credit(s): 3

In English. The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the principate in 27 B.C. to the decline of the Roman Empire in the west by the 5th century AD. Special focus in this course will be given to the workings of the

Imperial system, daily life in Rome and the provinces, the rise of Christianity, and the ultimate transformation of the empire.

Fulfills the following degree requirement(s): ITAL - upper division elec

Equivalent(s): HIST 306

ITAL 366 Medieval Europe

credit(s): 3

In English. Developments in the first flowering of Western European civilization, C.A.D. 500-1350, including feudalism, the rise of representative assemblies, the commercial revolution and the papal monarchy. Gonzaga in Florence only.

Equivalent(s): HIST 311

ITAL 367 Renaissance Europe

credit(s): 3

In English. The history of Western Europe circa 1350-1550, examining the political, religious, social, and economic context for the cultural achievements of the humanists, artists, dramatists, scientists, architects, and educators of the age of Joan of Arc, Michelangelo, the Tudors and the Medici.

Fulfills the following degree requirement(s): ITAL - upper division elective

Equivalent(s): HIST 312

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

ITAL 380 Special Topics

credit(s): 1-3

Course repeatable for 9 credit(s).

Selected topics in Italian language, literature, or civilization.

Prerequisite(s): ITAL 202

ITAL 390 Directed Study

credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by faculty.

ITAL 391 Directed Study

credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by faculty.

ITAL 440 Women in Italian Literature

credit(s): 3

In English. This course examines the contribution of women novelists to Italian literature through the discussion of contemporary novels by women. Special arrangements may be made for majors in Italian Studies and minors in Italian.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

ITAL 497 Internship

credit(s): 0-6

Course repeatable for 6 credit(s).

The internship provides students with the opportunity to apply knowledge and skills gained in the Italian classroom with a supervised organizational setting directly related to the student's major area of study. An internship plan (description, objectives, learning outcomes) is devised with an Italian faculty member, and approved by the Director of Italian Studies, before the internship begins.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): ITAL 301, minimum grade: B or ITAL 302, minimum grade: B

ITAL 498 Senior Project

credit(s): 1

Required of all Italian Studies majors. Permission from the Director of Italian Studies only.

Japanese

JPNE 100 Japanese for Travelers credit(s): 3

Acquisition of useful vocabulary, phrases, sentence patterns for getting around in Japan. The students will acquire cultural understanding for better communication with Japanese speakers. Upon sufficient demand.

JPNE 101 Elementary Japanese I credit(s): 4

Grammar, composition, conversation, and discussion of cultural topics. Mastery of hiragana, katakana, and approximately 50 kanji (Chinese characters). Fall.

JPNE 102 Elementary Japanese II credit(s): 4

A continuation of JPNE 101. 150 kanji in addition to those introduced in JPNE 101. Spring.

Prerequisite(s): JPNE 101 or equivalent

JPNE 190 Directed Study credit(s): 1-4

Course repeatable for 6 credit(s).

Topic to be determined by professor.

JPNE 201 Intermediate Japanese I credit(s): 4

Intensive oral work to develop fluency in the language; written composition and reading at the intermediate level. 200 kanji in addition to those introduced in JPNE 102. Fall.

Prerequisite(s): JPNE 102 or equivalent

JPNE 202 Intermediate Japanese II credit(s): 4

A continuation of JPNE 201. 200 kanji in addition to those introduced in JPNE 201. Spring.

Prerequisite(s): JPNE 201 or equivalent

JPNE 290 Japanese Tutoring credit(s): 1

Course repeatable for 4 credit(s).

This course is designed to train Japanese language tutors to assist Japanese language learners. The course focus is on practical experience. Tutors will meet regularly with their pupils.

JPNE 291 Directed Study credit(s): 1-4

Course repeatable for 7 credit(s).

Topic to be determined by professor.

JPNE 301 Advanced Japanese I credit(s): 3

Intensive oral work to develop fluency in the language; written composition and reading at the advanced level. 200 kanji in addition to those introduced in JPNE 202.

Prerequisite(s): JPNE 202 or equivalent

JPNE 302 Advanced Japanese II credit(s): 3

A continuation of JPNE 301. 200 kanji in addition to those introduced in JPNE 301.

Prerequisite(s): JPNE 301

JPNE 350 Japanese Culture I credit(s): 3

This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. Taught in English.

Fulfills the following degree requirement(s): INST - Asian Studies content

Equivalent(s): INST 360

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

JPNE 351 Japanese Culture II credit(s): 3

This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. Taught in English. Upon sufficient demand.

Fulfills the following degree requirement(s): INST - Asian Studies content

Equivalent(s): INST 361

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

JPNE 380 Special Topics credit(s): 1-3

Course repeatable for 9 credit(s).

Selected topics in Japanese language, literature or civilization.

Prerequisite(s): JPNE 202

JPNE 390 Directed Study credit(s): 0-4

Course repeatable for 15 credit(s).

Topic to be determined by professor.

JPNE 401 Literature and Culture credit(s): 3-8

Equivalent(s): JPNE 401

JPNE 491 Directed Study credit(s): 1-4

Course repeatable for 15 credit(s).

Selected readings by arrangement.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

JPNE 497 Internship credit(s): 0-6

Course repeatable for 6 credit(s).

Professional experience in a supervised organizational setting allowing for the applied use of skills in Japanese language and/or knowledge of Japanese-speaking cultures. A maximum of three credits with approval of the Department Chair, can be applied as upper division credits.

Modern Languages

MDLA 190 Elementary Language credit(s): 0-9

Course repeatable for 12 credit(s).

Elementary language teaching.

MDLA 193 First Year Seminar credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by professor with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

MDLA 290 Intermediate Language credit(s): 0-9

Course repeatable for 12 credit(s).

MDLA 390 Advanced Language credit(s): 0-9

Course repeatable for 12 credit(s).

Spanish

SPAN 101 Elementary Spanish I credit(s): 4

This course is designed to introduce students to elementary Spanish language skills and give them an insight into the many aspects of Spanish-speaking countries and their cultures. This course provides practice with writing, reading, speaking, and listening. Students are expected to achieve novice-mid level proficiency in these skills according to the ACTFL guidelines, in addition to developing intercultural knowledge and competencies. Students will be able to recall facts and basic concepts. Summer.

SPAN 102 Elementary Spanish II credit(s): 4

This course is designed to further introduce students to elementary Spanish language skills and give them an insight into the many aspects of Spanish-speaking countries and their cultures.

This course provides extensive practice with writing, reading, speaking, and listening. Students

are expected to achieve novice-high level proficiency in these skills according to the ACTFL guidelines, in addition to developing intercultural knowledge and competencies. Students will be able to draw connections among ideas. This course is taught in Spanish. Fall and Spring.

Prerequisite(s): SPAN 101 or equivalent

SPAN 180 Special Topics Beginning Level **credit(s): 0-4**

Course repeatable for 12 credit(s).

Topic to be determined by professor.

SPAN 185 Special Topics Abroad Beginning Level **credit(s): 0-6**

Course repeatable for 12 credit(s).

Topic to be determined by professor.

SPAN 190 Directed Study **credit(s): 1-8**

Course repeatable 4 time(s).

Topic to be decided by professor.

SPAN 201 Intermediate Spanish I **credit(s): 4**

This course is designed to further strengthen and expand language skills in Spanish. This course provides extensive practice with writing, reading, speaking, and listening. Students will develop intermediate-mid level proficiency in these skills according to the ACTFL guidelines, in addition to developing intercultural knowledge and competencies. Students will be able to draw connections among ideas and evaluate ideas. This course is taught in Spanish. Fall and Spring. Fulfills the following degree requirement(s): Core: Global Studies

Prerequisite(s): SPAN 102 or equivalent.

SPAN 202 Intermediate Spanish II **credit(s): 4**

This course is designed to further strengthen and expand students' language skills in Spanish.

This course provides extensive practice with writing, reading, speaking, and listening. Students will develop intermediate-high level proficiency in these skills according to the ACTFL guidelines, in addition to developing intercultural knowledge and competencies. Students will be able to apply creative as well as analytic thinking skills while exploring ideas. This course is taught in Spanish. Fall and Spring.

Prerequisite(s): SPAN 201 or equivalent

SPAN 206 Spanish Conversation **credit(s): 3**

Development of oral expression in Spanish within a correct grammatical framework.

Prerequisite(s): SPAN 102

SPAN 280 Special Topics Intermediate Level **credit(s): 1-4**

Course repeatable for 12 credit(s).

By arrangement only. Topic selected by student-professor consultation.

SPAN 281 Special Topics **credit(s): 1-4**

Course repeatable for 12 credit(s).

Topic selected by professor.

SPAN 285 Special Topics Abroad Intermediate Level **credit(s): 0-7**

Course repeatable for 12 credit(s).

SPAN 290 Spanish Grammar Review **credit(s): 3-4**

Course repeatable for 12 credit(s).

Review of Spanish grammar.

SPAN 291 Directed Study **credit(s): 1-4**

Course repeatable for 6 credit(s).

Topic to be determined by professor.

SPAN 301 Advanced Spanish I **credit(s): 3**

Advanced grammar. A review of specific grammatical constructions fundamental to effective oral and written communication and proficiency in listening and reading skills through the lens of

Fulfills the following degree requirement(s): Core: Writing Enriched

SPAN 306 Advanced Conversation credit(s): 3

Prerequisite(s): SPAN 301, minimum grade: C

Exploration of and practice with complex grammatical structures in Spanish. This course is designed to consolidate the command of Spanish grammar and vocabulary through oral practice and classroom activities as well as through compositions and written exercises.

SPAN 317 **Translation: Principles and Practice** **credit(s): 3**

Prerequisite(s): SPAN 301, minimum grade: C

This course is designed for students planning to work in the health care field and who want to acquire more cultural and linguistic skills in medical Spanish. Students will develop new critical perspectives on health care for Hispanics in the US. Specifically, students will develop medical language skills and cultural competency for health care situations.

Prerequisite(s): SPAN 301, minimum grade: C

Course repeatable for 12 credit(s).

SPAN 320 Advanced Spanish II credit(s): 3

Equivalent(s): SPAN 302

SPAN 321 Spanish Medieval-Golden Age Literature credit(s): 3

This course if offered at least once every three years.

Fulfills the following degree requirement(s): SPAN - Literature

SPAN 322 **Spanish Literature (18th - 21st Century)** **credit(s): 3**

Equivalent(s): SPAN 304

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 323 Latin American Pre-Hispanic 19th Century Literature credit(s): 3

This course offers an introduction to the literature of the Spanish-speaking Americas. The texts students will read range from pre-Hispanic times until the end of the nineteenth century. During the semester, students will explore the various voices that arise from the Americas and how they present themselves in different genres such as: diary, chronicle, letter, essay, poetry, short story, and novel.

Fulfills the following degree requirement(s): INST - Latin American Studies, Core: Literature, Core: Global Studies

Equivalent(s): INST 316, **Equivalent(s):** SPAN 307

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 324 Latin American 19th-21st Century Literature credit(s): 3

Span 324: Latin American 19th-21st Century Literature This course is designed to introduce students to the major trends and authors of

Latin America during the contemporary period, starting at the end of the 19th Century and concluding with present-day works.

Fulfills the following degree requirement(s): INST - Latin American Studies, SPAN - Literature

Equivalent(s): INST 317, SPAN 308

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 325 Introduction to Poetry in Spanish credit(s): 3

This course introduces students to the analytical tools of poetry analysis and provides a general survey of Spanish language poetry from its origins to the 21st century, covering poets from Spain and Latin America. Due to the scope of the material covered in this course, mostly canonical authors will be studied as a means to approach the philosophical and literary movements, historical and other cultural elements, that have shaped Spanish language literary development.

Fulfills the following degree requirement(s): SPAN - Literature

Prerequisite(s): SPAN 320, minimum grade: C or SPAN 302, minimum grade: C

SPAN 328 Survey of Women's Literature credit(s): 3

Studies and analyzes a range of texts, including narrative fiction, poetry, drama, and/or essays written in Spanish by women writers. Texts may come from Spain and/or Latin America.

Emphasis placed on literature from the 20th and 21st centuries.

Equivalent(s): SPAN 442

Fulfills the following degree requirement(s): SPAN - Literature

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 340 Spanish Civilization and Culture credit(s): 3

This course provides a general introduction to the history and culture(s) of Spain through an analysis of its social, political, and cultural characteristics from ancient times to the present. Special attention will be paid to Spain's art, music, architecture, social customs, and values.

Equivalent(s): SPAN 409

Fulfills the following degree requirement(s): SPAN - Culture

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 341 Latin-American Civilization and Cultures credit(s): 3

This course offers an introduction to the cultures of the Spanish-speaking Americas from the precolonial period until present day. During the semester, students will explore various texts (written and visual) in order to examine the various manifestations of Latin American cultures.

Equivalent(s): SPAN 410

Fulfills the following degree requirement(s): SPAN - Culture

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 351 Latin American Cinema credit(s): 3

This course will focus on a series of representative Latin American films in order to explore issues of national formation and cultural identity. Emphasis will be given to the social, political, and economic factors which affect the production and reception of these films.

Fulfills the following degree requirement(s): INST - Difference; Fulfills the following degree requirement(s): SPAN - Culture

Equivalent(s): INST 414, SPAN 416

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 352 Spanish Cinema credit(s): 3

This course provides an introduction to the history of Spanish cinema through the study of representative films of different historical periods (Francoist and/ or democratic period).

Particular attention will be given to the historical, social, and cultural context of the production and reception of those movies, as well as to questions of authorship/genre, gender/sexuality, and national/cultural identity.

Fulfills the following degree requirement(s): Fulfills the following degree requirement(s): INST - Thematic Concentration - Europe; Fulfills the following degree requirement(s): SPAN - Culture

Equivalent(s): INST 415

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 360 Introduction to Spanish Linguistics credit(s): 3

This course provides an introduction to Spanish linguistics and establishes the basis for the application of linguistic principles. The content included is an overview of linguistic rules with a focus on Spanish. The course begins with an introduction to the description and organization of data dealing with phonology (how sound patterns form words). Building on this, the discussion continues with topics in morphology (word formation and verbal inflection) and the description and organization of data dealing with syntax (how words combine to form phrases and sentences). Finally, the course ends by analyzing the regional variations of Spanish (dialectology) where the students apply the first three concepts (phonology, morphology and syntax) to contrast and compare the regional categories of Spanish use world-wide including the following six modalities: Peninsular (Northern/Southern Spain), Atlantic (Canary Islands/Latin America), USA, Equatorial Guinea, Judeo-Spanish and Creoles.

Fulfills the following degree requirement(s): SPAN - Culture

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 361 History of Spanish Language credit(s): 3

This course traces the development of the Spanish language from Latin to the present focusing upon the cultural, literary and historical factors that have contributed to its evolution from Latin to early Romance, and then to the Modern language. The course is divided into four parts: the lexical expansion Vulgar Latin to Classical Latin to modern Spanish elements; the development of the phonological system; the development of the written language from Alfonso El Sabio and Berceo to La Celestina, Valdes, Nebrija, and the language of the Golden Age; and, the overseas expansion of Spanish and Judeo-Spanish.

Fulfills the following degree requirement(s): SPAN - Culture

Prerequisite(s): SPAN 320, minimum grade: C

SPAN 362 Spanish Phonology and Phonetics credit(s): 3

This course examines the relationship between orthography (the way we spell Spanish) and the way it is pronounced. It also focuses on common orthographic errors, including spelling, accentuation and syllabification. In addition, it closely examines the sounds of Spanish (the phonetics) and the rules that govern the distribution of these sounds in the language (the phonology) and examines how these sounds vary across dialects and the linguistic and extralinguistic factors that contribute to this variation.

Fulfills the following degree requirement(s): SPAN - Culture

Prerequisite(s): SPAN 320, minimum grade: C

- SPAN 380 Special Topics Advanced Level** **credit(s): 0-6**
 Course repeatable for 12 credit(s).
 Topics in Spanish literature to be determined by professor.
Prerequisite(s): SPAN 320, minimum grade: C
- SPAN 385 Special Topics Abroad Advanced Level** **credit(s): 0-6**
 Course repeatable for 12 credit(s).
 Topic to be determined by professor.
Prerequisite(s): SPAN 320, minimum grade: C
- SPAN 390 Directed Study** **credit(s): 1-3**
 Course repeatable for 6 credit(s).
 Topic to be decided by professor.
Prerequisite(s): SPAN 320, minimum grade: C
- SPAN 400 Spanish in the US** **credit(s): 3**
 This course familiarizes students with issues about language use in social contexts. Students will discuss results of research on the relationship between language and society in several Spanish-speaking communities, examine different types of linguistic and social variation, and learn methods to study such variation in monolingual and bilingual communities. Based on the readings, discussions and practice, students will have the opportunity to explore, discover and investigate the social nature of language.
 Fulfills the following degree requirement(s): SPAN - Culture
Prerequisite(s): SPAN 321 - 399 3 credits
- SPAN 401 Second Language Acquisition** **credit(s): 3**
 This course is an introduction to the field of second language acquisition with an emphasis on speaking. The course format will include readings, discussions, and student presentations. It will examine speaking in a second language from several perspectives: theory, evaluation/testing, pedagogy, and materials.
Prerequisite(s): SPAN 321 - 399 3 credits
- SPAN 403 Spanish Theater** **credit(s): 3**
 Spanish theater from its origins to the present. Emphasis on the significance of the Golden Age of theater to the evolution of this genre.
Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits
- SPAN 404 Spanish-American Theater** **credit(s): 3**
 Spanish American theatre from the pre-Hispanic period to the present. Emphasis placed on the contemporary period and the theater that evolved subsequent to the Modernist period.
Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits
- SPAN 405 Narrative Fiction in Spain** **credit(s): 3**
 Analysis of the historical evolution of the novel and short story and their literary antecedents in Spain, from origins to the present.
Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits
- SPAN 406 Narrative Fiction in Span America** **credit(s): 3**
 The novel and short story in Spanish America during the twentieth century.
 Fulfills the following degree requirement(s): INST - Latin American Studies
Equivalent(s): INST 406
Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits
- SPAN 407 Peninsular Contemporary Short Story** **credit(s): 3**
 This course focuses on Spanish short stories written in Spain or by Spaniards living in exile from the 1940s to the present. The course gives a panoramic vision of Spain's recent history through a selection of short stories and also through the history of this genre in Spain, with a strong emphasis on women writers. We will take into consideration the main authors and movements of recent decades and analyze both the mechanisms that shape the genre, and its representations, especially in terms of gender discontinuities. The students will be exposed not

only to short stories, but also to articles, films, interviews, and reflections and meditations by the writers themselves.

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

SPAN 411 Mexican Culture **credit(s): 3**

Summer session course in Mexico on Mexican society, art, history and literature.

Fulfills the following degree requirement(s): Core: Global Studies; Fulfills the following degree requirement(s): SPAN - Culture

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

SPAN 417 The Movies of Pedro Almodovar **credit(s): 3**

In this class, the film career of Pedro Almodovar (1949-), the most important Spanish filmmaker in recent decades, will be analyzed taking into account both the recent history of Spain and the history of the Spanish movie industry in the last 30 years. We will discuss several of his feature films and short films, as well as some of his writing. The topics of discussion will mainly focus on questions of identity in his movies, the relationship between his films and the cultural-political market of the democracy in Spain (the "Movida"), and the evolution of his movies in terms of cinematography, genre (from comedy to melodrama and lately, film noir), and gender representation. Film titles vary from semester to semester; however, could include films such as: Labyrinth of Passions (1982), Dark Habits (1983), What Have I Done to Deserve This?! (1984), Matador (1986), The Law of Desire (1987), Women on the Verge of a Nervous Breakdown (1988), High Heels (1991), All About my Mother (1999), Talk to Her (2002), Volver (2006), Broken Embraces (2009). This class will be conducted in Spanish.

Fulfills the following degree requirement(s): SPAN - Culture

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

Equivalent(s):

SPAN 418 Spanish American Short Story **credit(s): 3**

This course will study the evolution of Spanish American short story from its appearance in the nineteenth century until today. Students will examine the manner in which this literary genre responded to the particular set of social, political, and economic considerations which shaped its production and reception. Students will read not only the texts themselves, but will also study critical theory surrounding the development of short story in Spanish America, and the regional responses which emerged.

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

SPAN 429 Latin American History **credit(s): 3**

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

SPAN 442 Contemporary Latin America Women Literature **credit(s): 3**

Studies and analyzes narrative fiction, poetry, drama, and/or essays written by or about Latin American women writers. Emphasis placed on literature from the 20th and 21st centuries.

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

SPAN 470 Special Topics Study Abroad **credit(s): 3**

Course repeatable for 12 credit(s).

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

SPAN 471 The Hispanic Community in U.S. **credit(s): 3**

Social outreach course: readings on and volunteer work with Hispanic community.

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

SPAN 480 Seminar **credit(s): 3**

Course repeatable for 6 credit(s).

Specific topics to be chosen by professor.

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

SPAN 481 Seminar credit(s): 3

Course repeatable for 12 credit(s).

Specific topics to be chosen by professor.

Prerequisite(s): SPAN 302 and SPAN 321 - 399 3 credits

SPAN 490 Directed Study credit(s): 1-3

Course repeatable for 6 credit(s).

Readings and reports on selected topics. By arrangement.

Prerequisite(s): SPAN 321 - 399 3 credits

SPAN 491 Directed Reading credit(s): 1-3

Course repeatable for 6 credit(s).

Readings and reports on selected topics. By arrangement.

Prerequisite(s): SPAN 321 - 399 3 credits

SPAN 497 Spanish Language Internship credit(s): 0-3

Course repeatable for 3 credit(s).

Professional experience in a setting related to Hispanic communities and in which Spanish is often used. SPAN 497 does not count toward upper-division major/minor requirements. Student is responsible to find an appropriate internship and to present a plan (description, objectives, proposed assessment) to a Spanish professor for approval and supervision.

Prerequisite(s): SPAN 321 - 399 3 credits

SPAN 499 Senior Capstone credit(s): 1

In this course students will demonstrate the knowledge they have learned via a portfolio that includes a language proficiency exam, a Spanish narrative that critically reflects upon the content acquired in the courses students completed toward the major, a reflective essay in English to measure the student learning outcome of intercultural competency, and an oral presentation. The Spanish narrative is designed to integrate and synthesize students' experiences in literature, culture, film and linguistics. The final grade will be (Satisfactory/Non-Satisfactory).

Restriction(s):

Must be the following Class(es): Senior

Prerequisite(s): SPAN 300 or above 15 credits

Music

Chairperson: R. Spittal, P. Hamlin

Professors: K. Hekmatpanah, R. Spittal, J. K. Waters, S.J. (Emeritus)

Associate Professor: P. Hamlin

Assistant Professors: Shuying Li, T. Westerhaus

Senior Lecturer: D. Fague

The department offers two majors and three minors:

Bachelor of Arts, Music major

(required concentration in General Studies, Performance, Composition, or Sacred Music)

Bachelor of Arts, Music Education major

(required concentration in Choral and General Music or Instrumental and General Music)

Minor in Conducting (for Music or Music Education majors only)

Minor in Music

The Music major requires the completion of a concentration in General Studies, Performance, Composition, or Sacred Music. The Music Education major certifies the graduate to teach music in the elementary and secondary schools in the State of Washington and 47 reciprocating states. Students majoring in Music Education may select one, or both concentrations: choral and general music or instrumental and general music. Students should consult the School of Education for additional course requirements to obtain teacher certification.

All music majors are required to be involved in a major ensemble (orchestra, wind ensemble, or choir) and applied lessons in their major instrument each semester after declaration as a music major. Majors in the performance concentrations are required to enroll in applied lessons for two credits every semester beginning the sophomore year. Students must audition to enter upper-division applied lessons (MUSC 331). All music majors are also required to pass a functional keyboard proficiency examination. Those students who are awarded music scholarships are required to be involved actively in the department, maintain high academic standards, and participate in a performing ensemble and applied lessons each semester.

All instrumental and choral ensembles are open to all students regardless of major or minor through placement processes with faculty. Individual lessons are also available in voice, piano, organ, guitar, woodwinds, strings, brass, percussion, and jazz.

B.A. Major in Music: 45-54 Credits

Lower Division (30 credits)

<u>MUSC 120</u> Introduction to Music Technology	1 credit
<u>MUSC 131</u> Applied Lessons	4 credits
Ensembles ⁽¹⁾	4 credits
<u>MUSC 140</u> Concert Choir	
<u>MUSC 144</u> Gonzaga Glee Club	
<u>MUSC 145</u> Discantus Treble Chorus	
<u>MUSC 146</u> Wind Ensemble	
<u>MUSC 147</u> Symphony Orchestra	
<u>MUSC 150</u> Guitar Ensemble	
<u>MUSC 153</u> String Chamber Ensemble	
<u>MUSC 157</u> Liturgical Music Ensemble	
<u>MUSC 161</u> Music Theory I	3 credits
<u>MUSC 161L</u> Theory I Ear Training Lab	1 credit
<u>MUSC 162</u> Music Theory II	3 credits
<u>MUSC 162L</u> Theory II Ear Training Lab	1 credit
<u>MUSC 211</u> Conducting	3 credits
<u>MUSC 257</u> ⁽²⁾ Creative Music Lab Ensemble	3 credits
(MUSC 257 is a 1-credit course that must be repeated for a total of 3 credits)	
<u>MUSC 261</u> Music Theory III	3 credits

<u>MUSC 261L</u> Theory III Ear Training Lab	1 credit
<u>MUSC 262</u> ⁽³⁾ Music Theory IV	3 credits
<u>MUSC 240</u> Piano Proficiency Exam	0 credit

Upper Division (9 credits)

<u>MUSC 391</u> Music History I	3 credits
<u>MUSC 392</u> Music History II	3 credits
<u>MUSC 480</u> Music History Seminar	3 credits

⁽¹⁾Sacred Music concentration students must take MUSC 157 for 4 credits.

⁽²⁾Sacred Music concentration students do not take MUSC 257 as the content is covered in other required coursework.

⁽³⁾MUSC 262 is not required for Sacred Music concentration students

General Studies in Music Concentration: 6 credits

One Music elective from the following: 3 credits

MUSC 375 Jazz History

MUSC 346 The World of Opera

<u>MUSC 399</u> Research Methods	3 credits
<u>MUSC 491</u> Thesis/Oral Comprehensive Exam	0 credit
<u>MUSC 499</u> Senior Thesis	0 credit

Performance Concentration: 10 Credits

<u>MUSC 131</u> Applied Lessons	2 credits
<u>MUSC 241</u> Upper Division Applied Exam	0 credit
<u>MUSC 325</u> Half Recital	0 credit
<u>MUSC 331</u> Applied Lessons	8 credits
<u>MUSC 425</u> Full Recital	0 credit

Composition Concentration: 19 Credits

<u>MUSC 132A</u> Applied Composition (1 cr w/ 2 semesters)	2 credits
<u>MUSC 110</u> Introduction to Music Composition	3 credits
<u>MUSC 332A</u> Applied Composition (2 cr w/ 4 semesters)	8 credits
<u>MUSC 210</u> Orchestration and Arranging	3 credits
<u>MUSC 310</u> Interdisciplinary Composition	3 credits
<u>MUSC 326</u> Composition Junior Portfolio	0 credit
<u>MUSC 426</u> Composition Senior Portfolio	0 credit

Sacred Music Concentration: 21 Credits

<u>MUSC 131</u> Applied Lessons (Piano or Organ)	1 credit
<u>MUSC 131C</u> Applied Lessons (voice)	1 credit
Additional Ensembles:	2 credits
Chosen from: MUSC 140, 144, 145, 146, 147, 149, 150, 153	
<u>MUSC 241</u> Upper Division Applied Exam	0 credit
<u>MUSC 320</u> Vocal Pedagogy	2 credits
<u>MUSC 325</u> Half Recital	0 credit
MUSC 331 Applied Lessons	4 credits
<u>MUSC 364</u> Composition	2 credits
<u>MUSC 497</u> Internship	3 credits
<u>RELI 326</u> Liturgy	3 credits

One additional Religious Studies course selected from the following: 3 credits

RELI 233 Christian Spirituality

RELI 327 Christian Leadership

RELI 229 Christian Diversity

Jazz Concentration: 14 credits

<u>MUSC 131</u> Applied Jazz Lessons	2 credits
<u>MUSC 149</u> Jazz Workshop Combo	4 credits
<u>MUSC 175</u> Jazz History	3 credits
<u>MUSC 241</u> Upper Division Applied Exam	0 credits
<u>MUSC 331</u> Applied Jazz Lessons	4 credits
<u>MUSC 340</u> Jazz Piano Proficiency Exam	0 credits
<u>MUSC 450</u> Jazz Theory & Analysis	1 credit
<u>MUSC 425</u> Full Recital	0 credits

B.A. Major in Music Education: 51 Credits

Required Music Courses (both Music Education Concentrations)

Lower Division: 30 credits

<u>MUSC 120</u> Introduction to Music Technology	1 credit
<u>MUSC 131</u> Applied Lessons	4 credits
Ensembles	4 credits
<u>MUSC 140</u> Concert Choir	
<u>MUSC 144</u> Gonzaga Glee Club	
<u>MUSC 145</u> Discantus Treble Chorus	
<u>MUSC 146</u> Wind Ensemble	
<u>MUSC 147</u> Symphony Orchestra	
<u>MUSC 150</u> Guitar Ensemble	
<u>MUSC 153</u> String Chamber Ensemble	
<u>MUSC 157</u> Liturgical Music Ensemble	
<u>MUSC 161</u> Music Theory I	3 credits

<u>MUSC 161L</u> Theory I Ear Training Lab	1 credit
<u>MUSC 162</u> Music Theory II	3 credits
<u>MUSC 162L</u> Theory II Ear Training Lab	1 credit
<u>MUSC 211</u> Conducting	3 credits
<u>MUSC 257</u> Creative Music Lab Ensemble	3 credits

(MUSC 257 is a 1 credit course that must be repeated for a total of 3 credits)

<u>MUSC 261</u> Music Theory III	3 credits
<u>MUSC 261L</u> Theory III Ear Training Lab	1 credit
<u>MUSC 262</u> Music Theory IV	3 credits
<u>MUSC 240</u> Piano Proficiency Exam	0 credit
<u>MUSC 241</u> Upper Division Applied Exam	0 credit

Upper Division: 12 credits

<u>MUSC 1460</u> Ensemble	3 credits
<u>MUSC 311</u> Conducting II	3 credits
<u>MUSC 325</u> Half Recital	0 credits
<u>MUSC 391</u> Music History I	3 credits
<u>MUSC 392</u> Music History II	3 credits

Required Music Education Courses: 18 credits (Instrumental Concentration)

<u>MUSC 131T</u> Applied Conducting	1 credit
<u>MUSC 133</u> Brass Techniques	1 credit
<u>MUSC 134</u> Woodwind Techniques	1 credit
<u>MUSC 135</u> String Techniques	1 credit
<u>MUSC 136</u> Percussion Techniques	1 credit
<u>MUSC 137</u> Vocal Techniques	1 credit

<u>MUSC 139</u> World Music Methods	1 credit
<u>MUSC 452</u> Classroom Mgmt & Assessment	3 credits
<u>MUSC 452L</u> Field Experience I	1 credit
<u>MUSC 453</u> General Music Education Methods	3 credits
<u>MUSC 453L</u> Field Experience II	1 credit
<u>MUSC 454</u> Music Education Methods	3 credits

Required Music Education Courses: 19 credits (Choral Concentration)

<u>MUSC 131T</u> Applied Conducting	1 credit

Choose 2 of the following 4 Courses:

<u>MUSC 133</u> Brass Techniques	1 credit
<u>MUSC 134</u> Woodwind Techniques	1 credit
<u>MUSC 135</u> String Techniques	1 credit
<u>MUSC 136</u> Percussion Techniques	1 credit

Choose 1 of the following 2 Courses:

<u>MUSC 231</u> Vocal Diction I	2 credits
<u>MUSC 232</u> Vocal Diction II	2 credits

Additional Required Courses:

<u>MUSC 139</u> World Music Methods	1 credit
<u>MUSC 320</u> Vocal Pedagogy	2 credits
<u>MUSC 452</u> Classroom Mgmt & Assessment	3 credits
<u>MUSC 452L</u> Field Experience I	1 credit
<u>MUSC 453</u> General Music Education Methods	3 credits
<u>MUSC 453L</u> Field Experience II	1 credit
<u>MUSC 454</u> Music Education Methods	3 credits

Choral and General Concentration: 7 Credits

MUSC 140 Concert Choir 3 credits

MUSC 331 Applied Lessons (Voice) 4 credits

Choose 2 of the following:

Instrumental and General Concentration: 7 Credits

Ensembles 3 credits

MUSC 146 Wind Ensemble

MUSC 147 Symphony Orchestra

MUSC 331 Applied Lessons (Instrument) 4 credits

For the B.A. in Music Education degree additional credits of education courses are required. For required course information consult the School of Education and the Music Department Handbook.

Minor in Conducting: 20 credits

(For Music Majors or Music Education Majors only)

MUSC 211 Conducting 3 credits

MUSC 131T Applied Conducting 4 credits

MUSC 332 Choral Conducting Lab 0 credit

MUSC 333 Instrumental Conducting Lab 0 credit

MUSC 325 Half Recital (major instrument or voice) 0 credit

Ensembles: 8 credits

MUSC 140 Concert Choir

MUSC 143 Chamber Singers

MUSC 146 Wind Ensemble

MUSC 147 Symphony Orchestra

Electives: 5 credits

MUSC 131 Private Lessons (in primary instrument)

MUSC 133 Brass Techniques

MUSC 134 Woodwind Techniques

MUSC 135 Strings Techniques

MUSC 136 Percussion Techniques

MUSC 137 Vocal Techniques

MUSC 140 Concert Choir

MUSC 143 Chamber Singers

MUSC 146 Wind Ensemble

MUSC 147 Symphony Orchestra

Minor in Music: 20 credits

Knowing: 11 credits

MUSC 161 Music Theory I 3 credits

MUSC 161L Theory I Ear Training Lab 1 credit

MUSC 261 Music Theory II 3 credits

MUSC 261L Theory II Ear Training Lab 1 credit

Choose one of the following:

MUSC 171 Music in the Humanities 3 credits

MUSC 175 Jazz History 3 credits

MUSC 250 American Music 3 credits

MUSC 261 Music Theory III

**requires co-requisite MUSC 261L Theory III Ear Training Lab for 1 credit* 3 credits*

Creating:**4 credits***Choose from the following:*

<u>MUSC 131</u> Applied Lessons (<i>can take up to 4 credits</i>)	1 credit
<u>MUSC 120</u> Intro to Music Tech	1 credit
<u>MUSC 121</u> Piano Class I	1 credit
<u>MUSC 221</u> Piano Class II	1 credit
<u>MUSC 123</u> Guitar Class I	1 credit
<u>MUSC 223</u> Guitar Class II	1 credit
<u>MUSC 125</u> Group Voice Class	1 credit
<u>MUSC 257</u> Creative Music Lab	1 credit
<u>MUSC 132</u> Vocal Diction I	2 credits
<u>MUSC 232</u> Vocal Diction II	2 credits
<u>MUSC 320</u> Vocal Pedagogy	2 credits

Performing:**5 credits***Choose from the following**

<u>MUSC 140</u> Concert Choir	1 credit
<u>MUSC 143</u> Chamber Singers	1 credit
<u>MUSC 145</u> Discantus Treble Chorus	1 credit
<u>MUSC 146</u> Wind Ensemble	1 credit
<u>MUSC 147</u> Symphony Orchestra	1 credit
<u>MUSC 149</u> Jazz Workshop Combo	1 credit
<u>MUSC 150</u> Guitar Ensemble	1 credit
<u>MUSC 152</u> Gonzaga Jazz Ensemble	1 credit
<u>MUSC 153</u> String Chamber Ensemble	1 credit
<u>MUSC 161</u> Gonzaga Glee Club	1 credit

**One ensemble can be taken up to 8 times total for credit, but a maximum of 5 of those credits will apply to the minor*

Courses:

MUSC 110 **Introduction to Composition** **credit(s): 3**

Students compose vocal and instrumental music to gain an understanding of the creative process and contemporary music. Topics include notation, the elements of music, instrumentation, vocal techniques, and aesthetics.

MUSC 120 Introduction to Music Technology credit(s): 1

Students will acquire skills and proficiency in applications and technology that will allow them to create music, including but not limited to digital recording and editing, publishing scores, and electronically generating music. Music majors must take this course concurrently with MUSC 162 and MUSC 162L.

MUSC 121	Piano Class I	credit(s): 1

Designed for the pianist with no previous keyboard skills or note reading ability. Emphasis is on basic terminology, technique, and musical concepts. Literature includes classical to contemporary.

MUSC 122	Piano Class II	credit(s): 1

Designed for beginner to intermediate pianists who have completed MUSC 121 or who have some past keyboard experience. Includes review of basics, plus technique, sight-reading, harmonizing, transposition, improvisation, and literature.

Prerequisite(s): MUSC 121

MUSC 123	Guitar Class I	credit(s): 1

Designed for the beginning guitarist. Emphasis on tuning, position, chords, and basic reading skills.

MUSC 124	Guitar Class II	credit(s): 1

A continuation of Guitar Class I.

Prerequisite(s): MUSC 123

MUSC 125 Group Voice Class credit(s): 1

Designed for the beginning vocalist. Emphasizes the development of basic techniques of breath management, posture, tone quality, and diction. Includes study of vocal theory, exercise materials, and an introduction to standard vocal literature.

MUSC 130	Piano Proficiency Class	credit(s): 1

Course repeatable for 4 credit(s).

Designed for Music majors who intend to take the Piano Proficiency Exam (MUSC 240).

Students learn basic piano technique (scales, arpeggios, hand positions), and they play a melody with accompaniment, clef reading, sight-reading, and basic repertoire.

Restriction(s):

Must be in the following Major(s): Music, Music Education

Prerequisite(s): MUSC 161 (or concurrent) or MUSC 162 (or concurrent)

MUSC 131A	Applied Piano	credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied piano, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131B Applied Organ/Harpsichord credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied organ/harpsichord, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131C Applied Voice credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied voice, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Students also meet for a weekly 60-minute studio class.

MUSC 131D Applied Violin credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied violin, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131E Applied Cello credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied cello, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131F Applied Oboe credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied oboe, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131G Applied Guitar credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied guitar, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131H Applied String Bass credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied string bass, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131I Applied Clarinet credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied clarinet, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131J Applied Saxophone credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied saxophone, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131K Applied Flute credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied flute, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131L Applied Trumpet credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied trumpet, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131M Applied Low Brass credit(s): 1-2

Course repeatable for 20 credit(s).

Individual lessons in applied low brass, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

- MUSC 131N Applied Percussion** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied percussion, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- MUSC 131O Applied Jazz Piano** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied jazz piano, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- MUSC 131P Applied Bassoon** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied bassoon, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- MUSC 131Q Applied French Horn** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied french horn, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- MUSC 131R Applied Jazz Improvisation** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied jazz improvisation, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- MUSC 131S Applied Electric Bass** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied electric bass, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- MUSC 131T Applied Conducting** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied conducting, open to music majors and conducting minors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- Prerequisite(s): MUSC 211**
- MUSC 131U Applied Jazz Bass** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
- MUSC 131V Applied Harp** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied harp, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- MUSC 131W Applied Viola** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied viola, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- MUSC 131X Applied Jazz Guitar** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied jazz guitar, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.
- MUSC 131Y Applied Jazz Voice** **credit(s): 1-2**
 Course repeatable for 20 credit(s).
 Individual lessons in applied jazz voice, open to music majors, minors, and non-music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 131Z Applied Jazz Drum Set**credit(s): 1-2**

Course repeatable for 16 credit(s).

Individual lessons in applied jazz drum set. Designed to teach the basics of jazz drumming. Students will learn how to play within a wide variety of jazz styles including straight ahead swing, bossa nova, 12/8, ballad style, etc. Students will learn proper techniques including use of hi-hat, feathering on the bass drum, comping on all drums/cymbals, marking form and use of the proper equipment including brushes, sticks and mallets.

MUSC 132A Applied Composition**credit(s): 1-2**

Course repeatable for 8 credit(s).

Individual lessons in applied composition, open to music majors, minors, and non- music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

MUSC 133 Brass Techniques**credit(s): 1**

Designed to formulate principles for teaching the brass instruments. Discussion, demonstration, and performance on the brass instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

MUSC 134 Woodwind Techniques**credit(s): 1**

Designed to formulate principles for teaching the woodwind instruments. Discussion, demonstration, and performance on the woodwind instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

MUSC 135 Strings Techniques**credit(s): 1**

Designed to formulate principles for teaching the string instruments. Discussion, demonstration, and performance on the string instruments. Includes development of proper bowing, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

MUSC 136 Percussion Techniques**credit(s): 1**

Designed to formulate principles for teaching the percussion instruments. Discussion, demonstration, and performance on the percussion instruments. Includes development of snare drum technique, proper grip, striking action, and tone quality. Representative repertoire and teaching materials studied.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

MUSC 137 Vocal Techniques**credit(s): 1**

Topic to be determined by instructor.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

MUSC 139 World Music Methods**credit(s): 1**

This course is designed specifically for students in the B.A. in Music Education program. The course explores musical cultures throughout the world at the present time, including but not limited; Africa, the Americas, Asia, Near East, Europe, and the South Pacific. The course is designed to supplement the Music History sequence (MUSC 391,392,393) by encouraging appreciation for non-Western music and musical cultures that lie outside the Western canon,

MUSC 140 Concert Choir credit(s): 1
Course repeatable for 10 credit(s).

Course repeatable for 10 credit(s).

MUSC 143 Chamber Singers credit(s): 1
Course repeatable for 10 credit(s).

Course repeatable for 10 credit(s).

MUSC 144	Gonzaga Glee Club	credit(s): 1
Course repeatable for 20 credit(s).		

Course repeatable for 20 credit(s).

The Glee Club sings TTBB literature. May be repeated for credit.

Course repeatable for 20 credit(s).

MUSC 146 Wind Ensemble **credit(s): 1**
Course repeatable for 10 credit(s).

Course repeatable for 10 credit(s).

MUSC 147	Symphony Orchestra	credit(s): 1
Course repeatable 19 time.		

Course repeatable 19 time.

MUSC 148	Chamber Ensemble	credit(s): 1
Course repeatable for 10 credit(s).		

Course repeatable for 10 credit(s).

Prerequisite(s): MUSC 140 or MUSC 146 or MUSC 147

Course repeatable for 10 credit(s).

MUSC 150 Guitar Ensemble credit(s): 1
Course repeatable for 10 credit(s).

Course repeatable for 10 credit(s).

Corequisite(s): MUSC 131G

Course repeatable for 20 credit(s).

MUSC 153 String Chamber Ensemble credit(s): 1
Course repeatable for 8 credit(s).

Course repeatable for 8 credit(s).

MUSC 154 Percussion Ensemble credit(s): 1

Course repeatable for 8 credit(s).

The Percussion Ensemble performs a wide variety of literature from standard to non-traditional and ethnic music. Instructor permission required.

MUSC 155 Gonzaga Band credit(s): 1

Course repeatable for 20 credit(s).

Gonzaga Band is a non-performing beginning/skills band that will serve as a feeder to the instrumental ensembles in the music department. The class will focus on tone production, blend, balance, intonation, breath support, and other necessary skills for any student musician seeking to audition into music department instrumental ensembles.

MUSC 156 Gonzaga Drum Line credit(s): 1

Course repeatable for 8 credit(s).

GU Drum Line will consist of learning music and other protocol associated with the Gonzaga Bulldog Band. Students will concentrate on learning proper technique on marching snare, bass drum, cymbals, and quads. They will focus on learning the Bulldog Band repertoire as well as several drum cadences and features that will be showcased at Men's/Women's/home games.

MUSC 157 Liturgical Music Ensemble credit(s): 1

Course repeatable for 8 credit(s).

The Liturgical Music Ensemble consists of singers and instrumentalists who lead music at the university's festive liturgies, student Masses, ecumenical liturgies, and interfaith services. The course utilizes a diverse repertoire of sacred music, including new compositions, contemporary arrangements, repertoire from the Catholic tradition, hymns, anthems, Mass settings, gospel music, and repertoire from global cultures.

MUSC 161 Music Theory I credit(s): 3

Review of music fundamentals, basic analysis, and the study of harmony through secondary dominants. Introduction to musical forms.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Corequisite(s): MUSC 161L

MUSC 161L Theory I Ear Training Lab credit(s): 1

Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation.

Corequisite(s): MUSC 161

MUSC 162 Music Theory II credit(s): 3

A continuation of MUSC 161.

Corequisite(s): MUSC 162L

Prerequisite(s): MUSC 161 and MUSC 161L, minimum grade: S

MUSC 162L Theory II Ear Training Lab credit(s): 1

Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation.

Corequisite(s): MUSC 162

Prerequisite(s): MUSC 161 and MUSC 161L

MUSC 171 Music in the Humanities credit(s): 3

Historical survey of the development of music from antiquity to the present. Relationships between the other arts, philosophies, and social structures presented in context with the evolution of music. Emphasizes the understanding of music history through lecture, performance, and recordings.

Fulfills the following degree requirement(s): Core: Fine Arts and Design, Core: Global Studies, Core: Writing Enriched

MUSC 175 Jazz History credit(s): 3

A survey of jazz history including important musicians and recordings with the highest emphasis on aural discernment and critical listening skills. The lives, historical/social significance, and

music of key jazz musicians of each style period will be studied through demonstrative lectures and audio/visual examples.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

MUSC 185 Special Topics credit(s): 1-3

Course repeatable for 3 credit(s).

Course topic to be determined by Music faculty.

MUSC 190 Directed Study credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by faculty.

MUSC 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

MUSC 210 Orchestration and Arranging credit(s): 3

Students develop knowledge of instrumentation, orchestration, and arranging techniques. They apply these concepts to compose and arrange music for instrumentalists and vocalists.

Prerequisite(s): MUSC 162 and MUSC 110

MUSC 211 Conducting credit(s): 3

Fundamental study of conducting and score reading, and analysis skill applicable to instrumental and choral ensembles.

Prerequisite(s): MUSC 162

MUSC 221 Piano Class III credit(s): 1

A continuation of MUSC 122, designed for both the student with some past keyboard experience and music majors preparing for the keyboard skills competency exam. Includes review of fundamentals, technical sight-reading, harmonizing transposition, improvisation, and literature.

Prerequisite(s): MUSC 122

MUSC 222 Piano Class IV credit(s): 1

Course repeatable for 8 credit(s).

A continuation of MUSC 221, designed for both the student with some past experience and music majors preparing for the keyboard competency exam. Includes review of fundamentals, plus technique, sight-reading, harmonization, transposition, improvisation, and literature.

Prerequisite(s): MUSC 221

MUSC 223 Guitar Class III credit(s): 1

Course repeatable for 8 credit(s).

A continuation of Guitar Class II, this course provides a survey of guitars styles from classical to contemporary.

Prerequisite(s): MUSC 124

MUSC 224 Guitar Class IV credit(s): 1

A continuation of guitar Class III, this course provides an advanced survey of guitar styles and techniques from classical to contemporary. Emphasis on application in performance.

Prerequisite(s): MUSC 223

credit(s): 2

Course repeatable 7 times.

Part of a four-semester sequence of courses that explore subjects significant to singers. An introduction to the International Phonetic Alphabet (IPA) and English, Italian, and Latin lyric diction, using IPA as it applies to vocal literature. Explores rules of pronunciation rules and practical application for singers as it relates to foreign language diction.

Prerequisite(s): MUSC 131C (or concurrent) or MUSC 331C (or concurrent)

credit(s): 2

Part of a four-semester sequence of courses that explore subjects significant to singers. Applies the International Phonetic Alphabet (IPA) to German and French vocal literature. Explores rules of pronunciation rules and practical application for singers as it relates to foreign language diction.

Prerequisite(s): MUSC 131C (or concurrent) or MUSC 331C (or concurrent)

credit(s): 0

Course repeatable 2 times.

This course is required for all music majors. It is required prior to enrolling in upper division music courses. Students enroll in this course in the semester they intend to take the exam, usually concurrently with MUSC 130, Piano Proficiency Class.

credit(s): 0

Course repeatable 2 times.

This course is required for students prior to enrolling in upper division applied lessons, normally taken during the fourth semester of MUSC 131 Applied Lessons.

credit(s): 3

An exploration of the high moments in the history of opera as well as an explanation of some common features of the genre constitute the principle ingredients of this course. By means of recordings and videotape, an ample sampling of opera productions punctuates the course through the semester.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

credit(s): 3

This course surveys sacred music from the early Christian church through the modern era.

Music will be studied in the context of its liturgical, concert and dramatic performance, including music of the Catholic, Lutheran, Anglican, Reformed (Calvinist) and other traditions. Genres will include the mass, motet oratorio, and passion and topics include plainchant, Renaissance polyphony, the Protestant Reformation, hymnody, psalmody, and developments in the Baroque, Classical, and Romantic eras. Issues of the 20th century will include reforms and non-western developments.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec, Core: Fine Arts and Design

credit(s): 3

A survey of western music, with particular attention paid to the influence of Italian composers and performers on the development of western music from the Renaissance to the present.

Class will take advantage of its Italian and European setting to visit sites of musical significance such as La Scala opera house in Milan, St. Mark's Basilica in Venice and the home of Mozart in Salzburg.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

credit(s): 3

This course explores several musical cultures throughout the world, including but not limited to ; Africa, the Americas, Asia, Near East, Europe and the South Pacific. The course is designed to enhance each student's appreciation of the diversity of music throughout the world, as well as the people that perform it.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

This course introduces various musical styles, influences, and composers of the United States from pre-Colonial times to the present. Emphasis is placed on the broad variety of music particular to American culture, and on music's importance in the cultural history of the nation. Students will demonstrate their understanding of American music history and its cultural relevance through writing, discussion, and aural examination.

MUSC 257	Creative Music Lab Ensemble	credit(s): 1

The Creative Music Lab Ensemble (CMLE) is a contemporary chamber ensemble of varying instrumentation that explores traditional and non-traditional ways of thinking about and making music. Students will study, rehearse and perform a work by a groundbreaking 20th/21st Century composer, and student-created arrangements and compositions representing a wide variety of styles. CMLE allows students to actively learn about the creative musical process from ideation-to-performance through direct experience at all stages. It fosters creativity and allows students to integrate their understanding of music theory, ear training and history in a way that permits them to more fully see their relevance and importance. Students develop themselves as well-rounded musicians and gain a deeper knowledge of music. It also gives future music educators the skills to compose, improvise, arrange, and model effective methods for teaching. Fall and Spring.

Must be in the following Major(s): Music, Music Education

Continuation of Music Theory II. Advanced ear-training skills, analysis, stylistic writing, and introduction to complex musical forms.

Prerequisite(s): MUSC 162 and MUSC 162L

Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation.

Prerequisite(s): MUSC 162 and MUSC 162L

Continuation of Music Theory III. Twentieth-century and contemporary harmony and composition.

MUSC 290	Directed Study	credit(s): 1-3

Topic to be determined by faculty.

Students develop advanced composition and collaboration skills in unique cross-sections with dance, theater, songwriting, and commercial music.

MUSC 311	Conducting II	credit(s): 3

study and preparation, including instrument transposition, baton technique, score analysis, interpretation, rehearsal planning and implementation of rehearsal techniques. Students must be prepared to conduct a live ensemble of peers during each class meeting. Conducting times will be assigned for other ensembles outside of class.

Must not be the following Class(es): Freshman, Sophomore

400

Part of a four-semester sequence of courses that explore subjects significant to singers. Surveys voice science, which includes the anatomy and mechanics of vocalization, breath, and hearing; the acoustics of singing; vocal health and maintenance; classification of voice type; and an introduction to voice analysis and teaching methods.

Part of a four-semester sequence of courses that explore subjects of significant importance to singers. Surveys art song literature, history, and style, exploring major and minor composers of the German, French, Italian, British, and American repertoire.

MUSC 325	Half Recital	credit(s): 0
Thirty minute degree recital required for those students majoring in Music Performance and Music Education. Presentation of recital requires successful audition one month before recital date.		

Course repeatable 3 times.

Course repeatable for 16 credit(s).

Course repeatable for 16 credit(s).

Course repeatable for 16 credit(s).

Course repeatable for 16 credit(s).

Course repeatable for 16 credit(s).

Prerequisite(s): MUSC 131E and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331F Applied Oboe credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied oboe, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131F and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331G Applied Guitar credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied guitar, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131G and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331H Applied String Bass credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied string bass, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131H and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331I Applied Clarinet credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied clarinet, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131I and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331J Applied Saxophone credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied saxophone, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131J and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331K Applied Flute credit(s): 2

Course repeatable for 10 credit(s).

Individual lessons in applied flute, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131K and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331L Applied Trumpet credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied trumpet, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131L and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331M Applied Low Brass credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied low brass, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131M and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331N Applied Percussion credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied percussion, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131N and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331O Applied Jazz Piano credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied jazz piano, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131O and MUSC 241, minimum grade: S

MUSC 331P Applied Bassoon credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied bassoon, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131P and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331Q Applied French Horn credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied french horn, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131Q and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331R Applied Jazz Improvisation credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied jazz improvisation, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131R

MUSC 331S Applied Electric Bass credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied electric bass, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131S and MUSC 241, minimum grade: S

MUSC 331U Applied Jazz Bass credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied jazz bass, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131U and MUSC 241, minimum grade: S

MUSC 331V Applied Harp credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied harp, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131V and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S

MUSC 331W Applied Viola credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied viola, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131W and MUSC 241, minimum grade: S

MUSC 331X Applied Jazz Guitar credit(s): 2

Course repeatable for 16 credit(s).

Individual lessons in applied jazz guitar, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 131X and MUSC 241, minimum grade: S

MUSC 331Z Applied Jazz Drum Set credit(s): 1-2

Course repeatable 6 times.

Individual lessons in applied jazz drum set, open to music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson. Designed to continue in the development and refinement of jazz drumming.

Prerequisite(s): MUSC 241, minimum grade: S

MUSC 332 Choral Conducting Lab credit(s): 0

Choral Conducting lab to accompany Applied Conducting (MUSC 131T).

Corequisite(s): MUSC 131T

MUSC 332A Applied Composition credit(s): 1-2

Course repeatable for 8 credit(s).

Individual lessons in applied composition, open to music majors, minors, and non- music majors. 1 credit meets weekly for a 30-minute lesson; 2 credits meet weekly for a 60-minute lesson.

Prerequisite(s): MUSC 132A and MUSC 241, minimum grade: S

MUSC 333 Instrumental Conducting Lab credit(s): 0

Instrumental Conducting Lab to accompany Applied Conducting (MUSC 131T).

Corequisite(s): MUSC 131T

MUSC 340 Jazz Piano Proficiency Exam credit(s): 0

Course repeatable

All students pursuing a Major in Music with a Jazz Performance Concentration must pass the Jazz Piano Proficiency Exam. Major and Minor ii-V-I progressions using rootless voicings in all keys, 2-hand accompaniment of 12-bar Blues, and chord progression sight-reading will be evaluated in the exam.

Prerequisite(s): MUSC 240, minimum grade: S

MUSC 346 The World of Opera credit(s): 3

An exploration of the high moments in the history of opera as well as an explanation of some common features of the genre constitute the principal ingredients of this course. By means of recordings and videotape, an ample sampling of opera productions punctuates the course through the semester.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Restriction(s):

Must be in the following Major(s): Music, Music Education

Prerequisite(s): MUSC 240, minimum grade: S

MUSC 354 Music Education Methods credit(s): 3

Intended primarily for the music education major. Foundations, methods and materials for teaching instrumental and general music in the elementary and secondary schools.

Prerequisite(s): MUSC 240, minimum grade: S

MUSC 358 Keyboard Accompanying credit(s): 1

Course repeatable for 8 credit(s).

Keyboard students are assigned to student vocalists and instrumentalists by the instructor.

Students attend weekly rehearsals, receive coaching and are required to perform at least once per semester.

Prerequisite(s): MUSC 331A

MUSC 375 Jazz History credit(s): 3

A survey of jazz history including important musicians and recordings with the highest emphasis on aural discernment and critical listening skills. The lives, historical/social significance, and music of key jazz musicians of each style period will be studied through demonstrative lectures and audio/visual. Non-majors should register for MUSC 175.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Restriction(s):

Must be in the following Major(s): Music, Music Education

Prerequisite(s): MUSC 240, minimum grade: S

MUSC 385 Special Topics credit(s): 1-3

Course repeatable for 9 credit(s).

MUSC 391 Music History I credit(s): 3

Survey of the history and literature of music from Antiquity through the Medieval, Renaissance, Baroque, and Classical Periods.

Equivalent(s): MUSC 291

Prerequisite(s): MUSC 261, minimum grade: C and MUSC 240, minimum grade: S

MUSC 392 Music History II credit(s): 3

Survey of the history and literature of music in the Romantic Period, 20th Century, and New Millennium. Includes music of the Western classical and jazz traditions and global intersections.

Equivalent(s): MUSC 390

Prerequisite(s): MUSC 391, minimum grade: C

MUSC 399 Research Methods and Materials credit(s): 3

Designed for those students majoring in Music, General Studies Concentration, who are preparing to write their Senior Thesis.

Prerequisite(s): MUSC 240, minimum grade: S and MUSC 262 and MUSC 391 and MUSC 392 and MUSC 393

MUSC 425 Full Recital credit(s): 0

Course repeatable 5 time.

Sixty minute degree recital required for those students majoring in Music Performance.

Presentation of recital requires successful audition one month prior to recital date.

Prerequisite(s): MUSC 325 and MUSC 331

MUSC 426 Composition Senior Portfolio credit(s): 0

Public performance and recording of one or more compositions written for MUSC 364 or MUSC 464. Works performed for MUSC 326 are ineligible to meet this requirement. Required for Music Majors, Composition Concentration.

Corequisite(s): MUSC 464

Prerequisite(s): MUSC 326

MUSC 432 Core Integration Seminar credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

MUSC 450 Jazz Theory and Analysis credit(s): 1

Designed to teach students chord/scale theory, application, and analysis. The course will cover harmonic major, ascending melodic minor, diminished, augmented, pentatonic, and synthetic

scales as well as triad pairs and how they relate to the harmony over which jazz improvisers apply them. Further, students will transcribe and analyze instrumental jazz from three developmental eras of jazz: Bebop (1940-1950), Classic (1950-1960), and Modern (1960-present).

Prerequisite(s): MUSC 340, minimum grade: S and MUSC 262, minimum grade: C

MUSC 452 Classroom Management and Assessment credit(s): 3

Future music teachers develop strategies and techniques for effective and creative classroom management, motivation, assessment, and evaluation with applications to K-12 school music programs.

Corequisite(s): MUSC 452L

Prerequisite(s): MUSC 211, minimum grade: C

MUSC 452L Field Experience I credit(s): 3

Teacher candidates will have the opportunity to explore the instruction, assessment, and technology practices that are at work in schools. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. This form can be found on Blackboard under Teacher Certification & Field Experience Materials Course.

The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file. Field experiences at Gonzaga University provide opportunities for teacher candidates to observe experienced teachers, practice newly emerging teaching skills, and apply theory gained from university coursework to the “real world” of elementary, middle, and secondary schools. It is also a time of feedback and reflection on the social, psychological, and pedagogical aspects of classroom and school life.

Corequisite(s): MUSC 452

Prerequisite(s): MUSC 211, minimum grade: C

MUSC 453 General Music Ed Methods credit(s): 3

General Music Education Methods is designed to prepare students for teaching general music to children in grades K-12. Emphasis is placed on developing a philosophy of music education that considers the developmental needs of children as foundational in the process of teaching music concepts. The course consists of lectures, teaching demonstrations, peer teaching, music classroom observations, a review of music education literature, and the development of a teaching portfolio. Students will develop skills in teaching music that incorporates singing, movement, playing instruments, listening, creating, and writing.

Equivalent(s): EDTE 400, EDTE 454N

Corequisite(s): MUSC 453L

MUSC 453L General Music Ed Methods Lab credit(s): 3

Teacher candidates will have the opportunity to explore the instruction, assessment, and technology practices that are at work in schools. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. This form can be found on Blackboard under Teacher Certification & Field Experience Materials Course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

Corequisite(s): MUSC 453

MUSC 454 Music Education Methods credit(s): 3

A study of elementary and secondary choral and instrumental instruction including program organization, teaching techniques, materials, and field experiences.

An in-depth investigation of one particular topic of music. Students engage in analysis, research and practical application of a topic relevant to the discipline of music. Examples include a given composer, genre, and music performance issue. Spring.

MUSC 490	Directed Study/Readings	credit(s): 1-3

Directed Study/Readings requires completion of a form, and Department Chair permission and cannot be registered for via Zagweb.

This course is designed to test students' knowledge and retention of the information covered in their course of study. Required for Music Majors, General Studies Concentration.

MUSC 497	Internship	credit(s): 0-6

An Internship in Music is designed to give music majors an experience working within a professional organization and to develop hands-on career experiences. It is intended to prepare music majors for a career in the music and/or teaching profession. The student is responsible for securing the internship.

Must be the following Class(es): Junior, Senior

Required for those students seeking the Bachelor of Arts in Music, General Studies Concentration. A major research paper on a selected topic. The Senior Thesis will serve as a major component in the Oral Comprehensive Exam.

Prerequisite(s): MUSC 399

Native American Studies

Director: Laurie Arnold

The program offers one minor:

Minor in Native American Studies

Understanding that there is no single “Native American” perspective, this program will explore Native American histories and cultures through varied Native community experiences and points-of-view. The multi-disciplinary curriculum will create:

- Informed comprehension of Native American histories and distinct Native American colonial experiences;
- Insightful consideration of varied Native American social, cultural, and political perspectives, including contemporary community priorities;
- Scholarly appreciation for Native American arts and literature as tools for cultural interpretation; and
- A deeper understanding of ancestral and contemporary Native American communities on the Columbia Plateau and Gonzaga’s intellectual and spiritual connection to this homeland.

The minor is open to all Gonzaga undergraduate students, and students considering a minor in Native American Studies are encouraged to enroll in the required introductory course, NTAS 101, which will be offered annually in the fall semester.

Minor in Native American Studies: 21 credits

Lower Division

<u>NTAS 101</u> Introduction to Native American Studies	3 credits
NTAS electives	0-6 credits

Upper Division

One of the following two Courses:

3 credits

NTAS 497 Experiential Learning: Internship

NTAS 498 Experiential Learning: Research

NTAS electives

9-15 credits

Courses:

NTAS 101 Introduction Native American Studies credit(s): 3

This course will explore the histories and cultures of Indigenous groups in North America. While the course will primarily focus on the 19th and 20th centuries, we will also explore Native experiences in early America, and will contextualize later events with those interactions. We will examine Native responses to white settlement, diverse Native reservation experiences, and Native engagement with assimilationist policies like boarding schools and relocation to urban areas. We will also consider the modern era, including outcomes of the self-determination movement for more Native control over tribal governance and economic development. We will engage with literature, film, autobiography, and museum studies to explore these topics, while assessing them from a Native American Studies foundation. Fall.

Fulfills the following degree requirement(s): Core: Social Justice, Core: Global Studies

Restriction(s):

Must not be the following Class(es): Senior

NTAS 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

NTAS 199 Indigenous Science credit(s): 2-3

Biology is the modern scientific study of life and the natural living world. This area of science has provided us with impressive advancements in our understanding of the natural world and human health. However, there exists an enormous amount of traditional indigenous knowledge about the natural world as well. This traditional knowledge is often complementary and convergent with modern science. However, there are significant differences in the ways that these different disciplines look at the world, and differences in what these perspectives can tell us. Spring, odd years.

Fulfills the following degree requirement(s): Core: Science Inquiry

Corequisite(s): BIOL 104L

NTAS 210 Indians of Columbia Plateau credit(s): 3

This course will explore Native American groups on the Columbia Plateau, including their traditional lifestyles, traditional and colonial religions, the Salish language, and responses to settlement and government policies. We will also examine the traditions of cooperation and

collaboration among these groups. We must understand the geography of the Plateau, in order to fully contextualize the importance of homeland and traditional practices, so this course represents place-based study of Native American history. Spring.

Fulfills the following degree requirement(s): HIST - U.S. History, Core: Social Justice, Core: Global Studies

Equivalent(s): ENVS 360, **Equivalent(s):** HIST 210

NTAS 211 Introduction Native American History credit(s): 3

Hundreds of Indigenous groups made their home in North America for centuries before European colonial expansion reached these shores. Native communities might describe this occupancy as 'since time immemorial.' This class will begin with an exploration of those earlier eras and will acknowledge that each Native community was/is distinct from other communities. Thus, while we can observe commonalities in Native experiences and histories, we will also conclude that there is no 'single' Native perspective. To develop this conclusion, we will assess processes of change over time across what we now know as the United States. This course will consider social and cultural approaches to preserving and passing down Native American histories as well as U.S. history interpretations of Native Americans' societies, cultures, economies, and spiritualities. "Texts" in this course will include history books, literature, images, and film, and we will create and respond to research questions using primary and secondary sources.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area, HIST - U.S. History, Core: History

Equivalent(s): HIST 211

NTAS 290 Special Topics credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by instructor.

NTAS 310 Native American Activism credit(s): 3

Federal Indian policies and assertions of tribal sovereignty will provide context for discussions of Native American activism. We will discuss regional and national pan-Indian organizations, and we will also recognize the value of community-based activism. Local movements can include language preservation, restoration of traditional foods, community-designed and operated tribal museums and political engagement at all levels of government. Spring, every four years beginning 2014.

Fulfills the following degree requirement(s): Core: Social Justice, Core: Global Studies

NTAS 311 Native American Government and Politic credit(s): 3

This course will see Native American government and politics in a milieu of intergovernmental relations, of community to community connections, or the lack of such relationships. Taking social justice as importantly about relationships, and doing so in respect of governing, this course will to study how (or how not) federal, state, and municipal governments interact with Native American governments. Spring, even years.

NTAS 320 Native American Art and Perform credit(s): 3

This course will explore Native American modern art and the historical cultural and artistic practices which informs it. We will also explore Museum Studies as a profession of power and cultural continuity for Native American tribes, and we will review scholarship on Native American museums, including the National Museum of the American Indian. Finally, we will consider performance, in numerous contexts. How does ritual reflect both spirituality and performance? Spring, every four years beginning 2015.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

NTAS 321 American Indian Literatures credit(s): 3

This course is designed to introduce students to several important texts in the multifaceted genre of American Indian literature as well as to invite students into a critical discussion of contemporary issues centering on the relationship between American Indian literatures and

contemporary sociopolitical and -cultural realities and issues. We will examine the role of American Indian literature in the continual process of cultural maintenance as well as identity (re-)construction. Through close reading of texts by writers from various tribes and regions, students will explore the heterogeneity of Native America and the complexities of all attempts to define or shape indigenous nationhood in the United States. We will contextualize these texts in discussions of social justice issues particular to Native America, including but not limited to the five definitions of genocide; geographical and cultural displacements; and "third world" living conditions. We will also be engaged in dialogues about local and national American Indian cultures in cooperation with the American Indian Studies house on campus. Spring, odd years. Fulfills the following degree requirement(s): ENGL - American Lit post-1900

Equivalent(s): ENGL 418

Prerequisite(s): ENGL 101 and Core: Literature

NTAS 322 Native American Religions credit(s): 3

Traditional Native cultures and contributions along with the cultural stereotypes that distort their reality. Includes the role of Christian missions in forming contemporary Native realities and studies the revitalization movements among North American tribes.

Fulfills the following degree requirement(s): RELI - World's Religion conc, Core: Global Studies, Core: World or Comparative Rel

Equivalent(s): RELI 356

NTAS 340 Global Indigeneity credit(s): 3

This course is designed to explore the pre-colonial indigenous populations of North and South America, Australia, and New Zealand, and to compare the experiences of these groups as they encountered settlers and persisted throughout colonization processes. Every four years beginning 2019.

NTAS 341 Colonial Latin America credit(s): 3

A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America.

Fulfills the following degree requirement(s): HIST - Non-West/Dev Area, INST - Interactions, INST - Latin American Studies

Equivalent(s): HIST 380, **Equivalent(s):** INST 372

NTAS 359 Indigenous Early America credit(s): 3

This course will explore the history of Early America through Indigenous perspectives. It will consider the rich and diverse histories of North American tribes, analyze their varied responses to the processes of colonization, and connect these legacies to the present. Topics discussed include political engagement, commodities exchange, resource competition, religious encounters, gender roles, slavery, and racialization. Lectures, discussions, activities, and research will challenge students to re-imagine colonial North America as Native America by centering Indigenous actors.

Fulfills the following degree requirement(s): HIST - U.S. History

Equivalent(s): HIST 359

NTAS 390 Native American Studies Topics credit(s): 0-4

5 time.

Topics to be determined by instructor.

Fulfills the following degree requirement(s): NTAS - elective

NTAS 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way

that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

NTAS 490 Directed Study credit(s): 1-6

Course repeatable for 12 credit(s).

Topic to be decided by faculty.

NTAS 497 Experiential Learning: Internship credit(s): 0-6

Course repeatable for 6 credit(s).

Professional work experience in a field related to Native American Studies.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): NTAS 101

NTAS 498 Experiential Learning: Research credit(s): 3

The Native American Studies minor at Gonzaga University requires completion of an experiential learning project. The project may either be an internship or a research paper. Must have permission of the NTAS Program Director. Fall, Spring, and Summer.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): NTAS 101, minimum grade: C

Philosophy

Chairpersons: Co-Chairs Jay Ciaffa, Erik Schmidt

Director of the Philosophy Graduate Program: Danielle Layne

Professors: M. Alfino, K. Besmer, D. Bradley, P. Burke, D. Calhoun, B. Clayton, B. Henning, T. Jeannot, D. Kries, W. Pomerleau, E. Schmidt, M. Tkacz, R.M. Volbrecht (Emeritus)

Associate Professors: J. Ciaffa, T. Clancy, S.J., T. Di Maria, D. Layne, C. Lassiter, Q. Liu, E. Maccarone, T. Weidel

Assistant Professors: M. Howard, M. Turnbull

The department offers one major and one minor:

Bachelor of Arts, Philosophy major (optional Kossel concentration)

Minor in Philosophy

Philosophy has played a central role in Jesuit education since its inception, a tradition that is reflected by the place of philosophy in the Gonzaga University Core curriculum. Philosophy courses included as part of the University Core curriculum for all undergraduate programs aid students in developing skills of thought and logical analysis (PHIL 101), introduce students to sustained reflection on basic questions of human nature and personhood (PHIL 201),

and examine the practical and theoretical considerations relevant to human morality and value (PHIL 301). The department offers 400-level philosophy courses on a wide variety of topics, which serve to integrate work in the University Core curriculum, and to encourage students to reflect on their future roles in the world.

The Philosophy Department also offers courses leading to the Bachelor of Arts degree with a major or minor in philosophy. Beyond the philosophy courses that fulfill the University Core (101, 201, 301, 432), students must complete an additional 9 credits of upper-division course work for a Philosophy Minor, and an additional 24 credits for a Philosophy Major. The major includes a 3-course sequence in the history of philosophy; topical seminars that focus on philosophical research, discussion, and writing; and a broad range of 400-level electives, which allows students to develop a program of studies tailored to their own interests. Each student is required to take at least one course in contemporary philosophy, and one course in ethics or political philosophy. Majors must take at least two philosophy seminars and minors must take at least one. These seminars are identified by their numbers (PHIL 400-430) and they will all carry a Writing Enriched designation, which fulfills a requirement of the University Core curriculum.

Students may also earn a Philosophy Major by completing the department's Kossel Concentration in Philosophical Studies. The Kossel Concentration follows the course of studies established for the training of college seminarians by the Program of Priestly Formation of the United States Conference of Catholic Bishops. The goal of the Kossel Concentration, as stated in the Program, is for students (1) to organize and synthesize their study of the liberal arts through the study of philosophy and (2) to prepare for the study of theology in the post-baccalaureate seminary. Although specifically designed for the students of Bishop White Seminary, the Kossel Concentration is open to all Gonzaga students. The curricular requirements for the Kossel Concentration include all of the requirements of the regular Philosophy Major, but students in the Kossel Concentration must devote their elective courses to traditional areas of Catholic philosophy. They must also complete extra courses in Latin. The Kossel Concentration is named after the late Clifford Kossel, S.J., who taught philosophy at Gonzaga for most of his adult life.

An undergraduate Major in Philosophy is useful preparation for a variety of careers. The focus on logic, argumentation, and moral theory is valuable to students with career plans in law. Students with interests in business, public

policy, or government service can benefit from the many courses which provide reflective analysis on the ways in which political, moral, and social values are embedded in social institutions. A degree in philosophy can be valuable when applying to a variety of professional schools which actively look for liberal arts majors and to employers who do the same.

B.A. Major in Philosophy: 36 Credits

Lower Division

<u>PHIL 101</u> Reasoning	3 credits

<u>PHIL 201</u> Philosophy of Human Nature	3 credits

Upper Division

<u>PHIL 301</u> Ethics	3 credits

<u>PHIL 305</u> History of Ancient Philosophy	3 credits

<u>PHIL 310</u> History of Medieval Philosophy	3 credits

<u>PHIL 320</u> History of Modern Philosophy	3 credits

PHIL 400-430 Philosophy Seminar	6 credits

PHIL 400-level elective courses	9 credits

<u>PHIL 432</u> Core Integration Seminar	3 credits

<u>PHIL 499</u> Senior Exit Requirement	0 credits

One Seminar/elective course must be in Contemporary Philosophy:

PHIL 404 Philosophy of Science

PHIL 406 Philosophy of Mind

PHIL 411 Philosophy of Language

PHIL 416 Marxism

PHIL 418 Special Topics: Contemporary Seminar

PHIL 421 American Philosophy

PHIL 422 Postmodern Thought

PHIL 423 Process Philosophy

PHIL 425 Phenomenology

PHIL 427 Major Figures and Movements

PHIL 428 Philosophical Hermeneutics

PHIL 429 Special Topics: Philosophy Seminar

PHIL 430 Metaphysics

PHIL 442 Philosophy of Sex and Gender

PHIL 454 Existentialism

PHIL 492 Special Topics: Contemporary Philosophy

One Seminar/elective course must be in Ethics or Political Philosophy:

PHIL 414 Ancient Concepts of Justice

PHIL 416 Marxism

PHIL 419 Special Topics: Ethics or Political Seminar

PHIL 426 Political Philosophy

PHIL 427 Major Figures and Movements

PHIL 429 Special Topics: Philosophy Seminar

PHIL 449 African American Philosophy

PHIL 453 International Ethics

PHIL 455 Health Care Ethics

PHIL 456 Feminist Ethics

PHIL 457 Business Ethics

PHIL 458 Environmental Ethics

PHIL 459 Ethics of Eating

PHIL 460 Ethics: Global Climate Change

PHIL 462 Theories Solidarity and Social Justice

PHIL 463 Social Justice

PHIL 470 Philosophy of Law

PHIL 493 Special Topics: Ethics or Political Philosophy

Kossel Concentration: 44 Credits (major + concentration)

PHIL 402 Faith, Reason, and Knowledge 3 credits

PHIL 403 Faith, Reason, and Being 3 credits

LATN 101 4 credits

LATN 102 4 credits

Note: In fulfilling the upper-division requirements of the major, Kossel Concentration students must take PHIL 402 and PHIL 403.

Minor in Philosophy: 21 Credits

Lower Division

PHIL 101 Reasoning 3 credits

PHIL 201 Philosophy of Human Nature 3 credits

Upper Division

PHIL 301 Ethics 3 credits

PHIL 400-430 Seminar 3 credits

PHIL 300 and/or 400 level courses 9 credits

Courses:

PHIL 101 Reasoning credit(s): 3

This course helps students develop the foundational skills of critical reading, thinking, analysis, and writing. Students will analyze and evaluate different approaches to formal and informal arguments, reconstruct arguments from a range of sources, assess the quality of various types of evidence, and demonstrate careful use of statistics.

Fulfills the following degree requirement(s): Core: Reasoning

Equivalent(s): PHIL 102H

PHIL 101H Reasoning - Honors credit(s): 3

This course helps students develop the foundational skills of critical reading, thinking, analysis, and writing. Students will analyze and evaluate different approaches to formal and informal

arguments, reconstruct arguments from a range of sources, assess the quality of various types of evidence, and demonstrate careful use of statistics. For Honors students. Fall.

Equivalent(s): PHIL 102H

Prerequisite(s): HONS 190 (or concurrent)

PHIL 190 Directed Study

credit(s): 1-6

Course repeatable for 9 credit(s).

Topic to be determined by faculty.

PHIL 193 First Year Seminar:

credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

PHIL 201 Philosophy of Human Nature

credit(s): 3

Philosophical study of human nature, the human condition, the meaning and value of human life, and the human relationship to ultimate reality, with attention to such issues as the nature and possible existence of the soul, the relation between body and mind, belief and knowledge, freedom vs. determinism, and the possibility of human immortality. Fall and Spring.

Fulfills the following degree requirement(s): Core: Phil of Human Nature

Equivalent(s): PHIL 201H

Prerequisite(s): PHIL 101 and Core: FYS

PHIL 201H Philosophy of Human Nature Hon

credit(s): 3

Philosophical study of human nature, the human condition, the meaning and value of human life, and the human relationship to ultimate reality, with attention to such issues as the nature and possible existence of the soul, the relation between body and mind, belief and knowledge, freedom vs. determinism, and the possibility of human immortality. Fall. For Honors students.

Equivalent(s): PHIL 201

Prerequisite(s): HONS 190 and PHIL 101H and PHIL 101

PHIL 280 Persons and Conduct

credit(s): 3

Two basic dimensions of philosophical investigation are inquiry into the nature and meaning of our being human (the philosophy of human nature) and inquiry into the right life and conduct of a human being (ethics). This course undertakes these closely related investigations from a personalist perspective.

Restriction(s):

Must be in the following Major(s): Nursing

PHIL 290 Directed Study

credit(s): 1-6

Course repeatable for 9 credit(s).

Topic to be determined by faculty.

PHIL 301 Ethics

credit(s): 3

A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems. Fall and Spring.

Fulfills the following degree requirement(s): Core: Ethics

Equivalent(s): PHIL 301H

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Prerequisite(s): PHIL 201

PHIL 301H Ethics-Honors credit(s): 3

A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems. Spring.

Equivalent(s): PHIL 301

Prerequisite(s): HONS 190(and PHIL 201H or PHIL 201)

PHIL 305 History of Ancient Philosophy credit(s): 3

A survey of major figures and developments in ancient Greek and Hellenistic philosophy from Thales to Plotinus, using texts in translation. Philosophy major or minor status or permission of Department Chair. Fall.

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course, CLAS - Rome course

Equivalent(s): PHIL 401

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201 or PHIL 201H(or PHIL 101 and PHIL 193)

PHIL 310 History of Medieval Philosophy credit(s): 3

A survey of the major philosophical movements in the Latin, Greek, and Arabic traditions from the seventh to the fourteenth centuries. Spring.

Equivalent(s): PHIL 405

Restriction(s):

Must be in the following Major(s): Philosophy

Prerequisite(s): PHIL 305

PHIL 320 History of Modern Philosophy credit(s): 3

A survey from Descartes through Hegel. Spring.

Equivalent(s): PHIL 410

Prerequisite(s): PHIL 305

PHIL 389 Ethics and Service Learning credit(s): 1

A service learning seminar that may be taken in conjunction with specified sections of PHIL 301. Students discuss and apply ways by which to communicate with Spokane-area youth (primarily middle- and high-school age) what they are learning about ethics and character.

Corequisite(s): PHIL 301

Prerequisite(s): PHIL 201 or PHIL 201H

PHIL 390 Medical Ethics Internship credit(s): 3

Course repeatable for 9 credit(s).

Through the internship, students will become familiar with the kinds of ethical issues that arise in a major medical facility such as Sacred Heart Medical Center and understand how those issues are addressed. Students will be asked to reflect on the difference between abstract, theoretical discussions of health care ethics and their concrete, particular manifestations in the lives of patients, families, and professional staff.

Prerequisite(s): PHIL 301 or PHIL 301H

PHIL 391 Directed Study credit(s): 1-6

Course repeatable for 9 credit(s).

Topic to be determined by faculty.

PHIL 402 Faith, Reason, and Knowledge credit(s): 3

A philosophical understanding of the integration of faith and reason is foundational to the Catholic intellectual tradition. This seminar will provide students the opportunity to study the nature of human knowledge and the human knower in the context of such integration. Topics will include the philosophical anthropology of the human knower, classical dialectics, and natural philosophy. The resources of perennial philosophy in the scholastic tradition will be used to

develop a comprehensive account of the human knower in the natural habitat of the intelligible universe. Fall, even years.

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201 or PHIL 201H

PHIL 403 Faith, Reason, and Being

credit(s): 3

A philosophical understanding of the integration of faith and reason is foundational to the Catholic intellectual tradition. This seminar will provide students the opportunity to study classical metaphysics in the context of such integration. Topics will include the existence of divine being, the analogy of being, ontological participation, and the transcendental predicates of being. The resources of perennial philosophy in the scholastic tradition will be used to develop a comprehensive account of natural being as well as an analogical account of divine being. Fall, odd years.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201 or PHIL 201H or PHIL 301H

PHIL 404 Philosophy of Science

credit(s): 3

Examination of recent developments in the philosophy of science and its treatment of the nature and methods of the physical, biological, and social sciences.

Fulfills the following degree requirement(s): PHIL - Contemporary

Equivalent(s): PHIL 443

Prerequisite(s): PHIL 101 and PHIL 201

PHIL 406 Philosophy of Mind

credit(s): 3

Treatment of the nature and functional capacities of the mind and the philosophical problems raised by analysis of the mind, including mind and body, materialistic reductionism, other minds, freedom, and personality.

Fulfills the following degree requirement(s): PHIL - Contemporary

Equivalent(s): PHIL 448

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Prerequisite(s): PHIL 101 and PHIL 201

PHIL 411 Philosophy of Language

credit(s): 3

This course is primarily concerned with problems about the origin, nature, function, and uses of language in its relation to ideas in language users' minds and the things in the world that the users inhabit. Readings will cover both the analytic and continental traditions and Western and Eastern thinkers.

Fulfills the following degree requirement(s): PHIL - Contemporary

Prerequisite(s): PHIL 201

PHIL 413 Theory of Knowledge

credit(s): 3

The concepts of knowledge and belief have been of central philosophical concern since the pre-Socratics. In this course, we will consider historical and contemporary contributions to answer the following questions: (1) What is the value of knowledge? (2) What can I know? (3) What can I learn from others? (4) What can I know of myself? (5) Can I know something without being able to say how I know it? (6) How does society shape what I and others know? Historical sources will include Plato, Aristotle, Augustine, Aquinas, Descartes, Reid, and Hume.

Equivalent(s): PHIL 440

Prerequisite(s): PHIL 201

PHIL 414 Ancient Concepts of Justice

credit(s): 3

Many Modern theories of social justice rest upon models developed in classical antiquity.

Similarly, many modern institutions and laws relating to justice have ancient precursors. This

course examines major classical texts dealing with justice: selected Pre-Socratic texts; Plato, Republic; Thucydides, History of Peloponnesian war, Aristotle, Nicomachean Ethics, Book V, selections from Cicero; selections from other Hellenistic and late Roman authors (including Augustine).

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course, CLAS - Rome course, PHIL -

Equivalent(s): PHIL 481, **Equivalent(s):** SOSJ 412

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): PHIL 101 and PHIL 201

PHIL 416 Marxism credit(s): 3

Some major writings of Marx, the social and intellectual history of Marxism, the relationship between Marxist theory and revolutionary practice, and contemporary problems in Marxism.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - European Studies, INST - Latin American Studies, Fulfills the following degree r

Prerequisite(s): PHIL 201

PHIL 418 Spec Top: Contemporary Seminar credit(s): 3

Course repeatable for 9 credit(s).

Topics will be determined by the instructor.

Fulfills the following degree requirement(s): PHIL - Contemporary

Prerequisite(s): PHIL 201

PHIL 419 Spec Top: Ethics/Political Seminar credit(s): 3

Course repeatable for 9 credit(s).

Topics will be determined by the instructor.

Fulfills the following degree requirement(s): PHIL - Ethics or Political

Prerequisite(s): PHIL 201

PHIL 421 American Philosophy credit(s): 3

A study of major figures in the American philosophical tradition.

Fulfills the following degree requirement(s): PHIL - Contemporary

Prerequisite(s): PHIL 201

PHIL 422 Postmodern Thought credit(s): 3

Postmodernism has been the single most influential philosophical movement in the late 20th Century. As a response to philosophical modernism and as a broad cultural movement, affecting virtually every field of knowledge and cultural practice, postmodernism challenges us to rethink some of the most basic assumptions of the Western philosophical tradition. This course begins with a review of the meaning of philosophical and cultural modernism. We then consider several of the major founding thinkers of the postmodern movement: Jacques Derrida, Michel Foucault, and Francois Lyotard. From its beginnings in the revolutionary atmosphere of the French student rebellion, we move to post-modern thinkers in the analytic and post-analytic tradition, including the later Ludwig Wittgenstein and Richard Rorty. The course concludes with a survey of postmodern culture sampling specific developments in fields such as architecture, music, and contemporary art.

Fulfills the following degree requirement(s): PHIL - Contemporary

Prerequisite(s): PHIL 201

PHIL 423 Process Philosophy credit(s): 3

Philosophers such as Bergson and Whitehead, who regard creative process as the essence of the real.

Fulfills the following degree requirement(s): PHIL - Contemporary

Prerequisite(s): PHIL 201

PHIL 425 Phenomenology credit(s): 3

Some proponents of phenomenological philosophy stemming from Husserl.

Fulfills the following degree requirement(s): PHIL - Contemporary

Prerequisite(s): PHIL 201

PHIL 426 Political Philosophy credit(s): 3

An examination of the nature and norms of political life, with attention to major historical themes in the light of contemporary relevance.

Fulfills the following degree requirement(s): PHIL - Ethics or Political

Equivalent(s): PHIL 451

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 101 and PHIL 201

PHIL 427 Major Figures and Movements credit(s): 3

An in-depth exploration of the work of a single figure or movement in the history of philosophy.

Prerequisite(s): PHIL 101 and PHIL 201

PHIL 428 Philosophical Hermeneutics credit(s): 3

Allied with phenomenology, philosophical hermeneutics struggles not only with interpreting patterns of meaning in classical philosophical texts, but also with interpreting patterns of meaning in human existence, based on the model of the text.

Fulfills the following degree requirement(s): PHIL - Contemporary

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 429 Special Topics: Philosophy Seminar credit(s): 3

Course repeatable 4 time.

Topic will be determined by the instructor.

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201, minimum grade: C or PHIL 201H, minimum grade: C

PHIL 430 Metaphysics credit(s): 3

A systematic ordering and development of the perennial questions concerning being and existence; unity, diversity, truth, value, causality, and transcendence; the existence and nature of God.

Fulfills the following degree requirement(s): PHIL - Contemporary

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

PHIL 434 Chinese Philosophy credit(s): 3

A survey of the history of Chinese philosophy focusing on the Confucian tradition and taking other traditions such as Taoism and Buddhism into account.

Fulfills the following degree requirement(s): INST - Asian Studies content

Equivalent(s): INST 396

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 435 C.S. Lewis credit(s): 3

This course examines Lewis, the Christian intellectual, as his participation in the Christian theistic tradition and his philosophical training exhibit themselves in his fictional, philosophical and theological works.

Equivalent(s): PHIL 417

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 436 Walker Percy credit(s): 3

This course examines both fiction and non-fiction works by Walker Percy (1916-1990), with particular emphasis on his development of existential themes and C.S. Peirce's semiotics. We investigate Peter Augustine Lawler's description of Percy as a proponent of "postmodernism rightly understood."

Equivalent(s): PHIL 418

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 437 Philosophy of Time credit(s): 3

This course looks at answering the question "What is time?" This is done by looking at ancient and modern arguments surrounding the structure, experience and models of time.

Prerequisite(s): PHIL 201

PHIL 438 Phil of Love and Friendship credit(s): 3

Survey and analysis of influential accounts of love and friendship, including treatments of erotic/romantic love, friendship, and charity, within a framework provided by C.S. Lewis classic study 'The Four Loves'. Special attention will be given to the relation between views of love and the nature of happiness, proper treatment of others, human desire and psychology, character, self-love, and religious devotion.

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 441 Symbolic Logic credit(s): 3

The study of modern symbolic logic (propositional and predicate). Metalogical issues (the syntax and semantics of formal systems) are discussed.

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 442 Philosophy of Sex and Gender credit(s): 3

Analyzes the concepts of sex, sexuality, and gender by working with authors across traditions and disciplines. We will be particularly concerned with the roles that sex, sexuality and gender

have on identity formation/subversion while also questioning whether some or all of these concepts are essential/natural or socially constructed.

Fulfills the following degree requirement(s): PHIL - Contemporary

Equivalent(s): WGST 434

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 446 Phil Reflections Christianity and Science

credit(s): 3

Philosophical inquiry into the historical relationship between Christian religious doctrine and the knowledge imparted by the sciences, with focus on particular episodes such as the Galileo affair and the Darwinian revolution.

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 447 Wisdom

credit(s): 3

This course in comparative philosophy studies the relationship between wisdom and contemplative practice in three major philosophical/religious traditions: Greek/Hellenic, Judeo/Christian, and Yogic/Samkhya. Students will acquire both a general understanding of the concept of wisdom in each tradition and a specific understanding of how each of these traditions connects wisdom to practice.

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 449 African American Philosophy

credit(s): 3

This course will examine the core issues in African American philosophy. These issues will include: (1) the nature and purpose of African American philosophy; (2) questions concerning racial, cultural, and ethnic identity; (3) the varied forms, causes, and consequences of racism; (4) 'separatist' vs. 'assimilationist' strategies for addressing racial injustice; and (5) debates concerning reparations and affirmative action.

Fulfills the following degree requirement(s): PHIL - Ethics or Political

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must be the following Class(es): Junior, Senior

Prerequisite(s): PHIL 201

PHIL 450 Happiness

credit(s): 3

In one form or another, the nature of happiness has always been a central concern of philosophical reflection. In recent years, a new body of psychological research has made interesting contributions to our understanding of happiness. Specifically, Mihaly Csikszentmihalyi's work on 'flow' and Martin Seligman's research on happiness will be considered. This course will sample some of this research and bring it into dialogue with traditional philosophical texts from Western and Eastern philosophy, such as Epicureanism, Stoicism, Taoism, and modern movements such as Existentialism, Liberalism, and Marxism. We will also consider very recent philosophical work on the nature of happiness. Along with this study, we will ask historiographic questions about how the philosophical problem of happiness is temporally and culturally conditioned.

Equivalent(s): PHIL 419

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 451 Political Philosophy credit(s): 3

An examination of the nature and norms of political life, with attention to major historical themes in the light of contemporary relevance.

Fulfills the following degree requirement(s): PHIL - Ethics or Political

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 453 International Ethics credit(s): 3

The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration.

Fulfills the following degree requirement(s): INST - Interactions, PHIL - Ethics or Political

Equivalent(s): INST 350

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 301

PHIL 454 Existentialism credit(s): 3

The movement from Kierkegaard to the present.

Fulfills the following degree requirement(s): PHIL - Contemporary

Equivalent(s): PHIL 424

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 455 Health Care Ethics credit(s): 3

Ethical concepts and issues in the medical field: personhood, relationship between health care professional and patient, experimentation, rights to health care, and allocation of health care resources.

Fulfills the following degree requirement(s): PHIL - Ethics or Political, Core: Core Integration Seminar

Equivalent(s): PHIL 352S

Restriction(s):

Must be in the following Major(s): Nursing, Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): Core: Ethics

PHIL 456 Feminist Ethics credit(s): 3

Explores women's experiences of oppression and some of the ways in which this has marginalized their concerns and their perceptions of the moral dimension. Feminist contributions to rethinking the concept of moral agency, the traditionally sharp distinction between the public and private domains, the relevance of personal relationships to ethics, and the process of moral development and moral decision-making are considered. Spring, odd years.

Fulfills the following degree requirement(s): PHIL - Ethics or Political, Core: Core Integration Seminar

Equivalent(s): WGST 435

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 457 Business Ethics credit(s): 3

The philosophic basis of business and its relation to social development. Responsibilities of the business community to society and the individual. The relationship between economic theories and philosophical approaches.

Fulfills the following degree requirement(s): PHIL - Ethics or Political

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 301 or PHIL 301H

PHIL 458 Environmental Ethics credit(s): 3

The detailed philosophical study of humanity's understanding of its relationship to the natural environment, concentrating on historically prominent conceptions of that relationship, and the philosophical foundation of the contemporary environmental movement. Fall and Spring.

Fulfills the following degree requirement(s): PHIL - Ethics or Political, Core: Core Integration Seminar

Equivalent(s): ENVS 358

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 301 or PHIL 301H

PHIL 459 Ethics of Eating credit(s): 3

An examination of ethical issues surrounding the consumption, production and transportation of food. Issues such as organic food, GMOs, vegetarianism, local and slow food movements, and hunger may be covered. Ethical issues surrounding both local and international food issues are treated.

Fulfills the following degree requirement(s): PHIL - Ethics or Political

Equivalent(s): ENVS 381

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 460 Ethics: Global Climate Change credit(s): 3

Many have described global climate change as the defining challenge of the 21st century, noting that unless dramatic changes are made today, future generations will suffer terrible consequences, such as rising seas, wars over fresh water, tens of millions of environmental refugees, and the extinction of species such as the polar bear. This course will investigate the complex technological, historical, economic, scientific, political, and philosophical issues surrounding this issue. Global warming skeptics are especially encouraged to enroll. Spring and Summer.

Fulfills the following degree requirement(s): PHIL - Ethics or Political

Equivalent(s): ENVS 350

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 461 Philosophy and Literature credit(s): 3

This course will show how fictional literature can illustrate philosophical insights and how philosophical ideas can help illuminate works of literature.

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 462 Theories Solidarity and Social Just credit(s): 3

This course is designed to fulfill one of the requirements of the Solidarity and Social Justice minor. It builds on the background provided by other courses in the SOSJ minor and the University Core by focusing more explicitly on the role public reason plays in the pursuit of solidarity and social justice. The course will ask "What is justice and how is it related to human solidarity? How do we ground claims about solidarity and social justice through an appeal to reason? What role should reason play in shaping our models of justice and what role can it play in the promotion of solidarity and social justice?"

Fulfills the following degree requirement(s): PHIL - Ethics or Political, SOSJ - Block A

Equivalent(s): PHIL 408, **Equivalent(s):** SOSJ 410

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 463 Social Justice credit(s): 3

This course will critically consider famous theories of justice, as well as their applications to some social and moral problems.

Fulfills the following degree requirement(s): PHIL - Ethics or Political, SOSJ - Block A

Equivalent(s): PHIL 409, **Equivalent(s):** SOSJ 411

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 465 Philosophy of Religion credit(s): 3

A study of the nature of religious experience and practice, and how religious language and belief relate to science, morality and aesthetics. Included is also a study of what is meant by 'God,' divine attributes and proofs for and against God's existence.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

PHIL 467 Faith and Reason credit(s): 3

This course will address a cluster of fundamental problems of faith and reason--the nature of knowledge, especially in connection with religious claims, evidence for the existence of God, the relevance of recent advances in cosmology to the Christian world view, the problem of evil and suffering, and the challenge of atheism.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Prerequisite(s): PHIL 201

PHIL 470 Philosophy of Law credit(s): 3

The sources, structure, and function of human law and its relations to moral law.

Fulfills the following degree requirement(s): CRIM - Elective, PHIL - Ethics or Political

Restriction(s):

Must be in the following Major(s): Philosophy, Philosophy

Must not be the following Class(es): Freshman

Prerequisite(s): PHIL 201

credit(s): 3

Equivalent(s): VART 466

Must be in the following Major(s): Philosophy, Philosophy
Must not be the following Class(es): Freshman

PHIL 475 Philosophy of the Visual Arts

credit(s): 3

Restriction(s):

Prerequisite(s): PHIL 201

credit(s): 3

Restriction(s):

Prerequisite(s): PHIL 201

credit(s): 3

Restriction(s):

Prerequisite(s): PHIL 201

credit(s): 3

Restriction(s):

Prerequisite(s): PHIL 201

credit(s): 3

Restriction(s):

Prerequisite(s): HONS 190

PHIL 490 Directed Study	credit(s): 0-6
Course repeatable for 9 credit(s). Topics and credits by arrangement.	
Restriction(s): Must not be the following Class(es): Freshman	
Prerequisite(s): PHIL 201	
PHIL 491 Special Topics	credit(s): 3
Course repeatable for 12 credit(s). Topics to be determined by the instructor.	
Restriction(s): Must be in the following Major(s): Philosophy, Philosophy	
Prerequisite(s): PHIL 201	
PHIL 492 Special Topics: Contemporary	credit(s): 3
Course repeatable for 12 credit(s). Topics will be determined by the instructor. Fulfills the following degree requirement(s): PHIL - Contemporary	
Restriction(s): Must be in the following Major(s): Philosophy, Philosophy	
Prerequisite(s): PHIL 201	
PHIL 493 Special Topics: Ethics/Political	credit(s): 3
Course repeatable for 12 credit(s). Topics will be determined by the instructor. Fulfills the following degree requirement(s): PHIL - Ethics or Political	
Restriction(s): Must be in the following Major(s): Philosophy, Philosophy	
Prerequisite(s): PHIL 201	
PHIL 495 Study Abroad Special Topics	credit(s): 1-15
Course repeatable for 15 credit(s). To be determined by the department.	
PHIL 497 Internship	credit(s): 0-6
Course repeatable for 6 credit(s). Professional work experience in Philosophy-related field. Student is responsible for identifying an agency and faculty supervisor. Does not count towards program electives for the major or minor.	
Prerequisite(s): PHIL 201	
PHIL 498 Research	credit(s): 1-3
Course requires permission of instructor and Department Chair.	
PHIL 499 Senior Exit Requirement	credit(s): 0
Restriction(s): Must be in the following Major(s): Philosophy Must be the following Class(es): Senior	
Prerequisite(s): PHIL 201	

Physics

Chairperson: Erik Aver

Professors: J. Bierman, J. Byrne (Emeritus), A. Greer, E. Kincanon

Associate Professors: E. Aver, C. Fink, A. Fritsch, N. Moore

Assistant Professors: M. Geske

Senior Lecturers: H. Hoeck-Mills

Lecturers: B. Parris

Lab Specialists: D. Buckley, J. Kemper

Students pursuing Physics have a choice of attaining the following degrees:

Bachelor of Science, Physics major

Bachelor of Arts, Physics major

Minor in Physics

Students are expected to declare their major in Physics in their first year of study. Students who declare late or plan to study abroad can be accommodated by arrangement with the department.

The Bachelor of Science is designed as a terminal degree providing the basic foundation for direct employment opportunities. Students who are considering graduate school studies should plan on taking additional coursework aligned with their specific interests and goals. Students will be able to identify a four-year course of study with their advisor that will satisfy graduate school requirements.

Lower and upper division courses are designed for students to gain proficiency in hands-on, experimental physics and theoretical physics. Majors in Physics are also expected to acquire a familiarity with scientific computation and the use of computers to model and solve physical problems. Summer research opportunities within the department, as well as with other programs, such as Research Experience for Undergraduates (REU) programs, are encouraged.

Students interested in majoring in Physics and attending medical school should meet with a Physics faculty member as early as possible to discuss four-year course planning and potential course substitutions for particular degree requirements.

Students may elect to earn a Bachelor of Arts degree with a major in Physics, rather than a Bachelor of Science degree. The basic degree requirements for a B.A. degree are the same as the B.S. degree, except rather than choosing two additional upper division PHYS courses, as the B.S. degree requires, the B.A. degree requires two courses from any area that are agreed to by the Department Chair. The B.A. degree is intended to better allow College of Arts and Sciences students to complete double majors; therefore, students who earn a B.A. degree with a Physics major must also be earning a B.A. degree in another College of Arts and Sciences department.

More information is available on the Physics [website](#) and the department's [MyGU website](#).

B.S. or B.A. Major in Physics: 54 Credits

Lower Division

<u>PHYS 103</u> and <u>PHYS 103L</u> Scientific Physics I	5 credits
<u>PHYS 204</u> and <u>PHYS 204L</u> Scientific Physics II	5 credits
<u>PHYS 205</u> Modern Physics	3 credits
<u>PHYS 208</u> Computational Physics	2 credits
<u>PHYS 210</u> Introduction to Linear Electronics	2 credits
<u>PHYS 217</u> Modern Physics Lab	2 credits
<u>CHEM 101</u> and <u>CHEM 101L</u> General Chemistry	4 credits
<u>CPSC 121</u> Computer Science I	3 credits
<u>MATH 157</u> Calculus and Analytical Geometry I	4 credits
<u>MATH 258</u> Calculus and Analytical Geometry II	4 credits

Upper Division

<u>PHYS 300</u> Mathematical Methods	3 credits
<u>PHYS 301</u> Intermediate Mechanics	3 credits
<u>PHYS 306</u> Electricity and Magnetism	3 credits
<u>PHYS 310</u> Intermediate Lab	2 credits

PHYS 464 Introduction to Quantum Physics 3 credits

Two of the following seven Courses: 6 credits

PHYS 307 Optics

PHYS 402 Advanced Mechanics

PHYS 407 Electricity and Magnetism II

PHYS 409 Nuclear and Particle Physics

PHYS 412 Biophysics Systems & Modeling

PHYS 415 Cosmology and Astrophysics

PHYS 450 Statistical Physics

Physics majors are also encouraged to take:

MATH 259 Calculus and Analytical Geometry III

MATH 260 Ordinary Differential Equations

MATH 339 Linear Algebra

and additional CPSC courses.

Minor in Physics: 27 Credits

Lower Division

PHYS 103 Scientific Physics I 4 credits

PHYS 103L Scientific Physics I Lab 1 credit

PHYS 204 Scientific Physics II 4 credits

PHYS 204L Scientific Physics II Lab 1 credit

PHYS 205 Modern Physics 3 credits

MATH 157 Calculus and Analytical Geometry I 4 credits

MATH 258 Calculus and Analytical Geometry II 4 credits

Upper Division

PHYS 208 or above

6 credits

To satisfy the minor, at least one of the chosen electives must be a 3-credit course beyond PHYS 300. With prior Department Chair approval, PHYS 390, PHYS 490, PHYS 497, and PHYS 499 may count toward the minor. Also with prior Department Chair approval, PHYS 300 may satisfy two credits toward the minor.

Courses:

PHYS 100 **Conceptual Physics** **credit(s): 3**

The basic principles of physics are covered in a descriptive (non-mathematical) manner. Designed for students not majoring in the natural sciences or those needing a very basic background in physics. Not regularly offered; offered upon demand.

PHYS 100L **Conceptual Physics Lab** **credit(s): 1**

Taken concurrently with PHYS 100. Two hours of laboratory. Not regularly offered; offered upon demand.

Corequisite(s): PHYS 100

PHYS 101 General Physics I credit(s): 4

Algebra-based introductory physics. Mechanics, including Newton's laws, conservation laws, fluids, oscillations and waves. Five hours of lecture with experimental demonstrations and problems. Not accepted as a prerequisite for any advanced work. Fall.

PHYS 101L	General Physics I Lab	credit(s): 1

Taken concurrently with or after the lecture course PHYS 101. Three hours of laboratory. Fall.

Prerequisite(s): PHYS 101 (or concurrent)

PHYS 102 General Physics II credit(s): 4

Algebra-based introductory physics. Thermodynamics, electricity and magnetism, and optics. Five hours of lecture with experimental demonstrations and problems. Not accepted as prerequisite for any advanced work. Spring.

Prerequisite(s): PHYS 101 or PHYS 103

PHYS 102L General Physics II Lab credit(s): 1

Taken concurrently with or after the lecture course PHYS 102. Three hours of laboratory.
Spring.

Prerequisite(s): (PHYS 101L or PHYS 103L) and PHYS 102 (or concurrent)

PHYS 103 Scientific Physics I credit(s): 4

Calculus-based introductory physics. Mechanics, including Newton's laws, conservation laws, fluids, oscillations, and waves. Five hours of lecture with experimental demonstrations and problems. MATH 157 (Calc I) may be taken prior to or concurrently. Fall and Spring.

Prerequisite(s): MATH 157 (or concurrent)

PHYS 103L Scientific Physics I Lab credit(s): 1

Taken concurrently with or after the lecture course PHYS 103. Three hours of laboratory. Fall and Spring.

Prerequisite(s): PHYS 103 (or concurrent)

PHYS 104 Scientific Inquiry credit(s): 3

This course is an integrated course and lab experience satisfying the Core Scientific Inquiry requirement. The course is designed and intended for non-science majors. The topics will be

developed conceptually, with the required mathematics not exceeding high school algebra and trigonometry. The specific content will vary with instructor. The course title in Zagweb will identify the focus of the lecture course material. The integrated, open lab experience focuses on developing an understanding of the scientific method and the processes of science, including measurement, modeling, and analysis. The lab experience includes hands-on activities and experiments highlighting the covered processes and delivered in an open lab time format. The lab will be open and staffed on Tuesdays and Thursdays for students to come in and complete that week's lab on their own schedule. Fall and Spring.

Fulfills the following degree requirement(s): Core: Science Inquiry

PHYS 110 Introduction to Astronomy credit(s): 3

This course is designed for the non-science major. A wide range of topics is covered in order to give an overview of what is currently known about the structure and evolution of the universe. Most areas of observational and theoretical astronomy do not go beyond basic high-school algebra and trigonometry. Not regularly offered; offered upon demand.

PHYS 110L Introduction to Astronomy Lab credit(s): 1

PHYS 110L is optional with concurrent enrollment in PHYS 110. It will consist of experiments and activities further investigating the topics of PHYS 110 involving astronomical measurements and analysis. The required mathematics will not exceed high school algebra and trigonometry. Two hours of laboratory. Not regularly offered; offered upon demand.

Corequisite(s): PHYS 110

PHYS 125 Physics of Music and Sound credit(s): 3

The nature of vibrations and waves will be studied and investigated at the introductory level. Vibrations, properties of waves, addition of waves and the resulting wave phenomena will be covered with an emphasis on their relationship to sound production and interpretation via the ear. This class is designed for non-science majors. The required mathematics will not exceed high school algebra. Not regularly offered; offered upon demand.

PHYS 125L Physics of Music and Sound Lab credit(s): 1

PHYS 125L is optional with concurrent enrollment in PHYS 125. The course will further investigate topics from PHYS 125 involving the behavior of waves. The required mathematics will not exceed high school algebra and trigonometry. Two hours of laboratory. Not regularly offered; offered upon demand.

Corequisite(s): PHYS 125

PHYS 140 Introduction to Geophysics credit(s): 3

This course will look at the basic principles of geophysics. Topics examined include earthquakes, tsunamis, land formations and erosion, geological exploration, and global warming. Mathematics is kept at a minimal level. Not regularly offered; offered upon demand.

PHYS 140L Introduction to Geophysics Lab credit(s): 1

This is a lab course to accompany PHYS 140. Experiments involve examination of crater formation, angle of repose, wave motion, rock classification, and buoyancy. Two hours of laboratory. Not regularly offered; offered upon demand.

Corequisite(s): PHYS 140

PHYS 185 Special Topic credit(s): 1-4

Course repeatable for 12 credit(s).

Topic to be determined by instructor.

PHYS 190 Directed Study: Physics credit(s): 0-4

Course repeatable for 6 credit(s).

PHYS 193 First Year Seminar credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course

highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

PHYS 198 Lab Methodology **credit(s): 0-1**

Course repeatable for 8 credit(s).

PHYS 199 Special Topics **credit(s): 3-4**

Course repeatable for 9 credit(s).

Topic to be determined by instructor.

PHYS 199L Special Topics Lab **credit(s): 0-1**

Course repeatable for 3 credit(s).

Corequisite(s): PHYS 199

PHYS 204 Scientific Physics II **credit(s): 4**

Calculus-based introductory physics. Thermodynamics, electricity and magnetism, and optics.

Five hours of lecture with experimental demonstrations and problems. MATH 258 (Calc II) may be taken prior to or concurrently. Fall and Spring.

Prerequisite(s): PHYS 103 and MATH 258 (or concurrent)

PHYS 204L Scientific Physics II Lab **credit(s): 1**

Taken concurrently with or after the lecture course PHYS 204. Three hours of laboratory. Fall and Spring.

Prerequisite(s): PHYS 103L and PHYS 204 (or concurrent)

PHYS 205 Modern Physics **credit(s): 3**

Special relativity, development and an introduction to quantum mechanics and other selected topics. Spring.

Prerequisite(s): PHYS 204

PHYS 208 Computational Physics **credit(s): 2**

An introduction to computational physics. Students will be introduced to many of the basic ideas, algorithms, and tools used by physicists to solve problems. Techniques learned here will be used in most upper level courses. Fall, even years.

Prerequisite(s): PHYS 103 and MATH 258

PHYS 210 Introduction to Linear Electronics **credit(s): 2**

This course is primarily a laboratory in which students learn basic concepts of linear electronics and laboratory techniques through passive components, DC and AC applications, use of test equipment, operational amplifiers, basic transistor circuits, and more. Two hours of lecture and one three-hour laboratory exercise per week. Spring, even years.

Prerequisite(s): PHYS 204L

PHYS 217 Modern Physics Lab **credit(s): 2**

Usually taken concurrently with PHYS 205, this course looks at laboratory examples of topics covered in PHYS 205. Spring, odd years.

Equivalent(s): PHYS 205L, **Equivalent(s):** PHYS 217L

Prerequisite(s): PHYS 205 (or concurrent)

PHYS 290 Sophomore Directed Reading **credit(s): 1-4**

Course repeatable for 12 credit(s).

Directed reading in approved topics. Requires completion of a form, departmental approval and cannot be registered for via ZAGWEB.

PHYS 300 Mathematical Methods **credit(s): 3**

Survey of mathematical techniques used in upper division physics courses. Fall.

Prerequisite(s): PHYS 204

- PHYS 301 Intermediate Mechanics credit(s): 3**
 Particle and rigid body statics and dynamics in a rigorous vectorial calculus treatment. A fundamental introduction to theoretical physics. Spring, even years.
Prerequisite(s): PHYS 300(or MATH 259 and MATH 260 and PHYS 204)
- PHYS 306 Electricity and Magnetism credit(s): 3**
 Electrical and magnetic phenomena leading to a development of Maxwell's equations and electromagnetic field theory. Fall, even years.
Prerequisite(s): PHYS 300 (or MATH 259 and MATH 260 and PHYS 204)
- PHYS 307 Optics credit(s): 3**
 Treatment of optical phenomena using the three major models for light: rays, waves, and photons. Spring, odd years.
 Fulfills the following degree requirement(s): MENG - Tech Elective
Prerequisite(s): PHYS 300(or PHYS 204 and MATH 259 and MATH 260)
- PHYS 310 Intermediate Laboratory credit(s): 2**
 This course will discuss the major analytic techniques used in experimental physics through experiments in mechanics, heat, electromagnetism, and modern physics, and will apply these techniques to classic experiments. Fall, odd years.
Prerequisite(s): PHYS 204L
- PHYS 390 Directed Study credit(s): 1-4**
 Course repeatable for 12 credit(s).
 Topic to be determined by faculty.
- PHYS 402 Advanced Mechanics credit(s): 3**
 A continuation of PHYS 301 and extension to dynamics of particles, rigid bodies, and fluids by the use of Lagrangian and Hamiltonian formalisms. Fall, even years.
 Fulfills the following degree requirement(s): MENG - Tech Elective
Prerequisite(s): PHYS 301
- PHYS 407 Electricity and Magnetism II credit(s): 3**
 A continuation of PHYS 306; a study of advanced topics in E&M. Spring, odd years.
Prerequisite(s): PHYS 306
- PHYS 409 Nuclear and Particle Physics credit(s): 3**
 Study of experimental and theoretical aspects of nuclear interactions as they apply to nuclear structure and elementary particle characteristics. Spring, even years.
Prerequisite(s): PHYS 205
- PHYS 412 Biophysical Systems and Modeling credit(s): 3**
 Study of biological systems using first principles, tools, and models from physics. Topics may include diffusion, membrane potentials, models of neural dynamics, information processing in biological systems, and other selected biophysics topics. Spring, even years. Upon sufficient demand.
Prerequisite(s): (CPSC 121 or ENSC 192) and PHYS 300(or PHYS 204 and MATH 260)
- PHYS 415 Cosmology and Astrophysics credit(s): 3**
 Study of the global evolution of the universe, including the expansion rate of the universe, big bang nucleosynthesis, the cosmic microwave background radiation, inflation, relativity, and other selected astrophysics topics. Spring, even years. Upon sufficient demand.
Prerequisite(s): PHYS 300(or MATH 259 and MATH 260 and PHYS 204)
- PHYS 432 Core Integration Seminar: credit(s): 3**
 The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way

that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

PHYS 450 Statistical Physics credit(s): 3

Study of thermal properties from microscopic and statistical viewpoints. Topics include: probability distributions, entropy, density of states, black body radiation. Fall, odd years.

Fulfills the following degree requirement(s): MENG - Tech Elective

Prerequisite(s): PHYS 204

PHYS 464 Introduction to Quantum Physics credit(s): 3

The development of the Schrödinger equation and its application to various potential energy functions. Fall, odd years.

Prerequisite(s): (PHYS 205 and PHYS 300)(or PHYS 205 and MATH 259 and MATH 260)

PHYS 468 Solid State Physics credit(s): 3

An introduction to the quantum-mechanical description of solid materials and their behaviors.

Prerequisite(s): PHYS 464

PHYS 490 Directed Reading credit(s): 1-4

Course repeatable for 12 credit(s).

Directed reading in advanced topics. Requires completion of form, and department permission.

PHYS 497 Internship credit(s): 0-6

Course repeatable for 6 credit(s).

Credit recognition of an internship or research experience, arranged by the student, directly related to the student's Physics Major and/or career plans, where said experience helps the student increase and develop practical physics knowledge and skills. Prior to registration, a student must secure participation in an internship or research experience, identify a faculty supervisor, complete and submit the Physics Department Internship Application form, and receive permission from the Physics Department.

PHYS 499 Senior Project credit(s): 0-3

May be undertaken by B.S. Physics Majors in their senior year. Permission from department required.

Political Science

Chairperson: Stacy Taninchev

Professors: L. Brunell, B. Garvin, J. Isacoff, M. Leiserson (Emeritus)

Associate Professors: M. Connolly, S.J., J. Gardner, C. Stavrianos, S. Taninchev, M. Treleaven, R. Waterman (Emeritus)

The department offers one major and one minor:

Bachelor of Arts, Political Science major

Minor in Political Science

Political science courses invite students to examine political thought and systems past and present. A major or minor in political science provides an enduring political education for citizens, a solid basis for graduate work, a fine background for the study of law, the teaching or practice of politics and social and economic organization, and change.

Our faculty believes that public-spirited participation in civic affairs serves the department's mission and the mission of Gonzaga University. So, we encourage majors to do politics in our public affairs internships and other forms of experiential learning as well as in pursuing their own political interests and passions. In the fall or spring semester of their senior year, all political science majors must take POLS 498, Preparation for the Comprehensive, a one credit seminar that helps students review their departmental and related studies in preparation for comprehensive examination in November or April. Students base the examination on the special interests and thematic questions they have discovered in their courses as well as in their own political engagement, service learning, internships, study abroad, etc.

The faculty also provide guidance and advice about applying to graduate school or law school and pursuing careers in politics, public administration, or international affairs.

B.A. Major in Political Science: 31 credits

Lower Division

<u>POLS 101</u> American Politics	3 credits
<u>POLS 102</u> , <u>POLS 103</u> or <u>POLS 104</u> (if taken in the freshman or sophomore years)	0-6 credits

Upper Division

POLS 300-329; <u>POLS 484</u> U.S. Government and Politics	6 credits
POLS 330-349; <u>POLS 486</u> Political Thought	6 credits
POLS 350-389; POLS 487-488 Comparative Government/International Relations	6 credits
POLS Electives	3-9 credits
<u>POLS 498</u> Senior Seminar	3 credits

Minor in Political Science: 18 Credits

Lower Division

<u>POLS 101</u> American Politics	3 credits
<u>POLS 102</u> , <u>POLS 103</u> or <u>POLS 104</u> (if taken in the freshman or sophomore years)	0-3 credits

Upper Division

POLS 302-329; <u>POLS 484</u> U.S. Government and Politics	3 credits
POLS 330-349; <u>POLS 486</u> Political Thought	3 credits
POLS 350-389; POLS 487-488 Comparative Government/International Relations	3 credits
POLS Electives	3-6 credits

Courses:

POLS 101 American Politics credit(s): 3

The American Constitution: the evolution of democracy and the structure of the national government. Congress: the Presidency and the courts. Political parties and interest groups. Public policy in domestic and foreign affairs. How to think about politics. Fall and Spring.

Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

POLS 102 Political Thought and Action credit(s): 3

This course is designed to be an introduction to the political science subfield of political thought. The course will cover central texts and problems of political theory with an emphasis on using theoretical insights to guide action. Themes may include freedom, justice, equality, democracy, and authority, though the emphases will vary from semester to semester. fall and spring.

Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

POLS 103 People and Politics World Wide credit(s): 3

Comparison of key political institutions, political attitudes, patterns of interaction, and long-term quarrels in selected countries from Europe, Middle East, Asia, Africa and Latin America. How legislatures, executives, and political parties work and the influence of culture, social structure, ideology, and nationalism. Fall.

Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

POLS 104 International Politics credit(s): 3

This course is designed to be an introduction to the political science subfield of international relations. The course will cover the major theoretical perspectives in international relations, security and economic relations between states, and global challenges that states face from non-state actors and the environment. Fall and Spring.

Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

POLS 190 Directed Study credit(s): 1-4

Course repeatable for 9 credit(s).

Topic to be determined by instructor.

POLS 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process. Spring.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

POLS 301 Politics of Food credit(s): 3

Examines the nature and origins of local, state, and federal policies impacting the U.S. food system. Major topics include food safety, nutrition guidelines, the problems of hunger and obesity. Significant attention is paid to the interplay of ordinary citizens, corporations, and local, state and federal governments and the role of each in the policy making process. Spring, alternate years. Occasional.

POLS 303 Constitutional Law: Civil Liberty and Rights credit(s): 3

A case-based examination of Supreme Court decisions treating aspects of the Bill of Rights and the Fourteenth Amendment. These decisions cover topics such as freedom of speech, freedom of the press, religious freedoms, the right to privacy, and questions of discrimination in its many forms, including racial, sexual, and voting rights. Spring.

Fulfills the following degree requirement(s): BU - LPP conc Req, CRIM - Elective, CRIM - Law, CRIM - Political Scienc

Equivalent(s): WGST 343

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 306 Congress and the Presidency credit(s): 3

The Congress, its rules and procedures, committee and party leadership, and the influence of Congress on national policy. The Presidential office, its constitutional powers and its evolution over the years. The "modern presidency" since Franklin Roosevelt. Conflict and co-operation between the Congress and the President. Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 309 Political Parties and Election credit(s): 3

How our nation's political parties are organized inside and outside government. Whether they are weak or strong. Occasional efforts to reform parties. Their role in elections. Other influences on presidential and congressional elections. The conduct of election campaigns. How voters make up their minds. Explaining election outcomes. Fall, even years.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 310 Native American Government and Politic credit(s): 3

This course will see Native American government and politics in a milieu of intergovernmental relations, of community to community connections, or the lack of such relationships. Taking social justice as importantly about relationships, and doing so in respect of governing, this course will to study how (or how not) federal, state, and municipal governments interact with Native American governments. Spring, even years.

POLS 311 State and Local Government credit(s): 3

Surveys state and local government: intergovernmental relations, finance, state sovereignty, shifts in federalism and social policy, politics of urban and rural regions. State election systems may be studied for their significant influence over national elections. Occasional.

Fulfills the following degree requirement(s): BU - LPP conc Req, CRIM - Elective, CRIM - Political Science

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 312 Urban Politics credit(s): 3

Explores city life and all the elements that define it, the problems and prospects of the urban policy that surround, influence, constrain and color city life. When cross listed with WGST 341, special attention is paid to the role of women as citizens and activists in the urban context. Occasional.

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Political Science

Equivalent(s): WGST 341C

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 317 Ecological Thought and Politics credit(s): 3

This Service Learning course focuses on the writings of seminal figures in American ecological thought, such as John Muir, Gifford Pinchot, and Aldo Leopold. Examines the history and politics of land use and wilderness planning. Class will go on field trips in partnership with the

United States Forest Service (USFS) and local environmental groups to learn first-hand about the politics of local land use. Occasional.

Equivalent(s): ENV5 321

POLS 319 American Foreign Policy credit(s): 3

Evolution of American foreign policy, with emphasis on contemporary issues, national interests, interrelationship with domestic politics, and the decision-making process. Evaluation of Nationalist, Revisionist, and Realist views of foreign policy. How foreign policy may do justice. Spring.

Fulfills the following degree requirement(s): INST - Interactions

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 321 Politics and Public Admin credit(s): 3

The way American public bureaucracy operates. Fall and Spring.

Fulfills the following degree requirement(s): BU - LPP conc Req

POLS 322 Women and Politics credit(s): 3

History and dynamics of women's political movements (both conservative and liberal) in the U.S. Survey of women's current levels and styles of participation in U.S. government and politics. Fall, odd years.

Equivalent(s): SOSJ 342, **Equivalent(s):** WGST 340

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 323 Constitutional Law: Institutional Powers credit(s): 3

A case-based examination of Supreme Court decisions treating the structure and distribution of power among government institutions. These decisions treat the powers of the national government (the legislative, executive, and judicial branches) and issues arising out of federalism: The powers of the states and the interplay between state and national institutions. Fall.

Fulfills the following degree requirement(s): BU - LPP conc Req, CRIM - Elective, CRIM - Law, CRIM - Political Scienc

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 324 Grass Roots Politics credit(s): 3

Examination of past town-meeting and recent theory and practice aimed at increasing direct use of political power by ordinary American citizens. Emphasis on the possibility of a new model of democratic government. Occasional.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 325 Selected Topics: American Politics credit(s): 3

Course repeatable for 9 credit(s).

The study of selected topics in American politics. Occasional.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 326 Race and Ethnicity Politics credit(s): 3

Examines the conditions facing selected racial and ethnic groups in the U.S., with African Americans being the primary case for analysis. Topics include the social construction of race and ethnicity, the wide range of political strategies and tactics employed by racial and ethnic groups in pursuit of equality, and U.S. immigration policy. Fall, even years.

Equivalent(s): SOSJ 343, **Equivalent(s):** WGST 345C

Restriction(s):

Must not be the following Class(es): Freshman

POLS 327 American Social Policy credit(s): 3

Examines the origins, patterns, reforms, and criticisms of American social policy, the ties between knowledge and social policy; the impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class. Reviews normative claims for the proper role of the state and capitalism. Compares other western, capitalist societies and their policy regimes. Occasional.

Fulfills the following degree requirement(s): BU - LPP conc Req

Equivalent(s): WGST 344

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 328 Politics of the Pacific NW credit(s): 3

State and society in the Pacific Northwest: government, parties, reform movements, regionalism, and social forces in the U.S. Pacific Northwest, and British Columbia and Alberta. Regional issues such as taxation, health care, urbanization, land use, education, the environment, and resource-based economics are addressed in a comparative Canadian-U.S. context. Occasional.

Equivalent(s): ENVS 380

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 329 N American Environmental Policies credit(s): 3

Study of local, regional, and international environmental policy, its challenges for not only administration and understanding, but also citizenship and accountability. Topics include water, ecosystem management and sustainability in the U.S., Canada and Mexico. Occasional.

Equivalent(s): ENVS 329

Restriction(s):

Must not be the following Class(es): Freshman

POLS 330 Ruling Well: Plato to Machiavelli credit(s): 3

Great political theorists have criticized rulers and proposed alternative ways of ruling. In short, they have tried to change the world. This course examines the efforts of Plato, Aristotle, Augustine, Aquinas and Machiavelli to teach rulers how to do their job well. Fall, odd years.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 331 Modern Political Thought credit(s): 3

The rise and development of British and French liberalism from the 17th through the 19th centuries. How freedom became the central issue in political thought, traced through consideration of Hobbes, Locke, Montesquieu, Rousseau, Paine, and Mill – plus a nod to Burke, a conservative critic of these developments. Consideration of the influence of liberalism on America. Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 332 American Political Thought: Founding Era credit(s): 3

Political thought of the Puritan founders of Massachusetts. The American Revolution and the Constitution. Federalists and Anti-Federalists. Tocqueville's Democracy in America. Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

Foundations of Marxism-Leninism. Major writings of Marx, Engels, and Lenin. Significance of Marxism in light of the apparent collapse of world communism. Marxism as a critique of American liberalism. Fall, even years.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

Course repeatable for 12 credit(s).

Intensive look at a single writer or group of writers; designed to achieve greater understanding than is possible in a broad survey course. Occasional.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

Treatment of 20th-century authors who examine the difficulties for democratic political life in contemporary mass society. Fall.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

Analyses several varieties of feminist theory to explore how conceptions of women, gender, and feminism have changed and have structured women's opportunities to participate fully in politics and the economy. Central questions include: the nature of sex/gender and sex/gender difference; what is feminism; who identifies as a feminist; and how gender identities are mediated by our class, race, and ethnic identities. Fall.

Equivalent(s): WGST 401

Restriction(s):

Must not be the following Class(es): Freshman

credit(s): 3

Analyzes several political philosophers' writings about war and peace, such as Kant's Perpetual Peace; also looks into recent case studies about establishing peace in various parts of the world. Occasional.

credit(s): 3

Close consideration of perhaps the greatest book on America politics and society. Tocqueville's trip to America. His two volume work, *Democracy in America*. Tocqueville as a 19th century theorist of revolution. How far America today resembles Tocqueville's description in the 1830s. What Tocqueville can teach us today about the link between political participation and freedom. Occasional.

credit(s): 3

Contemporary global issues and background information for all courses in International Studies. Studies the wisdom of the world's main civilizations, comparative economic systems and ideas, international politics, and the potential for international integration.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

Theory and practice of the international political system and the behavior of the participating nations. Taught only at Gonzaga-in-Florence.

Fulfills the following degree requirement(s): INST - Interactions

Equivalent(s): INST 342

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 352 Latin American Politics credit(s): 3

Impressive contributions and drawbacks of the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government-democratic, dictatorial, revolutionary. Some treatment of U.S. foreign policy. Spring.

Fulfills the following degree requirement(s): INST - Interactions, INST - Latin American Studies

Equivalent(s): INST 385

Restriction(s):

Must not be the following Class(es): Freshman

POLS 354 Comparative European Politics credit(s): 3

Survey of the parties, institutions, political processes, issues and policies of the major western European industrialized nations. Special focus on England, France, and Germany, but coverage extends to the other European democracies as well. Fall, even years.

Fulfills the following degree requirement(s): INST - Difference, INST - European Studies

Equivalent(s): INST 395

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 355 Post-Soviet Russia and China credit(s): 3

Focus on the pre-1985 Soviet political system; how Gorbachev's six-year reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, contrasts Maoist China with the uneasy mixture of economic reform and political repression coexisting in China today. Fall.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - European Studies

Equivalent(s): INST 325

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 356 Area Studies in Politics credit(s): 3-4

Course repeatable for 12 credit(s).

An analysis of selected foreign governments. Occasional.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 357 Italian Political System credit(s): 3

Constitutional principles and governmental agencies in Italy today. Taught only at Gonzaga-in-Florence.

Fulfills the following degree requirement(s): INST - European Studies, ITAL - upper division elec

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 359 Third World Development credit(s): 3

Focus on political development in the Third World. After examining the making of the Third World through imperialism and colonialism, analyzes key political institutions (the state, political parties, the military), the international economic context of dependency and vulnerability.

Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure. Spring.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - Latin American Studies, Fulfills the following degree require

Equivalent(s): INST 310, **Equivalent(s):** SOSJ 329

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Parliamentary or Cabinet government contrasted with the American government. Focus on disciplined parties, prime ministers, civil servants, and elected politicians, written and unwritten constitutional rules, parliamentary supremacy and rights-based politics. Usually features Canada but draws examples from Great Britain, New Zealand, India, and Australia. Spring, odd years.

Equivalent(s): INST 346

Must be the following Class(es): Junior, Senior, Sophomore

Offered in Paris only.

Must be the following Class(es): Junior, Senior, Sophomore

Compares the lives of women around the world: their public and private roles and responsibilities, positions in government, the economy, and the private sphere. Seeks to explain women's status differences in various regions and societies by looking at the influence of culture, religion, economics, and politics. Spring, even years.

Equivalent(s): INST 326, Equivalent(s): WGST 342

Must be the following Class(es): Junior, Senior, Sophomore

Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines or Indonesia as a representative of ASEAN; analysis of the Asian financial crisis and its impact on Hong Kong, USA, Russia, and China. Occasional.

Equivalent(s): INST 389

Must be the following Class(es): Junior, Senior, Sophomore

This is a course on the political economy of, largely, sub-Saharan Africa. Poverty is Africa's overriding moral, economic, and political challenge. Topics treated include: state-society relations, civil society, institutions, incentives – political and economic, concepts and experiences of development, violence and ruling practices, trade and investment, urban and rural issues, formal and informal economies, social movements and political parties, inequality and justice, accountability of power, capacity building and corruption. Occasional.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. Exploration of competing worldviews and value systems, weighing of evidence from differing ideological, cultural, and gender perspectives. Introduces major analytical perspectives and organizing concepts fashioned by scholars to make these issues comprehensible. Occasional.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

Fulfills the following degree requirement(s): INST - European Studies, INST - Interactions

Equivalent(s): INST 393

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - European Studies, Fulfills the following degree requirement(s)

Equivalent(s): INST 392, Equivalent(s): SOSJ 346

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

We will begin by developing our understanding of democracy and then proceed to explore the political, economic and social development of several countries of Central and Eastern Europe, Russia and Central Asia over time. What explains the various fates of the countries in this region? Political culture/history? Political agency? Proximity to "the West" and diffusion of norms? Spring, odd years.

Fulfills the following degree requirement(s): INST - Difference

Equivalent(s): INST 355

Restriction(s):

Must not be the following Class(es): Freshman

credit(s): 3

International law with an international relations focus. How and why international treaties and other sources of international law are created; actors who create, interpret, and enforce them. Structures for increasing compliance and their effectiveness. Variety of major international treaties and laws: war, sea, trade, and human rights. Spring, even years.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - European Studies, INST - Interactions, Fulfills the following degree requirement

Equivalent(s): INST 345

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

Shows the Middle East is more than a region fraught with violence, ethnic hatred and the struggle for control of oil by examining the modern Middle East's history and context, a diverse set of country case studies, and current issues including the role of women, Islamic fundamentalism, terrorism, and peace in Israel-Palestine. Fall.

Fulfills the following degree requirement(s): INST - Difference

POLS 373 Arab-Israeli Conflict credit(s): 3

Why is there an Arab-Israeli conflict? The question is much-discussed but not very often answered. Comprehensive effort to understand that question as well as the intense political debates surrounding it. Interdisciplinary, touching on the historical, political, and sociological origins and trajectory of the conflict. Spring.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Interactions, RELI - Contemporary Issues

POLS 376 International Organizations credit(s): 3

Examines why intergovernmental organizations exist and whether they make a difference in solving global problems. Questions to be addressed include: Where does their power come from? Why are some designed differently than others? Why do countries use international organizations to achieve their goals? Are they effective? Practical knowledge about the major ones such as the U.N., the European Union, and the World Trade Organization. Their successes and failures about specific global problems such as conflict, human rights and development. Spring, odd years.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Interactions

Equivalent(s): INST 344

POLS 377 International Treaties credit(s): 3

Examines International Treaties: why they exist, origins of their power, different designs, uses made of them, effectiveness. Covers such examples

as NATO, NAFTA, Kyoto Protocol. Their successes and failures about specific problems.

Occasional.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - European Studies, INST - Interactions, Fulfills the following degree requirement

Equivalent(s): INST 347

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

POLS 378 Climate Change Sci. and Politics credit(s): 3

Equivalent(s): ENVS 324

POLS 379 Model United Nations credit(s): 3

Course repeatable for 9 credit(s).

This course is designed to enhance the student delegates' achievement of the learning objectives listed above through participation in simulations of various committees and other bodies of the United Nations. Through brief lectures, individual research and writing projects, in-class simulations, and participation in the National Model United Nations conference, students will gain an enhanced knowledge of global issues, a deeper understanding of what motivates state action, and an understanding of which factors facilitate or hinder cooperation. Students will also gain valuable writing, speaking, negotiating, and diplomatic skills. Enrollment by instructor permission only. Spring.

POLS 390 Directed Study credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by instructor.

POLS 395 Topics in Political Science credit(s): 3

Course repeatable for 12 credit(s).

Selected questions in the discipline.

POLS 396 Service Learning Public Affair credit(s): 1

Field work by arrangement with a community organization. Must be taken together with a designated service learning course. Requires a comprehensive internship report. Normally limited to upper division students but, in special cases, first and second year students may be granted authorization by the Department Chair.

The Core Integration Seminar (CIS) engages the Year Four Question: “Imagining the possible: What is our role in the world?” by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students’ future role in the world. Fall and Spring.

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

Selected topics.

Must be the following Class(es): Junior, Senior, Sophomore

Selected topics.

Must be the following Class(es): Junior, Senior, Sophomore

Course repeatable for 8 credit(s).

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Course repeatable for 9 credit(s).

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Course repeatable for 9 credit(s).

Credit by arrangement for directed reading and reports on selected topics. Requires completion of a form. Department Chair permission and cannot be registered for via ZAGWEB.

Course repeatable for 9 credit(s).

Credit by arrangement for research or study. Requires completion of a form, Department Chair permission and cannot be registered for via Zagweb.

Course repeatable for 9 credit(s).

Field work by arrangement with a public agency or political party. Requires a comprehensive internship report. Normally limited to upper division students; in special cases freshman and sophomores may be allowed. No student may earn more than nine credits. Requires completion of a form, department permission and cannot be registered for via Zagweb.

In this capstone course students integrate concepts and ideas from their coursework in political science subfields and apply knowledge of political science to one or more contemporary political issues. Topics covered in the class will vary by instructor.

Psychology

Chairperson: Monica Bartlett

Professors: M. Bartlett, M. Kretchmar-Hendricks, A.M. Medina, V. Norasakkunkit, N. Worsham, L. Wurm

Associate Professors: S. Arpin, M. Nelson, P. Romanowich

Assistant Professors: A. Bies, T. McCulloh, A. Stivers, G. Thorne

The department offers one major and one minor:

Bachelor of Arts, Psychology major (optional research concentration)

Minor in Psychology

The Department of Psychology offers courses that focus on the scientific study of human and animal behavior and decision-making. The department offers a Bachelor of Arts in Psychology.

General Psychology (PSYC 101), Statistics for Psychology (PSYC 202) and Scientific Principles of Psychology (PSYC 206) are prerequisites for most upper division courses. These courses provide students with an initial understanding and appreciation of the scientific method in psychology. General Psychology, Statistics, and Scientific Principles of Psychology constitute the lower division requirements for both the major and the minor. Students must earn a B- or better in Scientific Principles of Psychology to complete the major in Psychology.

After taking the three lower division requirements, Psychology minors are required to complete 12 credits of upper-division psychology coursework. Majors are required to complete 24 credits of upper-division coursework, 18 of which must be selected from particular cluster areas as described below. Finally, majors must either pass a comprehensive examination (PSYC 499) or complete independent research under faculty supervision, the results of which must be presented at a regional or national conference (PSYC 498). Students usually complete the comprehensive exam or independent research during their final year-once they have completed the majority of their coursework.

Research Concentration:

The Research Concentration is a special pathway within the Psychology major. This concentration is for students planning to advance onto doctoral level graduate degrees (Ph.D.) upon completing their undergraduate degree at Gonzaga. Students who declare this concentration are required to receive an A- in Scientific Principles of Psychology (PSYC 206) or petition the Department Chair of Psychology for admittance to the concentration. For upper division classes, students in the concentration will take Advanced Statistics in Psychology (PSYC 450) and *one* of the following: 1) Advanced Research Methods in Psychology–Graduate Emphasis, and the required laboratory (PSYC 455 and PSYC 455L); 2) Behavior Analysis and the required laboratory (PSYC 470 and PSYC 470L); or 3) at least 3 credits of Group Research Topics (PSYC 493) or Individual Research Topics (PSYC 496). Students in the concentration must present their research at a local, regional, or national conference. Finally, students in the concentration will register for the Comprehensive Alternate (PSYC 498) during the semester in which they are presenting their research at a conference.

B.A. Major in Psychology: 33 Credits

Lower Division (9 credits)

<u>PSYC 101</u> General Psychology	3 credits
<u>PSYC 202</u> Statistics for Psychology	3 credits
<u>PSYC 206</u> Scientific Principles of Psychology	3 credits

Upper Division (minimum 24 credits)

Biological Psychology Cluster	3 credits
<u>PSYC 300</u> Biological Psychology	
<u>PSYC 305</u> Sensation and Perception	
Learning and Cognition Cluster	3 credits
<u>PSYC 310</u> Cognition	
<u>PSYC 315</u> Learning	
Social and Personality Cluster	6 credits

PSYC 318 Cultural Psychology

PSYC 335 Social Psychology

PSYC 340 Personality

Developmental Psychology Cluster

3 credits

PSYC 345 Child Psychology

PSYC 350 Adolescent Psychology

PSYC 352 Emerging Adulthood

PSYC 355 Psychology of Aging

PSYC 357 Lifespan Development

Clinical Health Cluster

3 credits

PSYC 364 Abnormal Child Psychology

PSYC 390 Psychopathology

PSYC 395 Clinical Neuropsychology

PSYC 396 Seminar: Health/Pediatric Psychology

PSYC 399 Seminar: Clinical/Counseling Psychology

Upper Division Electives PSYC 300-497* (One course must be 400-level) 6 credits

One of the following two Courses:

0 credits

PSYC 498 Comprehensive Alternative

PSYC 499 Comprehensive

Research Concentration:

Upper Division (minimum 24 credits)

Biological Psychology Cluster	3 credits
PSYC 300 Biological Psychology	
PSYC 305 Sensation and Perception	
Learning and Cognition Cluster	3 credits
PSYC 310 Cognition	
PSYC 315 Learning	
Social and Personality Cluster	6 credits
PSYC 318 Cultural Psychology	
PSYC 335 Social Psychology	
PSYC 340 Personality	
Developmental Psychology Cluster	3 credits
PSYC 345 Child Psychology	
PSYC 350 Adolescent Psychology	
PSYC 352 Emerging Adulthood	
PSYC 355 Psychology of Aging	
PSYC 357 Lifespan Development	
Clinical Health Cluster	3 credits
PSYC 364 Abnormal Child Psychology	
PSYC 390 Psychopathology	
PSYC 395 Clinical Neuropsychology	
PSYC 396 Seminar: Health/Pediatric Psychology	
PSYC 399 Seminar: Clinical/Counseling Psych	
PSYC 450 Advanced Statistics in Psychology	3 credits
And one of the following:	3-4 credits
PSYC 493 Group Research Topics (3 credits) or	
PSYC 496 Individual Research Topics (3 credits) or	
PSYC 455/PSYC 455L Graduate Emphasis: Advanced Research	
Methods & Lab (4 credits) or	
PSYC 470/PSYC 470L Behavior Analysis & Lab (4 credits)	
PSYC 498 Comprehensive Alternate	0 credits

Minor in Psychology: 21 Credits

Lower Division

PSYC 101 General Psychology	3 credits
PSYC 202 Statistics for Psychology	3 credits
PSYC 206 Scientific Principles of Psychology	3 credits

Upper Division

PSYC 300-497*	12 credits

*Majors and minors may take either PSYC 460 or PSYC 462 (*but not both*) to fulfill upper-division major/minor requirements.

Courses:

PSYC 101 General Psychology credit(s): 3

An overview of contemporary psychology which introduces the student to the following areas: human development, sensation perception, motivation, learning, emotion, psychological measurement, biological basis of behavior, experimental psychology, intelligence, abnormal behavior, and personality. Format consists of lectures and discussions. Fall and Spring; Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

PSYC 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

PSYC 202 Statistics for Psychology credit(s): 3

An introduction to the essential statistical methods employed in psychological research. Fall/Spring

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101

PSYC 206 Scientific Principles of Psych credit(s): 3

This course introduces the fundamental methods used in psychological research. Students have an opportunity through assignments and in-class exercises to practice their understanding of the

Restriction(s):

Must not be the following Class(es): Freshman

PSYC 280	Nurturing Reverence for Life	credit(s): 3

PSYC 281 Special Topics credit(s): 3

Topics to be determined by faculty.

Must not be in the following Major(s):

PSYC 285 Psychology of Transcendence credit(s): 3

Restriction(s):

Prerequisite(s): PSYC 101 and RELI 300 level 3 credits and PHIL 400 level 3 credits

Course repeatable for 3 credit(s).

PSYC 300 Biological Psychology credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area A 300-320, PSYC - Area A 300-334

Must be in the following Major(s): Psychology, Psychology

PSYC 305 Sensation and Perception credit(s): 3

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on vision and hearing.

Fulfills the following degree requirement(s): PSYC - Area A 300-320, PSYC - Area A 300-334

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 310 Cognition

credit(s): 3

An exploration of the psychophysics and neurophysiology of human cognition. Topics include perception, attention, memory, language, reasoning, decision making, and the representation of knowledge.

Fulfills the following degree requirement(s): BU - Marketing conc Req, PSYC - Area A 300-320, PSYC - Area A 300-334

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 315 Learning

credit(s): 3

Advanced survey of concepts and methods relevant to the scientific analysis of learning.

Fulfills the following degree requirement(s): PSYC - Area A 300-320, PSYC - Area A 300-334

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101

PSYC 318 Cultural Psychology

credit(s): 3

Cultural Psychology studies how cultural systems and mind mutually and dynamically influence each other. Cultural influences on cognition, perception, emotion, motivation, moral reasoning, and the constitution of well-being/psychopathology will be discussed with a view towards understanding divergent mentalities. PSYC 335 Social Psychology is recommended as a prerequisite, but is not required.

Fulfills the following degree requirement(s): PSYC - Area A 300-320, PSYC - Area A 300-334

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 320 Seminar: Psychophysiology

credit(s): 3

Psychophysiology is a branch of psychology that uses physiological measures, such as skin conductance and heart rate, to study psychological processes, such as selective attention and emotion. In this seminar you will learn to record and psychologically interpret common psychophysiological measures including skin conductance, muscle activity, cardiovascular activity, eye movements, and cortical brain activity.

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 330 Emotion

credit(s): 3

This seminar is designed to provide undergraduates with a broad foundation in current theory and research related to human emotion. Students become familiar with classic theories, current issues, methodologies and debates characterizing the study of emotion. Both intrapersonal and interpersonal dimensions of emotion are addressed. The seminar prepares students for

graduate level work in the area of psychology and as such, it requires a high level of preparation for and participation during each class meeting.

Fulfills the following degree requirement(s): PSYC - Area A 300-334

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 334 Comparative Psychology

credit(s): 3

Students will study the behavior of a variety of species and how their behavior relates to that of human beings.

Fulfills the following degree requirement(s): PSYC - Area A 300-334

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 335 Social Psychology

credit(s): 3

An investigation into the impact that individuals, groups, and social structure have on individual decision-making and behavior. Fall and Spring;

Fulfills the following degree requirement(s): BU - Marketing conc Req, PSYC - Area B 335-340, PSYC - Area B 335-364

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 340 Personality

credit(s): 3

A survey and critique of major theories of personality. Fall and Spring.

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Psychology, PSYC - Area B 335-340, PSYC - Area

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 345 Child Psychology

credit(s): 3

The essentials of child psychology, representing various schools of thought based upon research on the development of children from conception to preadolescence. May include a service-learning component.

Fulfills the following degree requirement(s): PSYC - Area B 335-364

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or EDSE 320 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or EDSE 320 or SOCI 204 or HPHY 210)

PSYC 350 Adolescent Psychology

credit(s): 3

A survey of psychological research and major theories regarding the life-span between puberty and the attainment of maturity. May include a service-learning component.

Fulfills the following degree requirement(s): PSYC - Area B 335-364

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or EDSE 320 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or EDSE 320 or SOCI 204 or HPHY 210)

credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area B 335-364

Must be in the following Major(s): Psychology, Psychology

PSYC 355 **Psychology of Aging**

credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area B 335-364

Must be in the following Major(s): Psychology, Psychology

Must not be the following Class(es): Freshman

PSYC 357 Lifespan Development

credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area B 335-364

PSYC 364 Abnormal Child Psychology

credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area B 335-364

Must be in the following Major(s): Psychology, Psychology

Must not be the following Class(es): Freshman, Sophomore

PSYC 365 Ethics in Psychology

credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area C 365-399

Must be in the following Major(s): Psychology, Psychology

PSYC 370 Educational Psychology

credit(s): 3

Designed to guide students in the application of psychological theory and research to work in the classroom, this course will include topics such as learning, aspects of human development

credit(s): 3

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Psychology, PSYC - Area C 365-399

PSYC 395 Clinical Neuropsychology

credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area C 365-399

Must be in the following Major(s): Psychology, Psychology

PSYC 396 Seminar: Health/Pediatric Psych

credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area C 365-399

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 397 Children: Risk and Resilience

credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area C 365-399

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 398 Seminar: Community Psychology

credit(s): 3

Combines an emphasis on exploring alternative methods of providing mental health services in the community and the identification of conditions of risk to psychological adjustment and the prevention or lessening of risk factors. This course has a service-learning component that

requires a commitment outside of the classroom. Reading/writing intensive.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

Restriction(s):

Must be in the following Major(s): Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 399 Seminar: Clinical/Counseling Psychology credit(s): 3

An introduction to current theory and method in clinical and counseling psychology.

Reading/writing intensive.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

Restriction(s):

Must be in the following Major(s): Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 400 Environmental Psychology credit(s): 3

An exploration of the interaction between human behavior and the physical environment.

Emphasis on perception, preference, and coping with less preferred environments.

Prerequisite(s): PSYC 101

PSYC 404 Psychology of Addiction credit(s): 3

This course will provide a survey of psychological theory and research regarding addictive disorders and their treatment.

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 406 Psychology of Intimacy credit(s): 3

This course will explore the nature of attachment relationships from birth through the life span with a specific focus upon issues of intimacy.

Restriction(s):

Must not be in the following Major(s): Must be in the following Major(s): Psychology

Must be the following Class(es): Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 410 Marriage and Family credit(s): 3

Individuals develop within a complex network of relationships. Among these, family relationships are especially significant due to their centrality and longevity. This course examines what we know from the empirical study of family relationships. Students are introduced to methods of studying family relationships as well as prominent theories and findings regarding marital and family functioning. Two themes span the variety of topics covered in this course. The first involves the importance of understanding the family as a system embedded in a particular socio-economic context. The second has to do with the interface between individual and family development.

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 412 Family Systems: Theory and Practice credit(s): 3

This course introduces students to the theory and practice of family systems. We will compare and contrast various models of family systems including transgenerational, structural, strategic,

Restriction(s):

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

This course is an introduction to the theory and practice of group counseling and psychotherapy. Students in this course study both historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factors, leadership orientations and process, counseling theories, group counseling methods, and skills.

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

A review of both the theory and empirical literature investigating the psychology of gender, including biological cognitive, developmental and psychosocial models.

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

Students in this course will explore child development across various contexts with particular emphasis on broadening students' perspectives beyond normative development in white, middle class environments. Contexts explored will include poverty and homelessness, racial discrimination, diverse family contexts (e.g., divorce, parents who are homosexual), foster care and adoption, violent/war stricken environments, and cross-cultural child-rearing practices. May include a service-learning component.

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

This reading, writing, and discussion intense seminar explores the role that culture plays in the manifestation, experience, and course of mental illness and the cultural foundations for understanding such illnesses. Although not required, recommended prerequisites are Cultural Psychology (PSYC 318) and Psychopathology (PSYC 390).

Prerequisite(s): PSYC 101 and PSYC 202 and PSYC 206

Since the Viet Nam war, our culture has become increasingly familiar with the terms 'trauma' and 'posttraumatic stress disorder' (PTSD). But what is trauma, exactly, and what are its effects? Is the nature of the trauma (type, duration) related to its impact? As a discipline, what do we know about the onset, duration and prognosis of PTSD? What do we know about the

experience of PTSD? This course addresses these questions and considers both intrapersonal (biological and cognitive) and interpersonal dimensions of trauma.

Restriction(s):

Must be in the following Major(s): Psychology

Must be the following Class(es): Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

PSYC 440 Child Psychology in Zambia credit(s): 1-3

Students will work with children at the education center at Chimfunshi Wildlife Sanctuary in Zambia, Africa. They will be responsible for organizing educational activities for local and visiting school children and completing readings and a course project. Summer. Prior permission of instructor required.

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 442 Pre-immersion for Study Abroad credit(s): 1

Course repeatable for 2 credit(s).

This class is mandatory for all students taking either/both upper-division psychology courses as part of the Zambia summer study abroad program. It is designed to prepare students for the immersion experience and includes readings and discussion in comparative and child psychology, completion of activity plans, and preliminary research for course projects. Prior permission of instructor required.

PSYC 449 Advanced Special Electives 449 credit(s): 3

Course repeatable for 9 credit(s).

Advanced theory, research or application topic to be determined by faculty.

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 450 Advanced Statistics in Psych credit(s): 3

Course repeatable for 6 credit(s).

This course will cover the basic concepts of descriptive and inferential statistics and will emphasize their application to the gathering and analysis of data as related to research questions in psychology. Fall and/or Spring.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Must be the following Class(es): Junior, Senior, Sophomore

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 454 Judgement and Decision Making credit(s): 3

What should people do? What do people actually do? In this course we will investigate how and why the answers to these two questions are sometimes different. We will utilize theories in social psychology and behavioral economics to gain a better understanding of why human beings often diverge from "rational" decision making processes and what consequences this has for individuals, groups, and society as a whole.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 455 Grad Emphasis: Advanced Research Methods credit(s): 3

The purpose of this course is twofold. The first goal is to provide students with a greater understanding of research design and data analysis in psychology. The second objective is to assist students in the design and execution of a research study, the results of which will be presented to a psychology department gathering at the end of the semester. This course reviews the structure and logic of experimental procedures, basic issues in conducting research, and fundamentals of data analysis. Fall and/or spring. Permission of instructor required.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 455L Grad Emphasis: Advanced Research Method Lab credit(s): 1

See PSYC 455 course description. To be taken concurrently with PSYC 455. Permission of instructor required.

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 457 Poverty and Social Class credit(s): 3

Service learning course. We examine the social constructions of poverty and wealth and their outcomes (perceived as well as measured) on well-being. Through our readings and students' connections to those living in poverty in Spokane we develop an understanding of the obstacles and hardships that accompanies those living in poverty.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 458 Social Relationships and Health credit(s): 3

This course explores the most up-to-date social psychological research and theory on interpersonal relationships, and how these relationships impact individual health and well-being, positively and negatively. Examples of topics explored in this course include the impact of loneliness on health and social functioning; forgiveness and sacrifice within intimate

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Must be in the following Major(s): Psychology, Psychology

PSYC 460 Testing and Measurement credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Must be in the following Major(s): Psychology, Psychology

PSYC 462 Psychological Assessment credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Must be in the following Major(s): Psychology, Psychology

PSYC 465 History and Systems of Psych credit(s): 3

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101

PSYC 470 Behavior Analysis credit(s): 4

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Corequisite(s): PSYC 470L

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101

PSYC 470L Behavior Analysis Lab credit(s): 0

See PSYC 470 course description. To be taken concurrently with PSYC 470.

Corequisite(s): PSYC 470

Must be in the following Major(s): Psychology, Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101

PSYC 472 Psychology of Consciousness credit(s): 3

This class will examine the relationship between mind and brain based upon current philosophical and empirical perspectives.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 474 Seminar: Attachment Across Lifespan credit(s): 3

Seminar course explores the basic principles of attachment theory and an analysis of attachment relationships (e.g., parent-child, romantic partners) at various points in the lifespan. May include a service-learning component. Reading/writing intensive.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 476 Seminar: Mindfulness and Psychotherapy credit(s): 3

The psychotherapeutic value of mindfulness is gaining empirical support within Western science and is increasingly being utilized in psychotherapy. This reading/writing intensive seminar will be a practical, experiential, and academic exploration of mindfulness and its relevance to psychotherapy. We will be introduced to and practice self-applied mindfulness training, review and evaluate empirical and theoretical literature exploring mindfulness-based practices, and discuss ways to incorporate mindfulness into our personal and professional lives. To further exposure to advanced research methodologies, students will be introduced to (or review) small N and case study methods to investigate their experiences with mindfulness-based practices. Reading/writing intensive.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 478 Human Flourishing credit(s): 3

Human Flourishing will explore what is constructive, beautiful and healthy about human beings and their social interactions. This course will provide familiarity with the Positive Psychology movement and what it brings to the social psychology table that helps us understand and improve ourselves and the communities in which we reside (e.g. our relationships, workplaces). Some of the section topics will include: healthy relationships and their benefits, happiness as both a cause and an effect of positive outcomes, distinguishing positive emotions (e.g. awe, elevation, gratitude) and their outcomes, and the importance of personal well-being for the workplace and our economy. Reading/writing intensive.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology

Must be the following Class(es): Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 480 Comparative Psychology in Zambia credit(s): 3

Students will engage in observational research of chimpanzees at the Chimfunshi Wildlife Sanctuary, in Zambia, Africa. They will learn skills of field and observational research; participate in guided observations and develop their own mini-project for which they will prepare ahead of time. Summer. Prior permission of instructor required.

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 485 Special Topics in Advanced T/P/R credit(s): 3

Topic to be determined by faculty.

Equivalent(s): PSYC 206

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 490 Directed Study credit(s): 0-3

Course repeatable for 3 credit(s).

Directed study of special topic to include readings and practical application.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 492 Directed Reading in Psychology credit(s): 1-3

Directed reading of an advanced topic in the field of psychology; reports submitted, conferences attended, and examination taken at the judgment of the Directed Reading Director.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 493 Group Research Topics credit(s): 0-3

Course repeatable for 12 credit(s).

Supervised research experience as a part of a research team working on a specific project under the direction and supervision of a faculty member.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

PSYC 494 Tutoring credit(s): 0-3

Course repeatable for 12 credit(s).

Advanced psychology students participate in the tutoring and proctoring of students who can benefit from special assistance in a particular area of psychology, especially in research methods. It is assumed that tutors and proctors have an especially good command of the subject matter. Fall and Spring.

Restriction(s):

Must be in the following Major(s): Psychology, Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

credit(s): 1

Course repeatable for 3 credit(s).

Supervised agency experiences in one or more of the applied aspects of psychology. Only one hour may be counted toward the requirements for the Psychology major.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Prerequisite(s): PSYC 390, minimum grade: B- and PSYC 399, minimum grade: B-

credit(s): 1-3

Course repeatable for 12 credit(s).

Supervised individual research on a topic of interest to the student and approved by and arranged with a faculty member.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must be in the following Major(s): Psychology

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

credit(s): 0-6

Course repeatable for 9 credit(s).

Supervised research experience as a part of a research team working on a specific project under the direction and supervision of a faculty member.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Restriction(s):

Must not be in the following Major(s): Psychology, Psychology
Must be in the following Major(s): Psychology, Psychology

credit(s): 0

This course (Comprehensive Alternate) is for students who have either taken PSYC 455/455L (grade of B or better) OR taken the GRE Subject Test in Psychology (test scores need to be reported at or above the 12th percentile to the Psychology Department) OR completed independent research and presented this work at a conference.

Restriction(s):

Must not be in the following Major(s): Must be in the following Major(s): Psychology, Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

credit(s): 0

Students must take the Major Fields Test (MFT) in Psychology and score at or above the 45th percentile to pass. The MFT is administered at least twice a semester by the Psychology Department.

Restriction(s):

Must not be in the following Major(s): Must be in the following Major(s): Psychology,
Psychology

Must be the following Class(es): Junior, Senior

Prerequisite(s): PSYC 101 and (PSYC 202 or MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205) and (PSYC 206 or SOCI 204 or HPHY 210)

Religious Studies

Chairperson: Kevin B. McCruden

Professors: H. Doohan (Emerita), L. Doohan (Emeritus), J. Downey (Emeritus), P. Hartin (Emeritus), R. Large, K. McCruden, P. McCormick, J. Milos, C.S.J (Emerita), M. Rindge, L. Schearing (Emerita), J. Sheveland, C. Siejk (Emerita), B. Tyrrell, S.J. (Emeritus)

Associate Professors: E. Clark, S. Dunn, E. Goldstein, R. Hauck (Emeritus), S. Kuder, S.J., J. Mudd, A. Wendlinder

Assistant Professors: G. Chien, I. Idumwonyi, M. McCabe, R. Siebeking, K. Vander Schel

Senior Lecturer: P. Baraza, S. Starbuck,

Lecturers: R. Callahan, Q. Tran, S.J.

The department offers one major and one minor:

Bachelor of Arts, Religious Studies major

Minor in Religious Studies

Religious Studies at Gonzaga University is guided by a recognition of the increasingly globalized and diverse character of the contemporary world. Complementing such diversity, the course offerings in the Department of Religious Studies employ a rich array of academic methods to investigate the cultural, social, and religious realities that animate the subjects of Religion and Theology. In order to better understand the complex, globalized world in which they find themselves living, Religious Studies majors are given the tools to explore a diversity of religious traditions. In addition, through the appreciation of the variety of methods and approaches that define the academic study of religion, Religious Studies majors cultivate the kinds of robust, critical thinking skills that will better enable them to navigate the many complex issues and problems that define the contemporary world.

Students majoring in Religious Studies are required to fulfill 36 credit hours in accordance with the following four methodological areas: one course in Sacred Texts and Traditions; one course in Theology and Spirituality; one course in Religion, Culture, and Society; one course in Ethics. In addition, majors are required to take one course in Methodology (399) and at least four seminar level (400) courses, including Senior Thesis (499) and/or Internship (497). The remaining nine credits for the major are electives and

may be fulfilled by taking courses in any of the four methodological areas listed above.

Students minoring in Religious Studies are required to fulfill 18 credit hours in accordance with the following: one course in Ethics; one course in Methodology (399); and two courses at or above the 400 seminar level. Any remaining credits needed for the required total of 18 credit hours are electives and may be fulfilled by taking courses in any of the four methodological areas listed above.

Religious Studies/Law 3+3 Program

The Religious Studies Department also offers a 3+3 dual-degree program with the Gonzaga School of Law. This program consists of three years in the undergraduate major and entrance to the Law School in the fourth year, resulting in a B.A. with a major in Religious Studies and a J.D. from the Gonzaga University School of Law in six years rather than seven.

The 3+3 program requires successful completion of 96 credits from Gonzaga University by the end of their junior year (six semesters). Upon completion of these 96 credits, the student should have met all relevant undergraduate degree requirements, except for the final 32 elective credits required under the 128 credit undergraduate degree policy. The additional 32 elective credits will be fulfilled using completed law school courses. Students complete the application to the Gonzaga School of Law in their fifth semester.

B.A. Major in Religious Studies 36 Credits

Sacred Texts and Traditions Courses:

3 credits

RELI 101 - 124

RELI 201 - 224

RELI 301 - 324

Theology and Spirituality Courses: 3 credits

RELI 126 - 149

RELI 226 - 249

RELI 326 - 349

Religion, Culture, and Society Courses: 3 credits

RELI 151 - 174

RELI 251 - 274

RELI 351 - 374

Ethics Courses: 3 credits

RELI 176 - 184

RELI 276 - 284

RELI 376 - 384

RELI 100 - 499 9 credits

RELI 399 Methodology 3 credits

RELI 400-499 9 credits

One of the following two Courses: 3 credits

RELI 497 Internship

RELI 499 Senior Thesis

Minor in Religious Studies: 18 Credits

Ethics Courses: 3 credits

RELI 176 - 184

RELI 276 - 284

RELI 376 - 384

RELI 100 - 498 6 credits

RELI 399 Methodology

3 credits

RELI 400-498

6 credits

Courses:

RELI 101 The Hebrew Bible

credit(s): 3

This course offers an introduction to the literature, religion, and social practices of the people of ancient Israel as it is reflected in the Hebrew Bible.

Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Global Studies, Core: World or Comparative Rel

RELI 102 Old and New Testament

credit(s): 3

A study of both Old and New Testament as the scriptures of Christianity.

Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Christian or Catholic

RELI 103 New Testament

credit(s): 3

An exploration of the world and environment of the New Testament writers as well as Christianity's roots in the Jewish tradition. A basic introduction to the writings of the New Testament. Offered every other semester.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 104 **Narrating Jesus**

credit(s): 3

This course introduces students to three different scholarly, interpretative methodologies for studying Jesus and the New Testament: historical criticism, narrative criticism, and application of the social sciences. Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Christian or Catholic

RELI 107 Gospels: Life/Teachings of Jesus

credit(s): 3

Who was Jesus? This course is an academic study of Jesus as he is presented in the three synoptic gospels (Matthew, Mark, Luke) in the New Testament. Specific attention is given to the unique perspectives of each gospel, and to the ethical implications of Jesus's life and teachings. Offered every year. Fulfills the following degree requirement(s): RELI - Sacred Texts, Core:

Social Justice, Core: Christian or Catholic

Equivalent(s): RELI 124

RELI 120H Honors The New Testament

credit(s): 3

For Honors students. See RELI 120 for course description.

Equivalent(s): RELI 120

Prerequisite(s): HONS 190 (or concurrent)

RELI 126 Christian Doctrine

credit(s): 3

Who was Jesus? This course is an academic study of Jesus as he is presented in the three synoptic gospels (Matthew, Mark, Luke) in the New Testament. Specific attention is given to the unique perspectives of each gospel, and to the ethical implications of Jesus's life and teachings. Offered every year. Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 190 Directed Reading

credit(s): 1-6

Course repeatable for 12 credit(s).

Topic to be decided by faculty.

RELI 193 First Year Seminar:

credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

RELI 201 Torah, Hebrew, and History credit(s): 3

This course examines critical historical and literary methods in the study of biblical interpretation with an added focus on the language of the Hebrew Bible. By integrating Hebrew language into our study of the Hebrew Bible, engagement with issues of translations and interpretation are more accessible. Offered every other year. Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Global Studies, Core: World or Comparative Rel

RELI 202 Spirituality of Apostle Paul credit(s): 3

This course on the spirituality of the apostle Paul explores Paul's personal experience of faith in what he perceives as the cosmos altering significance of the life and death of Jesus of Nazareth on the one hand, and the practical implications of the Christ event for living transformed lives in the setting of communal fellowship, on the other. Offered every semester.

Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Social Justice, Core: Christian or Catholic

RELI 203 Fem Interpretation of Hebrew Bible credit(s): 3

This course introduces students to the Hebrew Bible with special attention given to texts dealing with women. Offered every semester.

Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Social Justice, Core: Christian or Catholic

Equivalent(s): WGST 251

RELI 206 Hebrew Bible-Ancient Near East credit(s): 3

This course is a comparative approach to human-human, human-divine, and divine-divine relationships in the Hebrew Bible and the ancient Near East, focusing on the human relational context and commitments towards social justice among warring cultures. Building intercultural competence, this course carries fulfills a Global Studies emphasis. Offered every year.

Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Social Justice, Core: Global Studies, Core:

RELI 207 Messiah and Covenant credit(s): 3

This course examines the controversial issues "messiah" and "covenant" in the biblical text as well as its appropriations and distortions within the Christian and Catholic traditions. Students will better understand competing perspectives in the Old and New Testaments, the multivalent nature of the biblical text historically, culturally, and theologically, and modern critical comparative methods for applying the text and thinking theologically.

Offered every year.

Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Social Justice, Core: Christian or Catholic

RELI 210H Honors Christian Doctrine credit(s): 3

For Honors students only. See RELI 210 for course description.

Fulfills the following degree requirement(s): RELI - Systematic Theology

Prerequisite(s): HONS 190

RELI 211 Feminist Christian Doctrine credit(s): 3

An introduction to the academic discipline of Christian theology and the way in which the Christian community makes believing possible and meaningful for contemporary people of faith. Particular attention is given to the impact of feminist scholarship on the doing of Christian theology.

Fulfills the following degree requirement(s): RELI - Systematic Theology, RELI - Women and Theology, Core: Christian or Catholic

Equivalent(s): WGST 252, **Equivalent(s):** WGST 252C

RELI 215H Honors Christian Diversity credit(s): 3

For Honors students only. See RELI 215 for course description

Fulfills the following degree requirement(s): RELI - Systematic Theology

Equivalent(s): RELI 215

Prerequisite(s): HONS 190

RELI 226 Challenges in Catholic Theology credit(s): 3

This course aims to explore the teachings and debates around several classical and perennial themes in Christian theology around which significant dialogue and debate exist today. Offered every year. Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 227 Theology in Global Contexts credit(s): 3

A course in Christian and Catholic traditions with a Global Studies designation (GS), which investigates opportunities and challenges posed by religious and cultural diversity in our world today. Topics include Theologies of Religion, Culture, World Christianity, and Catholic Social Teaching.

Offered most summers.

Fulfills the following degree requirement(s): Core: Christian or Catholic, Core: Global Studies

RELI 228 Catholicism credit(s): 3

Exploration of the identity of the Roman Catholic tradition with emphasis on Catholicism's dialogue with the contemporary world. Offered every semester. Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 229 Christian Diversity credit(s): 3

An introduction to the history, beliefs, and practices of a wide variety of denominations within Christianity such as Orthodox, Lutheran, Anglican, Reform, Anabaptist, and others. Students will also explore the impact of culturally diverse expressions of Christianity. Offered every semester. Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 230 Contemporary Church credit(s): 3

A theological and historical examination of the contemporary church from the perspective of the Second Vatican Council.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

RELI 231 Women in Catholicism credit(s): 3

The focus of this course is to examine the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II. Feminist theology will provide the lens for examining the role of women in the church in both historical and contemporary situations.

Fulfills the following degree requirement(s): Core: Social Justice, Core: Christian or Catholic

Equivalent(s): WGST 255

RELI 232 Global Christologies credit(s): 3

This course will examine how Christian theological interpretations of the significance of the person of Jesus of Nazareth are shaped by the context in which church communities live. After examining Christological method, the biblical witness to Jesus, and early Christological doctrines, the course

will move continent by continent to examine different contextual Christologies and the ways they call the Christian community to social transformation toward the reign of God. Offered every other semester.

Fulfills the following degree requirement(s): Core: Social Justice, Core: Christian or Catholic, Core: Global Studies

RELI 233 Christian Spirituality credit(s): 3

The sources, nature, and forms of Christian spirituality historically and within the contemporary context.

Offered every semester.

Fulfills the following degree requirement(s): Core: Christian or Catholic

An introduction to the academic discipline of Christian theology, and the way in which the Christian community makes believing possible and meaningful for contemporary people of faith. Particular attention is given to the impact of feminist scholarship on the doing of Christian theology.

Fulfills the following degree requirement(s): Core: Christian or Catholic

This course explores the history, theology and practice of Christian mysticism from the early Church to the present day. Students will be guided by the curriculum of the contemplative master, Thomas Merton, who situates the discipline of mysticism in the center of Christian life, and in relation to tradition, doctrine, worship, spiritual experience and ethical action.

Fulfills the following degree requirement(s): Core: Christian or Catholic

This course explores the problem of God and the experience of evil from within the Christian theological tradition. Our exploration will include an examination of theological texts, poetry, film and the visual arts. Offered every other year. Fulfills the following degree requirement(s): Core: Christian or Catholic

For Honors students only. Topic to be determined by instructor.

Fulfills the following degree requirement(s): RELI - Systematic Theology

Prerequisite(s): HONS 190 (or concurrent)

This course introduces students to pluralism and diversity within African Catholicism as part of world culture, bearing in mind that the Church is universal and yet local. Accordingly, it examines culturally diverse forms of African Catholicism in six broad geographical locations: North Africa, East Africa, West Africa, South Africa, Central Africa and the Island of the Republic of Madagascar.

Offered every semester.

Fulfills the following degree requirement(s): Core: Christian or Catholic

This course introduces students to the variety of African American religions that developed in the Americas during and after the Atlantic slave trade up to today. Within various forms of Christianity, Islam, and even Hip Hop, we will examine the interplay between religion, race, colonialism, and self determination. Offered every other semester. Fulfills the following degree requirement(s): Core: Social Justice, Core: Christian or Catholic

Introduction to the history of Islamic civilization centering on the relationship of religion to society and culture; the origins of Islam; Islamic belief and practice; Islam, politics, and society; fine arts and intellectual developments; and Islam in the modern world. Offered every semester.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

Equivalent(s): INST 368

This course will provide a thematic and chronological framework for understanding the diversity of Christianities in American history and culture. During the course, we will investigate the powerful social, cultural, political, and intellectual role Christianity has played throughout our nation's past. Offered every other semester.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 255 Religion of the African Diaspora credit(s): 3

This course introduces students to a variety of religions in the African diaspora. As such, the course focuses on theoretical understandings of diaspora, Africa, the Caribbean, and the United States. Diaspora forces a unique approach to the study of religion, as communities in diaspora prompt questions about identity, multivocality, ritual, home, story, and space.

Offered every year.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 256 African Religious Traditions credit(s): 3

This course will serve as an introduction to various forms of religiosity in sub-Saharan Africa. Through the study of religion, this class prompts students to better understand various aspects of African cultures by dismantling stereotypes and assumptions that have long characterized the study of religions in Africa. Offered every semester. Fulfills the following degree requirement(s):

Core: Global Studies, Core: World or Comparative Rel

RELI 257 Critics of Christianity credit(s): 3

What can we learn about Christianity from its critics? This course examines people (such as, Jesus, Voltaire, Victor Hugo, Nietzsche, Freud, Malcolm X, Martin Luther King, Jr., Stephen Colbert) and the Church's treatment of groups (Jews, Latin Americans, women, LGBTQ persons) in order to understand the critiques of those within and outside the Church.

Offered every year.

Fulfills the following degree requirement(s): Core: Social Justice, Core: Christian or Catholic

RELI 258 Christian-Muslim Relations credit(s): 3

This course offers a historical, topical, and socio-cultural survey of Christian-Muslim relations from the 7th century (CE) to today. Our exploration will revolve around on a series of diverse case studies on different dynamics of this encounter, to include key historical episodes, literary productions, theological discourses, and modern challenges and opportunities. Offered every year.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 259 Religions of Asia credit(s): 3

This survey course introduces the following Asian religions: Hinduism, Buddhism, Confucianism, Daoism, and Shinto. We will examine the teachings of these Asian traditions in the context of their diverse cultural and historical settings. We will also consider how these Asian religions have adapted to fit the contemporary world and how they have influenced popular culture.

Offered every semester.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

Equivalent(s): INST 330

RELI 260 Religion and Human Experience credit(s): 3

An exploration of some of the basic experiences, concepts, and challenges involved in being religious. Offered every year.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 261 History and Teaching of Christianity credit(s): 3

Designed to give students of Christian and non-Christian backgrounds an introductory knowledge of the growth and development of Christianity from its beginnings to the present day. Offered every year.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 262 American Religious History credit(s): 3

This course will provide a thematic and chronological framework for understanding American religious history. During the course, we will investigate the powerful social, cultural, political, and intellectual role religion has played throughout our nation's past. Offered every year.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 263 Hinduism credit(s): 3

Introduction to the foundations and milestones of Hinduism and the importance of Hindu mythology in shaping Indian culture and rituals.

Offered infrequently.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 264 Buddhism credit(s): 3

This introduction to Buddhism will examine the historical and cultural contexts in which Buddhist beliefs and practices were developed in Asia and how they spread to the West. We will also study how, throughout history, Buddhism has adapted to a changing world.

Offered every other semester.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

Equivalent(s): INST 333

RELI 265 Religions of India credit(s): 3

This course focuses on the religions of the Indian subcontinent with attention to origins and history, sacred texts, the relationship of humanity to reality, religious pluralism, and ideas on solidarity and non-violence.

Offered infrequently.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 266 Survey of World Religions credit(s): 3

This course thinks critically about the historical development, systems of belief, ritual practices, institutional structures, and cultural expressions of a number of the religions of the world. As wide survey course, this class is hardly all-encompassing when it comes to world religions, but will investigate a variety of religions as time permits and in light of current events. Offered infrequently.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 267 Early Christianity credit(s): 3

This course will focus on the rise of Christianity in the religious pluralism of late antiquity, and the way in which the early Christians, as citizens of a non-Christian culture, defined themselves, the church and their place in society. It will examine the philosophical, social and religious context in the Roman empire, and central theological and institutional developments in the church from its origin to the fourth century.

Offered every other year.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 268 Judaism credit(s): 3

This course explores Judaism as a living religion and a diverse religio-cultural phenomenon. Topics include Judaism's history and a survey of contemporary Jewish religious practices.

Offered every other year.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 276 Principles of Christian Ethics credit(s): 3

How are Christians to fashion moral choices, character, and communities? What are the

sources, tools, and rules of Christian ethics? What kind of justice does our faith demand?
Offered every semester.

Fulfills the following degree requirement(s): Core: Social Justice, Core: Ethics

RELI 277 Bible and Ethics credit(s): 3

Biblical texts address multiple moral and ethical issues, often framing such issues as questions of justice or injustice. This class explores four contemporary ethical issues by placing personal narratives/experiences into mutually critical dialogue with biblical texts. Offered every year.

Fulfills the following degree requirement(s): Core: Social Justice

Equivalent(s): WGST 357

RELI 286 Special Topics: Texts Theology credit(s): 3

Course repeatable for 9 credit(s).

Selected topics in Religious Studies in the areas of either Sacred Texts and Traditions or Spirituality and Theology. Topic to be determined by instructor.

Fulfills the following degree requirement(s): RELI - Sacred Texts

RELI 287 Special Topics: Culture Ethics credit(s): 3

Course repeatable for 9 credit(s).

Selected topics in Religious Studies in the areas of either Religion, Culture, and Society or Ethics. Topic to be determined by instructor.

RELI 290 Directed Study credit(s): 1-6

Course repeatable for 12 credit(s).

Topic to be decided by faculty.

RELI 301 Stories of the Quran credit(s): 3

This course offers a literary, historical, and socio-cultural introduction to the Quran and its exegesis through the stories of the prophets. Overall we will explore how stories and storytelling can help us ask fundamental questions, not only about Islam but also about the human experience broadly. Offered every other year.

Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Global Studies, Core: World or Comparative Rel

RELI 302 Bible and Film credit(s): 3

This course explores different ways in which religion (and theology) and film can be placed into mutually critical conversation. Specific attention is given to constructing mutually enriching dialogues between recent films (1999-present) and specific biblical texts. How can biblical texts provide new lenses for the viewing of films? In what ways can films enrich the understanding and interpretation of biblical texts?

Offered every semester.

Fulfills the following degree requirement(s): RELI - Sacred Texts, Core: Christian or Catholic

RELI 303 Biblical Hebrew I credit(s): 3

The first semester of 1st year Biblical Hebrew will focus on preparation to read the Bible in Hebrew, through acquiring necessary vocabulary and grammar. We will begin reading the Hebrew Bible, a process that will continue into the second semester of Biblical Hebrew. Offered every third year.

Fulfills the following degree requirement(s): RELI - Sacred Texts

RELI 304 Biblical Hebrew II credit(s): 3

The second semester of 1st year Biblical Hebrew will continue the process of acquiring vocabulary and grammar. We will continue reading the Hebrew Bible, a process that began into the first semester of Biblical Hebrew.

Offered every third year.

Fulfills the following degree requirement(s): RELI - Sacred Texts

Prerequisite(s): RELI 303

RELI 326 Liturgy credit(s): 3

A detailed survey of Christian and Catholic liturgy, including the roots and contemporary manifestations of celebration, ritual, and symbol. Offered every year.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 327 Christian Leadership credit(s): 3

The scriptural and traditional foundations for religious leadership; contemporary leadership theories; the development and role of Christian leaders in the Church and world today. Offered every semester.

Fulfills the following degree requirement(s): Core: Christian or Catholic

Equivalent(s): SOSJ 361

RELI 328 Women in Jewish Traditions credit(s): 3

This course examines the role of women in the sacred texts of the Jewish tradition. Particular attention is given to the legal status of women, complex issues of identity, tradition, and family, and the geographic diversity of Judaism in history and today. Offered every semester.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel, Core: Writing Enriched

RELI 329 Theological Anthropology credit(s): 3

This course explores classical, modern, and contemporary theological voices that address the shifting conceptions of human personhood, the nature of religious experience, and the tasks and ends of Christian living. Particular attention will be given to the themes of creation in the image of God, human freedom, original sin and divine grace, redemption and liberation, Christian community, and the changing perspectives on Christian anthropology in contemporary thought. Offered every other year.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 333 Political Theology credit(s): 3

This course presents an inquiry into the political shifts in religious faith and practice in the wake of globalization and modern secularism. Students will explore critiques of classic accounts of divine transcendence and religious authority, the growing recognition of the plight of the poor and marginalized, and the increasingly political focus of contemporary theologians and religious thinkers in response to this rapidly shifting intellectual milieu. Offered every year.

Fulfills the following degree requirement(s): SOSJ - Block A, Core: Christian or Catholic

Equivalent(s): SOSJ 311

RELI 334 Interreligious Dialogue credit(s): 3

Investigates the imperative of Christianity and other world religions to engage in respectful dialogue and mutual understanding, exposes pressing practical issues such as religious violence and divisive ideologies, and proposes a comparative theological perspective highlighting spiritual engagement, moral responsibility and reconciliation. Offered every semester.

Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Systematic Theology, Core: Global Studies, Fulfills the following degree requirement

Equivalent(s): INST 304, **Equivalent(s):** SOSJ 365

RELI 335 Faith, Justice, and The Church credit(s): 3

What does our Christian faith have to say about our economic, political, social, and cultural structures and practices? An examination of the ways our Church calls us to practice a 'faith that does justice.'

Fulfills the following degree requirement(s): SOSJ - Block A

Equivalent(s): SOSJ 310

RELI 338 Discernment and Faith Traditions credit(s): 3

This course is an exploration of the ways people make important decisions based on their belief and practice in a particular religious/cultural setting. The course is built on the foundation of a theological view of the sacred relationship between human beings and the divine/wisdom

figures who support and challenge humans to be the best version of themselves by making sound, responsible, and moral choices. Offered every year.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 339 Ignatian Spirituality credit(s): 3

This course is designed to introduce students of Christian and non-Christian backgrounds to Ignatian Spirituality. The major part of the course will study the dynamics of the Spiritual Exercises of Saint Ignatius by exploring the Ignatian themes of spiritual discernment, contemplation in action, and finding God in all things.

Offered every semester.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 340 Feminist Theologies credit(s): 3

Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. Offered every other year.

Fulfills the following degree requirement(s): Core: Christian or Catholic

Equivalent(s): WGST 355

RELI 341 Christian Morality and Eating credit(s): 3

Why biblical and Christian morality demands just and sustainable agricultural systems that feed the hungry, compensate and protect workers, and treat animals humanely.

Offered every year.

Fulfills the following degree requirement(s): Core: Social Justice, Core: Christian or Catholic

RELI 342 Trinity credit(s): 3

An introduction to the theology of the Trinity in its historical developments and contemporary interpretations, this course examines the content and method of Christian theology by focusing on the doctrine of the Trinity. Offered every year.

Fulfills the following degree requirement(s): Core: Christian or Catholic

Prerequisite(s): RELI 200 level 3 credits or WGST 252

RELI 355 Islam in the Contemporary World credit(s): 3

This course examines contemporary interpretations and expressions of the Islamic tradition, focusing on the time period following 19th century colonialism and through the present day. After a brief introduction to the origins of the Islamic tradition (and its main figures), we will examine how Muslims have responded to the political, social, and economic changes they encountered through European colonialism, and the realities they face in the postcolonial period. Offered every year.

Fulfills the following degree requirement(s): RELI - Contemporary Issues, RELI - World's Religion conc, Core: Global Studies, Fulfills the following degree require

Equivalent(s): RELI 492F

RELI 356 Native American Religions credit(s): 3

This course examines traditional Native cultures and contributions along with the cultural stereotypes that distort their reality. Includes the role of Christian missions in forming contemporary Native realities and studies the revitalization movements among North American tribes.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

Equivalent(s): NTAS 322

RELI 357 Sufism: Islamic Mysticism credit(s): 3

This course offers a historical and topical introduction of the world of Sufism, the mystical tradition of Islam. Some of the subjects we will explore include the relationship of Sufism to "normative" Islam, social and ethical dimensions, ritual and performance (music, dance, poetry),

and the challenges of modernity.

Offered every other year.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 358 Faith in a Secular Age credit(s): 3

This course offers an inquiry into the shifting place of religious faith and practice in the face of modern secularism and post-secularism. Throughout the course, students will be introduced to various responses of Christian and Catholic thinkers to the exciting challenges of the rapidly shifting discussion of the place of faith and religious practice in the contemporary world. Offered every other year.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 359 Religion and Globalization credit(s): 3

This course explores the impact of global networks of capitalism, communication, and transportation on religious ideas, practices, and transformations in the contemporary world. Offered every year.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 362 Vietnam War and Morality credit(s): 3

An analysis of Christian moral teachings on war with a specific focus on the Vietnam War.

Topics include peace, justice, killing, revolution, and protest. Offered infrequently.

Fulfills the following degree requirement(s): Core: Social Justice

RELI 363 Buddhist Meditation and Practice credit(s): 3

This course is a combination of the history of Buddhism and secularized contemplation activities. The course offers a history of Buddhist meditation along with an investigation of how contemporary Buddhist followers adapt Buddhist principles and meditation techniques to tackle issues related to emotional well-being, hospice care, therapy, and social justice. Offered every semester.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 364 Asian Religions in Film credit(s): 3

This course explores Asian religions in contemporary Asian, European, and North American cultures through film. By focusing on how Asian religious themes are treated in each film, we will learn to identify longstanding Asian religious themes in contemporary films. We will also investigate how Asian religions are employed in films to address contemporary issues. Offered every year.

Fulfills the following degree requirement(s): Core: World or Comparative Rel

RELI 365 Religion and Film credit(s): 3

This course explores different ways in which religion (and theology) and film can be placed into mutually critical conversation of central concern are the diverse responses by theologians (Jewish and Christian) and films to trauma such as the Holocaust.

Offered every year.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

RELI 366 Religion and Violence credit(s): 3

In today's world of alarming growth in sectarianism, radicalization, and terrorism across many continents, does religion simply give rise to human division or, is it- as some say - peaceful? This course not merely studies religious violence, it responds to it and encourages Gonzaga students to think with and beyond a variety of disciplines to develop their own skills of

interpretation. Offered every year.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

Equivalent(s): INST 305

RELI 367 The Christian Reformation credit(s): 3

This course covers the religious and social developments in Christianity in European life in the transition from the medieval to the modern period. Theological, ecclesiastical, and social elements in the development of modern modes of religious life and thought from the 15th to the 19th centuries will be examined. Offered every other year.

Fulfills the following degree requirement(s): Core: Christian or Catholic

RELI 376 Christian Sexual Ethics credit(s): 3

This course explores Christian perspectives on the ethical dimensions of human sexuality and issues of gender. Offered every semester. Fulfills the following degree requirement(s): Core: Ethics

RELI 377 Ethics, Human Rights and Globalization credit(s): 3

This course focuses on religious and ethical responses to issues arising in relation to globalization, and specifically, the topic of human rights.

Fulfills the following degree requirement(s): SOSJ - Block A, Core: Global Studies

RELI 386 Special Topics: Texts Theology credit(s): 3

Course repeatable for 9 credit(s).

Selected topics in Religious Studies in the areas of either Sacred Texts and Traditions or Spirituality and Theology. Topic to be determined by instructor.

Fulfills the following degree requirement(s): RELI - Sacred Texts

RELI 387 Special Topics: Culture Ethics credit(s): 3

Course repeatable for 9 credit(s).

Selected topics in Religious Studies in the areas of either Religion, Culture, and Society or Ethics. Topic to be determined by instructor.

RELI 390 Applied Theology: Special Topic credit(s): 3-4

Course repeatable for 9 credit(s).

Fulfills the following degree requirement(s): RELI - Practical Theology, Core: Global Studies

RELI 399 Methodology credit(s): 3

As preparation for the senior thesis or senior thesis, and for the advanced study of religion and theology, this course will review the various critical-methodological approaches used in the discipline. In addition to entering the academic conversation, students will learn techniques for accessing, evaluating, and presenting research. Offered in the Fall.

Restriction(s):

Must be in the following Major(s): Religious Studies

Must be the following Class(es): Junior, Senior

RELI 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

RELI 486 Special Topics: Texts Theology credit(s): 3

Course repeatable for 9 credit(s).

Selected topics in Religious Studies in the areas of either Sacred Texts and Traditions or Spirituality and Theology. Topic to be determined by instructor.

Fulfills the following degree requirement(s): RELI - Sacred Texts

Equivalent(s): WGST 457

Prerequisite(s): RELI 300 level 3 credits

RELI 487 Special Topics: Culture Ethics credit(s): 3

Course repeatable for 9 credit(s).

Seminar-format, upper-division selected topics in Religious Studies in the areas of either Religion, Culture, and Society or Ethics. Topic to be determined by instructor.

RELI 490 Directed Readings credit(s): 1-6

Course repeatable for 12 credit(s).

Topic to be decided by faculty.

RELI 493 Sociology of Religion credit(s): 3

Studies works of classical and contemporary sociologists on the social and cultural aspects of religion. Examines how religion is influenced by social conditions and often plays an important role in shaping society.

Equivalent(s): SOCI 384

Prerequisite(s): RELI 300 level 3 credits

RELI 497 Internship credit(s): 0-6

Course repeatable for 6 credit(s).

In this course, students will work together with a faculty member to engage in sustained reflection on field-based experience in an internship.

RELI 499 Senior Thesis credit(s): 3

Course repeatable for 3 credit(s).

In this course, students will write an original thesis in Religious Studies or Theology that brings together research, new insights, and application of research methodologies in the field.

Restriction(s):

Must be in the following Major(s): Religious Studies

Sociology

Chairperson: Naghme Morlock, A. Bertotti Metoyer

Professor: A. Bertotti Metoyer

Associate Professors: M. Bahr, V. Gumbhir, W. Hayes, J. Johnston

Assistant Professors: A. Bruns, M. Deland, J. Gow, S. Lee, N. Morlock, F. Rogers

Professors Emeriti: J. Rinehart, E. Vacha, G. Weatherby

The department offers one major and one minor:

Bachelor of Arts, Sociology major

Minor in Sociology

The Sociology program helps students develop an awareness of the connections between our individual experiences and the groups to which we belong. Learning the theories and methodologies of sociology provides students with an excellent foundation for a variety of careers, including law, government service, teaching, and business. The department has designed the major to facilitate the acquisition of skills in social scientific theorizing and research design. The student may use elective credits to pursue an interest in a specific area of the discipline, such as social inequality, social psychology, social institutions, or deviance.

Students have the opportunity to graduate with honors in the major if they have fulfilled all requirements, achieved a grade point average of at least 3.70 in their sociology courses, and written and defended a senior thesis (SOCI 498).

Students who are planning to obtain certification in elementary or secondary education, while majoring in Sociology, must consult with advisors in the department and in the School of Education to insure all requirements may be met. The department advises students to choose a minor which will broaden and strengthen their social science knowledge.

B.A. Major in Sociology: 33 Credits

Lower Division

<u>SOCI 101</u> Introduction to Sociology	3 credits
<u>SOCI 202</u> Statistics for Social Science	3 credits
<u>SOCI 204</u> Research Methods	3 credits
SOCI Lower-division electives	0-6 credits

Upper Division

<u>SOCI 311</u> Classical Social Theory	3 credits
<u>SOCI 312</u> Contemporary Social Theory	3 credits
SOCI Upper-division electives	9-15 credits
<u>SOCI 499</u> Sociology Senior Capstone	3 credits

Minor in Sociology: 18 Credits

Lower Division

<u>SOCI 101</u> Introduction to Sociology	3 credits
SOCI Electives	0-6 credits

Upper Division

SOCI Electives	9-15 credits

Courses:

SOCI 101	Introduction to Sociology	credit(s): 3
A general survey of the field of sociology and how human society works. Materials focus on an understanding of modern societies.		
Fulfills the following degree requirement(s): Core: Social/Behavioral Sci		
SOCI 190	Directed Study	credit(s): 0-3
Course repeatable for 6 credit(s).		
Topic determined by instructor.		

SOCI 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

SOCI 200 Social Problems, Sol and Social Change credit(s): 3

A course on the study of major social problems. Specifically, the course will demonstrate how sociology skills can be employed to bring about social change.

Fulfills the following degree requirement(s): SOSJ - Block C

Equivalent(s): SOSJ 240

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 202 Statistics for Social Science credit(s): 3

An introduction to the basic concepts of descriptive and inferential statistics with an emphasis on social scientific applications.

Restriction(s):

Must be in the following Major(s): Criminal Justice, Criminology, Sociology

Must be the following Class(es): Sophomore, Junior, Senior
Prerequisite(s): SOCI 101 (or concurrent) or CRIM 101 (or concurrent)

SOCI 204 Research Methods credit(s): 3

Provides training and experience designing, conducting, and analyzing social research through projects using surveys, interviews, and observation. This course is useful for students contemplating careers in which knowledge concerning people (customers, clients, employees, students, etc.) is needed for testing theories, making decisions, targeting appeals, etc. Required for all Sociology majors.

Equivalent(s): SOCI 304

Restriction(s):

Must be in the following Major(s): Criminal Justice, Criminology, Sociology

Must not be the following Class(es): Freshman

Prerequisite(s): (SOCI 101 (or concurrent) or CRIM 101 (or concurrent))

SOCI 244 Sex, Gender and Society credit(s): 3

Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

Fulfills the following degree requirement(s): SOSJ - Block B

Equivalent(s): SOSJ 220, WGST 201

SOCI 246 Sociology of Sport credit(s): 3

Examine how sport creates and exists in relationship with social, cultural, political, and economic forces operating at multiple levels. The goals of the course are to understand sport as a social institution, develop critical analytical skills by examining issues relevant to sport, and to understand sport as a site for the reproduction and contestation of systems of social inequality.

SOCI 255 Sociology of Literature credit(s): 3

This course explores the relationship between literature and society through an intensive reading and examination of popular novels. By focusing on the production, transmission, representation and consumption of literature in society, students learn how to read academic and literary writing, and how to write using social scientific concepts to explain the cultural phenomenon of popular novels.

This course examines the social context of health, illness and health care. Particular attention will be paid to the effects of culture and social inequality on health, the interaction of various health care professionals and political debates about the health care system.

Equivalent(s): SOSJ 221

Must not be the following Class(es): Junior, Senior

Course repeatable for 6 credit(s).

Topic determined by instructor.

SOCI 295 Special Topics

Course repeatable for 9 credit(s).

Topic determined by instructor.

Analyzes the theories developed by Marx, Weber, Durkheim, and others during the nineteenth and early twentieth centuries and how these continue to influence the work of sociologists today. This course invites students to examine their own practices of theorizing.

Equivalent(s): SOCI 411

Prerequisite(s): (SOCI 101 (or concurrent) or CRIM 101 (or concurrent))

Explores the major strategies for sociological theorizing developed during the twentieth century in America and Western Europe. Considers how constructions of modernity and postmodernity are central to understanding what theorizing means and what it can contribute to our work as sociologists and as citizens.

Prerequisite(s): (SOC 101 (or concurrent) or CRIM 101 (or concurrent))

An overview of Latin American development. Several socio-economic factors are examined. Development issues are broadly conceptualized within economic, demographic, and cultural dimensions. These variables are viewed as overlapping forces influencing development.

Fulfills the following degree requirement(s): INST - Difference, INST - Latin American Studies

Equivalent(s): INST 315

Must be the following Class(es): Sophomore, Junior, Senior

This course will examine the foundations of race and ethnicity and how they inform constructions of difference in the past and present. Students will be introduced to definitions and theories of race and ethnicity, explore racial and ethnic identity, and analyze how race and ethnicity work in combination with other axes of difference such as gender, class, and nation to reproduce inequality.

Fulfills the following degree requirement(s): SOSJ - Block B

Equivalent(s): SOSJ 321

Must be the following Class(es): Sophomore, Junior, Senior

As a socio-historical survey of China, Korea and Japan from 1800 to the present, this course examines the political, economic, ideological, and cultural transformations within East Asia through the processes of imperialism, colonialism, modernization, war and revolution, and globalization. By exploring how cultural, social, and political dimensions overlap and influence economic development, students gain insight into contemporary social change, representation and power in East Asia.

SOCI 327 Social and Economic Inequalities credit(s): 3

Examine the distribution of such social rewards as income, power, style of life, wealth, and prestige among members of a society. Also consider a variety of sociological explanations for the distribution of rewards; compare and contrast stratification systems across societies.

Fulfills the following degree requirement(s): SOSJ - Block B

Equivalent(s): SOSJ 322

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 329 Sociology of Culture credit(s): 3

Focus on analysis of rules and values that constitute American culture, especially in relation to how these are portrayed in mass media and the built environment.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 330 Society and the Individual credit(s): 3

Social psychology introduces novelty into the ancient pastime of speculating about human behavior and human groups by attempting to use scientific methods. This course focuses on the relationship between individuals and groups. It includes an examination of the impact of groups on individuals, and the impact of individuals on the groups to which they belong. Topics covered include friendship, leadership, influence, the self-concept, prejudice, and morality.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 334 Social Movements credit(s): 3

Social movements are often characterized by the spontaneous development of new norms and social organization that may contradict, reinterpret and/or challenge existing social arrangements. The purpose of this course is to examine social movement behavior, and their role in promoting social change and social justice.

Fulfills the following degree requirement(s): SOSJ - Block C

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 337 Subcultures credit(s): 3

This course examines a specific type of social group - the subculture - and the relationship between subcultures and the larger culture. Students will review the historical development of subcultural studies, with dual emphasis on theory and methodology.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 342 Sociology of Family credit(s): 3

Examine images and practices of family life in American society. Use historical material to show how ideals about family life have developed. Discuss definitions of "family" as political, with a special emphasis on the politics of gender. Connect debates over how to define and understand family with decisions about social policies.

Equivalent(s): WGST 360

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 350 Deviant Behavior credit(s): 3

Knavery, skullduggery, cheating, crime, malingering, cutting corners, immorality, dishonesty, betrayal, wickedness, and all other unconventional activities are forms of deviance. All known societies have members who become deviants. This course introduces students to several

theories explaining deviance and examines the life styles of a variety of deviants.

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Social Behavior

Equivalent(s): CRIM 350

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 353 Juvenile Delinquency

credit(s): 3

An investigation of the nature and extent of juvenile delinquents in America. Special attention will be given to theoretical explanations; the effect of family, peers and school; and the history of the juvenile justice system in handling juvenile offenders.

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Social Behavior

Equivalent(s): CRIM 353

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 355 Elite and White Collar Deviance

credit(s): 3

This course examines deviance and crimes committed by organizations and the rich and powerful. The nature, extent and societal effects of various types of elite and white collar deviance are examined.

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Social Behavior, SOSJ - Block B

Equivalent(s): CRIM 355, SOSJ 323

Restriction(s):

Must be in the following Major(s): Criminal Justice, Criminology, Sociology

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 356 Sociology of Policing

credit(s): 3

This course examines law enforcement in American society with a focus on empirical research and sociological and criminological theory. Students will review the historical development of policing in the United States, the roles of the police in contemporary society, the structure and responsibilities of law enforcement agencies in this country, and the interaction between institutional and individual aspects of police work. Students will also be exposed to research and theory on controversial issues in law enforcement, including the use of force, police deviance, the use of discretion, the impact of social inequality on enforcement, and policing in the mass media.

Fulfills the following degree requirement(s): CRIM - UD foundation, CRIM - Elective

Equivalent(s): CRIM 356

Prerequisite(s): CRIM 101 or SOCI 101

SOCI 357 Inequality, Crime and Urban Life

credit(s): 3

This course examines the relationship between inequality and crime in America's inner cities. Students will consider how cultural, economic, educational, legal, political, and other factors shape life in urban areas, and how these factors reproduce crime and inequality in America's inner cities.

Fulfills the following degree requirement(s): CRIM - Elective, SOSJ - Block B

Equivalent(s): CRIM 357, SOSJ 325

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 358 Mass Incarceration

credit(s): 3

This course examines the causes and consequences of mass incarceration in the United States from a sociological perspective. Particular attention will be paid to racial/ethnic and socioeconomic inequalities in imprisonment. The impact of mass incarceration on incarcerated individuals, their families, and society, more broadly will be examined. Spring.

Equivalent(s): CRIM 358, SOSJ 330

The impact of social theories on economic problems in Italy. The Mezzogiorno treated from the economic, sociological, political, and religious points of view. Florence campus only.

Restriction(s):

This course examines social change and its implications for individuals and groups at the local and global level, and offers sociological perspectives on the political, economic, and cultural processes of globalization throughout the world, including Asia, Latin America, North America, Africa and the Middle East. This course explores the historical development of global capitalism with a focus on the changing relationships between markets, states, and civil societies, and analyzes the forces that promote and resist these changes, including migration, state violence and social movements. Questions of power and inequality will be central to our approach, as we explore global social change through the lens of world-systems theory, neoliberalism, and neo-institutionalism. Offered every other year.

An empirical analysis of the major theories which attempt to describe the actual distribution of power in America. The course is primarily concerned with how power in societies is contested, given legitimacy, and sustained; it also examines political behavior of the public focusing on voting behavior.

There are more people on this planet than ever before, and the problems associated with population growth seem to be everywhere. Urban crowding, disease, poverty, ethnic tensions, refugees, illegal immigration, environmental degradation, unemployment, aging and the social security "crisis" are just a few of these troubles. This course introduces students to the study of population and demography to help them better understand these issues. After learning how to measure and analyze population characteristics and trends, students will explore the relationship between population changes and contemporary social and political issues in the developing regions of the world.

This course examines human relationships with the natural environment. It explores how power structures, social norms, ideologies and politics affect our relationship and treatment of the environment.

This course studies works of classical and contemporary sociologists on the social and cultural aspects of religion. This course examines how religion is influenced by social conditions and often plays an important role in shaping society.

credit(s): 3

Fulfills the following degree requirement(s): CRIM - Elective, CRIM - Law

Equivalent(s): CRIM 385

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

credit(s): 3

Fulfills the following degree requirement(s): SOSJ - Block B

Equivalent(s): SOSJ 327

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

credit(s): 3

Analyzes the contributions of feminist scholars to social and political theory and shows how feminist scholarship is transforming topics, methods, and goals. Reviews the major approaches to feminist theorizing and invites students to put these to work examining contemporary social and political issues.

Equivalent(s): WGST 401

Prerequisite(s): SOCI 244 or WGST 201

credit(s): 1-3

Course repeatable for 12 credit(s).

Topic determined by instructor.

credit(s): 1-4

Course repeatable for 9 credit(s).

Topic determined by instructor.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

credit(s): 1-4

Course repeatable for 8 credit(s).

Topic determined by instructor.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

credit(s): 1-4

Course repeatable for 8 credit(s).

Topic determined by instructor.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

credit(s): 3

Topic determined by instructor.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 399 Topics in Sociology**credit(s): 3**

Course repeatable for 6 credit(s).

Topic determined by instructor.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOCI 432 Core Integration Seminar:**credit(s): 3**

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement**SOCI 486 Seminar****credit(s): 1-3**

Topic determined by instructor.

Restriction(s):

Must be the following Class(es): Junior, Senior

SOCI 487 Seminar**credit(s): 1-3**

Course repeatable for 12 credit(s).

Topic determined by instructor.

Restriction(s):

Must be the following Class(es): Junior, Senior

SOCI 488 Seminar**credit(s): 1-3**

Course repeatable for 12 credit(s).

Topic determined by instructor.

Restriction(s):

Must be the following Class(es): Junior, Senior

SOCI 489 Seminar**credit(s): 1-3**

Course repeatable for 12 credit(s).

Topic determined by instructor.

Restriction(s):

Must be the following Class(es): Freshman, Sophomore

SOCI 490 Directed Readings**credit(s): 1-3**

Course repeatable for 6 credit(s).

Supervised advanced reading in selected topics in sociology. Must obtain prior permission from Sociology Department Chair.

Restriction(s):

Must be the following Class(es): Junior, Senior

SOCI 494 Seminar in Research and Theory**credit(s): 1-3**

Course repeatable for 12 credit(s).

In this course, students design and execute original research projects, and present their findings to the public. Students must submit a proposal to the professor prior to being allowed to register for the course. Research experiences for undergraduates are well known as high-impact educational practices that carry with them a variety of benefits for students, faculty, and universities. Our program provides undergraduates with the opportunity to develop and conduct

original social science research projects. Over the course of a full academic year, students achieve the following goals:

1. Develop a thorough understanding of the scholarship and sociological theory in their area(s) of interest.
2. Develop a research question that identifies a gap in the literature.

Restriction(s):

Must be the following Class(es): Senior

SOCI 495 Independent Research Project **credit(s): 1-3**

Course repeatable for 3 credit(s).

Approved directed experience in sociological research proposed by the student.

Restriction(s):

Must be the following Class(es): Junior, Senior

SOCI 496 Practicum in Sociology **credit(s): 1-3**

Course repeatable for 6 credit(s).

Supervised experience in a selected social agency. Credit by arrangement.

Restriction(s):

Must be in the following Major(s): Sociology

Must be the following Class(es): Senior

Prerequisite(s): SOCI 101

SOCI 497 Sociology Internship **credit(s): 0-6**

Course repeatable for 3 credit(s).

Practical experience working within a variety of settings related to the field of sociology.

Internships are individually arranged.

Restriction(s):

Must be the following Class(es): Junior, Senior

SOCI 498 Senior Honors Thesis **credit(s): 3**

Students with a 3.70 grade point average in their sociology courses who wish to be graduated with departmental honors in sociology must enroll in this course in the semester prior to the semester in which they are graduated. Work is done under the direction of a faculty member from the department. The student must pass an oral examination of the thesis administered by the department. The thesis may be theoretical or based upon empirical research.

Restriction(s):

Must be the following Class(es): Senior

SOCI 499 Sociology Senior Capstone **credit(s): 3**

This course offers Sociology majors the opportunity to review theories and research, and to consider how these might be useful for understanding current social issues. Required of all Sociology majors and fulfills comprehensive examination degree requirement.

Restriction(s):

Must be in the following Major(s): Sociology

Must be the following Class(es): Senior

Solidarity and Social Justice

Director: Andrea Bertotti Metoyer

The program offers one minor:

Minor in Solidarity and Social Justice

The Solidarity and Social Justice (SOSJ) minor strives to provide students with a thorough understanding of the range of ways that scholars, researchers, and students address injustices and engage in efforts to promote social justice in the contemporary world. The minor provides students with a strong foundation for understanding and researching justice issues from a variety of disciplinary perspectives and endeavors to inspire them to become "men and women for others," while also fostering the practical skills necessary for employment.

The curriculum enables students to blend the best of the liberal arts with courses designed for professional training to integrate themes of justice and peace into their academic, civic, and social pursuits. Special emphasis is placed upon the development of the habits of critical thinking and reflection, the skills of effective communication and leadership, as well as the acquisition of basic knowledge of the social sciences as they pertain to the areas of social justice, community building, social change, and human dignity.

Minor in Solidarity and Social Justice: 21 Credits

Required Courses:

<u>SOSJ 101</u> Introduction to Solidarity and Social Justice	3 credits

<u>SOSJ 499</u> Solidarity and Social Justice Praxis	3 credits

Elective Courses:

Block A: What is social justice and why does it matter? (One of the following courses)	3 credits

<u>SOSJ 410/PHIL 462</u> Theories of Solidarity and Social Justice	

SOSJ 411/PHIL 463 Social Justice

SOSJ 412/PHIL 414 Ancient Concepts of Justice

SOSJ 419 Special Topics Block A

Block B: What does social injustice look like and how does it happen?

3 credits

(One of the following courses)

SOSJ 220/SOCI 244 Sex, Gender, and Society

SOSJ 221 / SOCI 283 Sociology of Health and Medicine

SOSJ 310 / RELI 377 Ethics, Human Rights, Globalization

SOSJ 311 / RELI 333 Political Theology

SOSJ 320/ECON 322 Work, Wages, and Inequality

SOSJ 321/SOCI 323 Sociology of Race & Ethnicity

SOSJ 322/SOCI 327 Social and Economic Inequalities

SOSJ 323/SOCI 355 Elite and White Collar Deviance

SOSJ 325/SOCI 357 Inequality, Crime, and Urban Life

SOSJ 326/HIST 358 African-American History

SOSJ 327/SOCI 388 Sociology of Education

SOSJ 328/WGST 303 -isms: Racism, Classism, Sexism

SOSJ 329/POLS 359 Third World Development

SOSJ 330 / SOCI 358 Mass incarceration

SOSJ 439 Special Topics Block B

Block C: How does social change happen?

3 credits

(One of the following courses)

SOSJ 240/SOCI 200 Social Problems, Solutions and Social Change

SOSJ 341/HIST 367 Civil Rights, Social Justice, & U.S. Citizenship

SOSJ 342/POLS 322 Women and Politics

SOSJ 343/POLS 326 Race and Ethnicity Politics

SOSJ 344/SOCI 334 Collective Behavior and Social Movements

SOSJ 345/SOCI 380 Global Social Change

SOSJ 346/POLS 368 Tyranny to Democracy in the 21st Century

SOSJ 347/HIST 351 Coming to America

SOSJ 459 Special Topics Block C

Block D: What skills do I need to promote social change?
(Two of the following courses)

6 credits

SOSJ 160/JOUR 110 Journalistic Writing

SOSJ 170 / VART 170 Photographic Art

SOSJ 260/BRCO 203 Fundamentals of Television Production

SOSJ 261/JOUR 270 Photojournalism

SOSJ 262/JOUR 210 Civic Journalism

SOSJ 263/COMM 285 Analyzing Practices and Habits

SOSJ 360/ENGL 306 Writing in the Workplace

SOSJ 363/COMM 331 Principles of Debate

SOSJ 365/RELI 334 Interreligious Dialogue

SOSJ 366/ENGL 309 Writing for Social Action

SOSJ 367/JOUR 370 Emerging Media

SOSJ 464/COMM 401 Communication and Leadership

SOSJ 465/COMM 450 Justice and Arts of Civic Life

SOSJ 466/COMM 430 Intersectional Communication

SOSJ 479 Special Topics Block D

(A maximum of six credits may be taken from any one department)

Notes: Some courses have pre-requisites that are not required for the minor. Take this into consideration when choosing courses.

Carefully check course attributes. Courses with the Social Justice designation are instructor-specific. Not all SOSJ courses carry the Social Justice designation.

Courses:

SOSJ 101 Introduction Solidarity and Social Justice credit(s): 3

This course provides an overview of social justice theories, causes and effects of structural injustice, and various examples of social change. Distinctions between charity and social justice are clarified and special attention is paid to the practice of solidarity. Fall.

Fulfills the following degree requirement(s): Core: Social Justice

Restriction(s):

Must be the following Class(es): Freshman, Junior, Sophomore

SOSJ 160 Journalistic Writing credit(s): 3

An introduction to journalistic-style writing across media platforms, including broadcast journalism and public relations writing. Fall, Spring, Summer.

Fulfills the following degree requirement(s): SOSJ - Block D, Core: Writing Enriched

Equivalent(s): JOUR 110

SOSJ 170 Photographic Art credit(s): 3

A survey of the role of photography in media and art as well as contemporary human experience. The course emphasizes creative control of digital cameras and an understanding of the principles of photography in creating images with technical and high aesthetic value.

Fulfills the following degree requirement(s): SOSJ - Block D, Core: Fine Arts and Design

Equivalent(s): VART 170

SOSJ 179 Special Topics Block D credit(s): 1-3

Course repeatable for 6 credit(s).

Fulfills the following degree requirement(s): SOSJ - Block D

SOSJ 180 Special Topics credit(s): 0-3

Course repeatable for 6 credit(s).

Topic to be determined by Instructor.

SOSJ 190 Directed Study credit(s): 0-6

Course repeatable for 12 credit(s).

Topic to be determined by instructor.

SOSJ 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

SOSJ 219 Special Topics Block A credit(s): 1-4

Course repeatable for 6 credit(s).

Fulfills the following degree requirement(s): SOSJ - Block A

Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

Equivalent(s): SOCI 244, **Equivalent(s):** WGST 201

This course examines the social context of health, illness and health care. Particular attention will be paid to the effects of culture and social inequality on health, the interaction of various health care professionals and political debates about the health care system.

Equivalent(s): SOCl 283

Course repeatable for 6 credit(s).

Fulfills the following degree requirement(s): SOSJ - Block B

Course on the study of major social problems. Specifically, the course will demonstrate how sociology skills can be employed to bring about social change. Fall.

Equivalent(s): SOCI 200

Must be the following Class(es): Sophomore, Junior, Senior

Course repeatable for 6 credit(s).

Fulfills the following degree requirement(s): SOSJ - Block C

A practicum dealing with the technical aspects of television production along with creative generation of live, original programs. Students learn the basics of how television signals are created and transported, and then demonstrate proficiency in all crew areas concerned with live productions. In addition, this course provides a much greater sense of media literacy as it applies to mainstream messages in the media today. Fall and Spring.

Fulfills the following degree requirement(s): SOSJ - Block D

Corequisite(s): SOSJ 260L

See SOSJ 260 for course description. Taken concurrently with SOSJ 260.

Corequisite(s): SOSJ 260

An introduction to the technical, ethical, and creative principles of journalism-based photography and video. Topics include basic camera functions, digital image-editing tools, and the intersection of photojournalism, digital-video, and short documentary filmmaking. Special attention will be given to the professional and ethical considerations of the practice and the unique differences that separate photojournalism from other forms of image capturing. Lab fee. Fall and Spring.

Fulfills the following degree requirement(s): SOSJ - Block D

Prerequisite(s): INMD 101

Emphasis on the style of journalism that fosters community engagement. Research, reporting and interviewing techniques that focus on news coverage of public organizations and groups that participate in framing public policy. A variety of writing styles will be utilized. Fall.

Equivalent(s): JOUR 210

The course provides a foundation in attending to, analyzing, and reporting meaningful information about the social world through humanistic communication research methods. The course introduces ethnographic and qualitative research methods, ethics, selection of research topics and questions, ethnographic data collection methods (e.g. participant observation; un-, semi- and structured interviewing; structured observation), managing and coding field notes, and qualitative analysis. In this course, students will create field notes, analyses, and more.

Prerequisite(s): ECON 201 or ECON 270H

SOSJ 321 Sociology of Race and Ethnicity credit(s): 3

This course will examine the foundations of race and ethnicity and how they inform constructions of difference in the past and present. Students will be introduced to definitions and theories of race and ethnicity, explore racial and ethnic identity, and analyze how race and ethnicity work in combination with other axes of difference such as gender, class, and nation to reproduce inequality.

Fulfills the following degree requirement(s): SOSJ - Block B

Equivalent(s): SOCI 323

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOSJ 322 Social and Economic Inequalities credit(s): 3

Examines the distribution of such social rewards as income, power, style of life, wealth, and prestige among members of a society. Also considers a variety of sociological explanations for the distribution of rewards; compares and contrasts stratification systems across societies. Fall, alternate years.

Fulfills the following degree requirement(s): SOSJ - Block B

Equivalent(s): SOCI 327

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior,

SOSJ 323 Elite and White Collar Deviance credit(s): 3

This course examines deviance and crimes committed by organizations and the rich and powerful. The nature, extent and societal effects of various types of elite and white collar deviance are examined. Spring, alternate years.

Fulfills the following degree requirement(s): SOSJ - Block B

Equivalent(s): CRIM 355, SOCI 355

Restriction(s):

Must be in the following Major(s): Criminal Justice, Criminology, Sociology

Must be the following Class(es): Sophomore, Junior, Senior

SOSJ 325 Inequality, Crime and Urban Life credit(s): 3

In this course, students will consider the problems of crime and inequality as intertwined. Students will also move beyond simplistic explanations of these problems and towards a more complex understanding of the relationships between social institutions - like criminal justice, economics, education, politics, and the media - and how these institutions collaborate (overtly and covertly) to reproduce crime and inequality in America's inner cities. Spring.

Fulfills the following degree requirement(s): SOSJ - Block B

Equivalent(s): CRIM 357, SOCI 357

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOSJ 326 African-American History credit(s): 3

This course explores the lives and experiences of African-Americans from the colonial era to the present. It focuses on communities, values, and traditions of redress that sustained these citizens, workers, parents, children, and activists.

Fulfills the following degree requirement(s): HIST - U.S. History, SOSJ - Block B

Equivalent(s): HIST 358

SOSJ 327 Sociology of Education credit(s): 3

This course is a sociological analysis of American Schools and Schooling, with a particular focus on social inequality. The course will investigate how race, class, and gender shape student experiences and the policy efforts that have been (and could be) attempted to alleviate student inequalities. Throughout the course we will address the fundamental tension between

the success of individuals and the collective good in education.

Fulfills the following degree requirement(s): SOSJ - Block B

Equivalent(s): SOCI 388

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOSJ 328 -isms: Racism, Classism, Sexism credit(s): 3

This course examines the intersections of race, class and gender with respect to a wide range of issues in the United States and in relationship to the transnational context. While emphasizing race, class and gender, other categories of difference (will be woven throughout sexuality, gender identity, disability, etc.). We will use an interdisciplinary lens to explore social stratification; globalization and neoliberalism; the historical process of racialization; and social class, sex, sexuality and gender across time, cultures, gender ideologies, and feminisms. We will analyze how race and ethnicity are reproduced, maintained, contested, and resisted in social relations, institutional structures, and cultural practices.

Fulfills the following degree requirement(s): SOSJ - Block B, Core: Social/Behavioral Sci

Equivalent(s): WGST 303

SOSJ 329 Third World Development credit(s): 3

Focus on political development in the Third World. After examining the making of the Third World through imperialism and colonialism, analyzes key political institutions (the state, political parties, the military), the international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - Latin American Studies, Fulfills the following degree require

Equivalent(s): INST 310, POLS 359

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOSJ 330 Mass Incarceration credit(s): 3

This course examines the causes and consequences of mass incarceration in the United States from a sociological perspective. Particular attention will be paid to racial/ethnic and socioeconomic inequalities in imprisonment. The impact of mass incarceration on incarcerated individuals, their families, and society, more broadly will be examined. Spring.

Equivalent(s): CRIM 358, SOCI 358

Fulfills the following degree requirement(s): SOSJ - Block B

SOSJ 339 Special Topics Block B credit(s): 1-4

Course repeatable for 6 credit(s).

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block B

SOSJ 341 Rights Justice and US Citizenship credit(s): 3

This course explores the history of citizenship in the United States from its founding in the Revolutionary era to the present. We will examine how and why the rights and obligations of citizenship have changed over time. We will also consider philosophical and theoretical frameworks involved in building and in understanding citizenship. And, significantly, we will explore the ways that Americans worked to democratize institutions that treated citizens differently because of race, ethnicity, class, national origin, or gender. This course is geared towards students interested in history, law, politics, ethnic studies, women's studies, and social movements. Fall, alternate years.

Fulfills the following degree requirement(s): HIST - U.S. History, SOSJ - Block C

Equivalent(s): HIST 367

Prerequisite(s): HIST 102 or HIST 112

SOSJ 342 Women and Politics credit(s): 3
History and dynamics of women's political movements (both conservative and liberal) in the U.S. Survey of women's current levels and styles of participation in U.S. government and politics. Offered annually.

Fulfills the following degree requirement(s): SOSJ - Block C

Equivalent(s): POLS 322, WGST 340

SOSJ 343 Race and Ethnicity Politics credit(s): 3
Examines the conditions facing selected racial and ethnic groups in the U.S., with African Americans being the primary case for analysis. Topics include the social construction of race and ethnicity, the wide range of political strategies and tactics employed by racial and ethnic groups in pursuit of equality, and U.S. immigration policy. Offered annually.

Fulfills the following degree requirement(s): SOSJ - Block C

Equivalent(s): POLS 326

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOSJ 344 Social Movements credit(s): 3
Social movements are often characterized by the spontaneous development of new norms and social organization that may contradict, reinterpret and/or challenge existing social arrangements. The purpose of this course is to examine social movement behavior, and their role in promoting social change and social justice.

Fulfills the following degree requirement(s): SOSJ - Block C

Equivalent(s): SOCI 334

SOSJ 345 Global Social Change credit(s): 3
This course examines social change and its implications for individuals and groups at the local and global level, and offers sociological perspectives on the political, economic, and cultural processes of globalization throughout the world, including Asia, Latin America, North America, Africa and the Middle East. This course explores the historical development of global capitalism with a focus on the changing relationships between markets, states, and civil societies and analyzes the forces that promote and resist these changes including migration, state violence, and social movements. Questions of power and inequality will be central to our approach, as we explore global social change through the lens of world-systems theory, neoliberalism, and neo-institutionalism. Offered every other year.

Fulfills the following degree requirement(s): BU - Marketing conc Req, SOSJ - Block C

Equivalent(s): SOCI 380

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

SOSJ 346 Tyranny to Democracy 21 C. credit(s): 3
Between 1974 and 2000 more than fifty countries in Southern Europe, Latin America, East Asia, and Eastern Europe shifted from authoritarian to democratic systems of government. This course examines the causes and nature of these democratic transitions and investigates several case studies of democratic transitions in different areas of the world; in order to understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation. Spring, alternate years.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, INST - European Studies, Fulfills the following degree requirement(s)

Equivalent(s): INST 392, POLS 368

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Immigration, race, and ethnicity in American History. We will discuss the factors that impelled our ancestors to leave the "Old Country" and the "New World" features that made it attractive. Where did they settle? How were they received? While considering ethnic identity, religion, assimilation, community, citizenship, work, gender, class, nativism, and exclusion, we will discover why it is important that we study not only our own roots, but also the background of others in this polyethnic nation.

Equivalent(s): HIST 351

Course repeatable for 6 credit(s).

Fulfills the following degree requirement(s): SOSJ - Block C

Students in this course will learn how to identify and navigate social and communicative contexts that affect writing and composing processes in organizational settings. To support their learning, students will write and read about writing in the workplace, critique samples of professional writing, and research workplace writing in situ, within an organization of their choosing.

Prerequisite(s): ENGL 101 and Core: Literature

Examination of the fundamentals of advocacy including argumentation theory, techniques of persuasion, refutation, and cross-examination. This course is open to both debate team members and anyone interested in improving their argumentation skills.

Equivalent(s): COMM 331

This course investigates the imperative of Christianity and other world religions to engage in respectful dialogue and mutual understanding; exposes pressing practical issues such as religious violence and divisive ideologies; and proposes a comparative theological perspective highlighting spiritual engagement, moral responsibility and reconciliation. Fall and Spring.

Fulfills the following degree requirement(s): RELI - Practical Theology, SOSJ - Block D, Core: Global Studies, Core: ?????

Equivalent(s): INST 304, RELI 334

In this course, we will approach writing for social action from a rhetorical perspective, focusing on purpose and audience as well as genre, form, and the craft of writing. Throughout the semester, you will be asked to analyze texts produced by contemporary and historical social movements and activists in order to discern best practices when advocating for a cause.

Fulfills the following degree requirement(s): ENGL - Writing, SOSJ - Block D

Equivalent(s): ENGL 309

Prerequisite(s): ENGL 101 or ENGL 103H or ENGL 200

Students integrate reporting and research with audio, video, photos and text to produce and design multimedia packages in a journalistic context. Students may utilize blogging, podcasting, social media and emerging media techniques. Some focus on analysis of the optimal platforms

for presenting journalistic content. Spring.

Fulfills the following degree requirement(s): SOSJ - Block D

Equivalent(s): JOUR 370

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

Prerequisite(s): JOUR 110 or SOSJ 160

SOSJ 379 Special Topics Block D

credit(s): 1-4

Course repeatable for 6 credit(s).

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block D

SOSJ 397 Special Topics

credit(s): 1-3

Course repeatable 3 time(s).

Topic to be determined by instructor.

SOSJ 410 Theories Solidarity and Social Just

credit(s): 3

This course is designed to fulfill one of the requirements of the Solidarity and Social Justice minor. It builds on the background provided by other courses in the SOSJ minor and the University Core by focusing more explicitly on the role public reason plays in the pursuit of solidarity and social justice. The course will ask "What is justice and how is it related to human solidarity? How do we ground claims about solidarity and social justice through an appeal to reason? What role should reason play in shaping our models of justice and what role can it play in the promotion of solidarity and social justice?"

Fulfills the following degree requirement(s): PHIL - Ethics or Political, SOSJ - Block A, Core: Core Integration Seminar

Equivalent(s): PHIL 408, PHIL 462

Restriction(s):

Must be in the following Minor(s): Solidarity and Social Justice

Prerequisite(s): PHIL 201

SOSJ 412 Ancient Concepts of Justice

credit(s): 3

Many modern theories of social justice rest upon models developed in classical antiquity. Similarly, many modern institutions and laws relating to justice have ancient precursors. This course examines major classical texts dealing with justice: selected pre-Socratic texts; Plato, Republic; Thucydides, History of Peloponnesian war, Aristotle, Nicomachean Ethics, Book V, selections from Cicero; selections from other Hellenistic and late Roman authors (including Augustine).

Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course, CLAS - Rome course, PHIL

Equivalent(s): PHIL 414, PHIL 481

Prerequisite(s): PHIL 201

SOSJ 419 Special Topics Block A

credit(s): 1-3

Course repeatable 3 time(s).

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block A

SOSJ 432 Core Integration Seminar:

credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way

that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

SOSJ 439 Special Topics Block B credit(s): 1-3

Course repeatable 3 time(s).

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block B

Restriction(s):

Must be the following Class(es): Freshman, Sophomore,

SOSJ 459 Special Topics Block C credit(s): 1-3

Course repeatable 3 time(s).

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block C

SOSJ 464 Communication and Leadership credit(s): 3

A critical examination of the reciprocity between effective communication and successful leadership. Includes a historical examination of leadership styles, theories, and research.

Includes an analysis of motivation, power, and organizational culture, with writing and speaking assignments designed to cultivate leadership skills. Fall.

Fulfills the following degree requirement(s): SOSJ - Block D

Equivalent(s): COMM 401

Restriction(s):

Must be the following Class(es): Junior, Senior

SOSJ 465 Justice and Arts of Civic Life credit(s): 3

Ethical communication and intentional civic engagement fosters vibrant democratic life. As civic actors, we deliberate and contest policies, advocate for justice, and attempt to foster cooperation among a multiplicity of voices. This course synthesizes theories of ethics that students grapple with to examine relationships between rhetoric, democracy, and justice. Specifically, we will address questions of how we should practice rhetoric in ways that refine our capacities for ethical discernment, build inclusive communities, promote social justice, and ultimately enrich democratic life. Spring.

Fulfills the following degree requirement(s): SOSJ - Block D

Equivalent(s): COMM 450

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): COMM 340, minimum grade: C

SOSJ 466 Intersectional Communication credit(s): 3

The study of communication and culture in a global world cannot and must not be apolitical, ahistorical, or blind to the messy entanglements of power and privilege. Therefore, this course will focus on the intersections between critical race theory, feminist theory, and critical intercultural communication in order to interrogate and examine the ways in which our social identities and locations affect the contexts of our lives including our opportunities, relationships, and overall understanding of the world. Specifically, this course will engage the work of Black Feminist scholars and ongoing scholarly conversations on intersectionality to analyze intercultural encounters and engagement. Fall.

Fulfills the following degree requirement(s): INST - Interactions, SOSJ - Block D

Equivalent(s): COMM 430, INST 430

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): COMM 320, minimum grade: C or COMM 340, minimum grade: C or COMM 370, minimum grade: C

SOSJ 479 Special Topics Block D

credit(s): 1-3

Course repeatable 3 time.

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block D

SOSJ 497 Internship

credit(s): 0-6

Course repeatable for 6 credit(s).

Practical experience working within a variety of settings related to the fields of solidarity and social justice. Internships are individually arranged.

SOSJ 499 Solidarity and Social Jus Praxis

credit(s): 3

Students taking this capstone course will participate in a semester-long internship for a justice-oriented organization. As a "praxis" course, the goal is for students to combine action with reflection and understanding. Students will meet weekly to reflect on their practical internship experience and integrate empirical and theoretical information.

Restriction(s):

Must be in the following Minor (s): Solidarity and Social Justice

Theatre and Dance

Interim Chair: Patricia Terry

Associate Professors: K. Jeffs, S. Ostersmith, C. Pepiton, L. Stamoolis

Lecturers: P. Erickson, A. Bhatia **Adjuncts:** S. Fealk, K. Parbon, C. Forthun-Bruner

The department offers two majors and two minors:

Bachelor of Arts, Theatre Arts major

(required concentration in either Performance or Design, Technology, and Management [DTM])

Bachelor of Arts, Dance major

(required concentration in either Dance Pedagogy or Performance)

Minor in Theatre Arts

Minor in Dance

Since the earliest human civilizations, theatre and dance have been integral to the fabric of human communication. The process of performance is woven into personal, community, business, artistic, and religious life - and into the dialogue among the cultures and nations of the world.

Critical examination of this process describes, interprets, and evaluates these relationships. As faculty in the Department of Theatre & Dance, we seek to assist students in becoming effective, creative, and ethically responsible communicators who can understand theoretical choices and design, express, interpret, and critically evaluate oral, written, nonverbal, and electronically mediated messages.

Theatre & Dance, as an academic discipline, draws upon the humanities, the social and natural sciences, and the professions. The curriculum is both conceptual and applied. Courses prepare for an in-depth exploration of one or more areas of inquiry. Teaching and learning methods combine lectures, seminars, workshops, production, and performance. Theatre & Dance at Gonzaga reflects the Jesuit Catholic character and liberal arts tradition of the institution.

Mission Statement

The Theatre & Dance Department at Gonzaga University is committed to training and developing artists who confront the important issues of our lives through their engagement with the art forms of live theatre and dance.

Students study and critically reflect on a broad range of literature, theatrical forms, and techniques in order to promote an active engagement with the foundations of our culture and to promote the formation of a character that reflects the faith and justice mission of Gonzaga University. The intended outcome of this study and reflection is to provide service to our audience and the broader community and to promote the pursuit for social justice.

Our purpose is to serve young artists hoping to apply disciplined training and thoughtful work to search for justice and the greater good of those around them.

Students interested in a minor that combines the strengths of theatre, dance, visual arts, and music should visit the [Interdisciplinary Arts](#) page for more information about the Interdisciplinary Arts Minor.

Master of Arts in Communication and Leadership Studies (COML) and Master of Arts in Organizational Leadership (ORGL) 4+1 Program:

Majors interested in pursuing a Master of Arts in Communication and Leadership Studies (COML) or a Master of Arts in Organizational Leadership (ORGL) may apply to the graduate program at the end of the academic year immediately preceding their final year of undergraduate study. Those who meet the COML or ORGL admissions standards will be granted provisional acceptance. During their final year of undergraduate study, these students will be able to enroll in up to six graduate-level COML or ORGL credits in addition to their undergraduate course load, with no additional or separate charge for graduate credits. "4+ 1" students will be limited to a maximum of 18 credits per semester, including graduate credits, in each of the two semesters of their final year of undergraduate study.

B.A. Major in Theatre Arts: 44-49 credits

Lower Division

<u>THEA 200</u> Theatre History	3 credits
<u>THEA 111</u> Acting I	4 credits
<u>THEA 202</u> Performance Text Analysis	3 credits
<u>THEA 216</u> Acting II	4 credits
<u>THEA 235</u> Design Process	3 credits
<u>THEA 253</u> Directing I	3 credits
<u>THEA 260</u> Production Lab	2 credits
<u>THEA 261</u> Performance Lab	2 credits
Two of the following six Courses:	6-7 credits
<u>THEA 132</u> Stagecraft	
<u>THEA 134</u> Costume Construction	

THEA 237 Costume and Fashion Design

THEA 239 Lighting Design

THEA 287 Allied Arts

THEA 332 Scenic Design

Minimum of two credits from the following Courses: 2 credits

THEA 120 Voice and Movement

THEA 124 / DANC 115 Ballet I

THEA 125 / DANC 105 Jazz Dance I

THEA 224 / DANC 110 Contemporary Modern Dance I

THEA 230 Topics in Dance

THEA 320 / DANC 215 Ballet II

THEA 321 Jazz Dance II

THEA 322 Musical Theatre Dance

THEA 323 Urban Dance

Upper Division

THEA 354 Directing II 3 credits

THEA 497 Internship 1-3 credits

THEA 498 Senior Project I 1 credit

THEA 499 Senior Project II 1 credit

Students must select one of two concentrations: 8-9 credits

Performance concentration: 9 credits

Two of the following Three Courses:

THEA 240 Theatre for Young Audiences 3 credits

THEA 280 Shakespeare in Performance 3 credits

THEA 316 Acting for the Camera 4 credits

Two (2) credits from the following Courses: 2 credits

THEA 261 Performance Lab

THEA 490-THEA 494 Directed Studies

***Design, Technology, & Management
(DTM) concentration:*** 8-9 credits

One of the following five Courses: 3 credits

THEA 134 Costume Construction

THEA 237 Costume and Fashion Design

THEA 239 Lighting Design

THEA 287 Allied Arts

THEA 332 Scenic Design

One of the following Courses: 3-4 credits

BRCO 204/BRCO 204L Audio Production

BRCO 303 Intermediate Television Production

Two (2) credits from the following Courses: 2 credits

THEA 260 Production Lab

THEA 490-494 Directed Studies

B.A. Major in Dance: 35 credits

Lower Division (14 credits)

THEA 122 Interdisciplinary Arts 3 credit

DANC 170/THEA 227 Principles of Dance Conditioning 3 credit

THEA 260 Production Lab 1 credit

DANC 270/THEA 228 Dance History 3 credit

Two of the following technique/practice Courses: 4 credit

DANC 105/THEA 125 Jazz I

DANC 110/THEA 224 Contemporary Modern I

DANC 115/THEA 124 Ballet I

DANC 205/THEA 125 Jazz II
DANC 210/THEA 224 Contemporary Modern II
DANC 215/THEA 226 Ballet II

Upper Division (13 credits)

Two of the following courses or 3-credit combinations. 6 credit
 DANC 300/THEA 322 Musical Theatre Dance 3 credit
 DANC 301/THEA 323 Pop Culture Dance 3 credit
 DANC 305/THEA 321 Jazz III + 2 credit
 DANC 405/THEA 321 Jazz Performance 1 credit
 DANC 310/THEA 324 Contemporary Modern III + 2 credit
DANC 410/THEA 324 Contemporary Modern
 Performance 1 credit
DANC 315/THEA 320 Ballet III + 2 credit
DANC 415/THEA 320 Ballet Performance 1 credit
 DANC 465/THEA 425 Choreography 3 credit
 DANC 470/THEA 496 Strategies for Dance Instruction 3 credit
 DANC 455/THEA 498 Dance Senior Seminar 1 credit
 One of two concentrations:

***Dance Pedagogy concentration:* 8 credits**

THEA 426 / DANC 460 Advanced Composition and Production 2 credits
THEA 496B / DANC 471 Strategies for Dance Instruction II 2 credits
 Electives: 4 credits

EDPE 311Exercise & Sport Instruction Methods 3 c
EDTE 201Learning Theories 3 c
EDTE 221EDifferentiation Instruction/Assessment 4 c
DANC 150Dance: Culture and Art 3 c
DANC 466/THEA 426 Advanced Composition 1 c
THEA 260Production Lab 1 c
THEA 237Costume Design 3 c
THEA 239Lighting Design 3 c
THEA 497Internship (not to exceed 3 credits) 1-3

*****Students taking EDTE 221E must enroll concurrently***

in DANC 365 or DANC 465.

*****Students taking EDPE 311 may have EDPE 190 prerequisite w***

Performance concentration:

8 credits

Required:

DANC 460/THEA 426 Advanced Dance Production 1 credit

DANC 466/THEA 426 Advanced Composition 1 credit

One of the following:

DANC 305/THEA 125 Jazz III 2 credits

DANC 310/THEA 224 Contemporary/Modern III 2 credits

DANC 315/THEA 226 Ballet III 2 credits

Electives: 4 credits

EDPE 224Nutrition for Health and Fitness 3 credits

DANC 355, 405, 410, or 415 1-3 credits

DANC 471/THEA 496B Applied Dance Field
Instruction 2 credits

THEA 120Voice and Movement 3 credits

THEA 239Lighting Design 3 credits

THEA 261Performance Lab 1 credit

THEA 497Internship 1-3 credits

Minor in Theatre Arts: 20-21 credits

Lower Division

THEA 100 Introduction to Theatre Arts 3 credits

THEA 111 Acting I 4 credits

One of the following three Courses: 3-4 credits

THEA 132 Stagecraft

THEA 134 Costume Construction

THEA 237 Costume and Fashion Design

THEA 200 Theatre History 3 credits

THEA 235 Design Process 3 credits

THEA 261 Performance Lab 1 credit

Upper Division

One of the following three Courses: 3 credits

THEA 240 Theatre for Young Audiences

THEA 253 Directing I

THEA 332 Scenic Design

Minor in Dance: 20 credits

Lower Division 11 credits

One of the following theory/practices:

DANC 170/THEA 227 Principles of Dance Conditioning 3 credits

THEA 122 Interdisciplinary Arts 3 credits

Two of the following six technique/practice Courses:

DANC 105/THEA 125 Jazz I 2 credits

DANC 110/THEA 224 Contemporary/Modern I 2 credits

DANC 115/THEA 124 Ballet I 2 credits

DANC 205/THEA 125 Jazz II 2 credits

DANC 210/THEA 224 Contemporary/Modern II 2 credits

DANC 215/THEA 226 Ballet II 2 credits

DANC 270/THEA 228 Dance History 3 credits

THEA 260 Production Lab 1 credit

Upper Division 9 credits

One of the following 3-credit performances: 3 credits

DANC 300/THEA 322 Musical Theatre Dance 3 credits

DANC 301/THEA 323 Pop Culture Dance 3 credits

DANC 305/THEA 321 Jazz III + 2 credits +

DANC 405/THEA 321 Jazz Performance 1 credit

DANC 310/THEA 324 Contemporary/Modern III + 2 credits +

DANC 410/THEA 324 Contemporary/Modern Performance 1 credit

DANC 315/THEA 320 Ballet III + 2 credits +

DANC 415/THEA 320 Ballet Performance 1 credit

DANC 465/THEA 425 Choreography 3 credits
 DANC 470/THEA 496 Strategies for Dance Instruction 3 credits

Courses:

THEA 100 Introduction to Theatre Arts credit(s): 3

An introductory survey of the history, aesthetics, and literature of the theatre, and the various areas of theatrical production. Fall and Spring.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

THEA 102 Dance: Culture and Art credit(s): 3

This course introduces dance as a social form present in all cultures and as an art form composed for the stage. This course provides the necessary skills and understanding for an appreciation of the social, physical, and artistic qualities of dance through various cultures. Somatic learning of social/ballroom dance forms is paired with cognitive and emotional understanding of the countries and cultures from which they were derived. Students will also study the concepts of leading and following, the transition from social to concert dance as a global phenomenon, and gain an understanding of dance from a global perspective.

Fulfills the following degree requirement(s): Core: Fine Arts and Design, Core: Global Studies

THEA 111 Acting I credit(s): 4

An introduction to the techniques of dramatic expression utilizing the body, voice, and imagination. Structured play exercise helps the beginner to overcome physical/vocal inhibitions, and develop a sense of trust and teamwork within the group. Scene work is approached using beats, intentions, scores of physical actions, obstacles, and subtext. The class concludes with a recital to provide practical experience in rehearsal and performance. Fall and Spring.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Equivalent(s): THEA 211

THEA 120 Voice and Movement credit(s): 3

An introduction to expressively engaging the entire physical instrument in life and performance. Coursework focuses on a variety of techniques designed to develop an increased range of physical and vocal expression. The course features experimentation in a studio setting and practical/creative application through rehearsal and performance. Fall, odd years.

THEA 122 Interdisciplinary Arts credit(s): 3

This course uses concepts of theatre-, dance-, and visual arts-based research to solve problems. Students will be exposed, through lecture and assignments, to theories and methods from each art form and will learn to integrate the art forms to explore complex concepts through performance. Fall.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

THEA 124 Ballet I credit(s): 2

Course repeatable for 8 credit(s).

Beginning instruction in ballet. This course includes the technique, vocabulary and history of classical ballet. May be repeated. Fall.

Equivalent(s): THEA 120

THEA 125 Jazz Dance I credit(s): 2

Course repeatable for 8 credit(s).

Beginning and continuing instruction in jazz dance. This course includes the technique, vocabulary and history of the genre. May be repeated. Fall.

THEA 130 Topics in Dance credit(s): 1-2

Course repeatable for 6 credit(s).

Advanced courses, visiting artists, cultural dance. Periodic offering.

THEA 132 Stagecraft credit(s): 4

The theory and practice of the construction and painting of scenery and props, the fundamentals of stage lighting, and the organization of technical work in the theatre. Includes a lab component. Fall.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Equivalent(s): THEA 232

THEA 134 Costume Construction

credit(s): 3

In this class we will seek to understand the overall breadth of the field, with an introduction to its areas of specialization; beginning stitching, patterning, and crafting techniques, and individual contributions to the work of the Gonzaga Costume Shop, as well as a personal construction project. Fall.

THEA 190 Directed Study

credit(s): 1-3

Course repeatable for 6 credit(s).

Topic to be determined by faculty.

THEA 193 First Year Seminar:

credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

THEA 200 Theatre History

credit(s): 3

A study of the theatre as an expression of life and culture from a primitive ritual to the 21st century. Theatre literature, performance practice, and theatre architecture will be studied within the larger context of the culture form which the various types of theatrical expression are derived. Fall, odd years.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

THEA 202 Performance Text Analysis

credit(s): 3

This course will provide students with the necessary tools to create—and support other students in the creation of—critical analyses of plays and productions. Through textbook readings designed to provide students with access to the creative process, published play readings engineered to highlight successful analytical lenses and practices, and exercises devised to tap into different modes of creative generation, students will discover multiple methodologies for performance text analysis. Students will learn to give and receive effective feedback. By the end of the semester, students will complete several full performance text analyses and contribute directly to the making of a live performance.

Fulfills the following degree requirement(s): Core: Writing Enriched

THEA 216 Acting II

credit(s): 4

An intensive study of the acting process building on skills developed in Acting I (THEA 111).

The course focuses on character development in psychological realism and other modern forms and is intended to expand the actor's range with both scene and monologue work, as well as to expand skills in voice/body integration and script analysis. Spring.

Prerequisite(s): THEA 111

THEA 222 E-Portfolio

credit(s): 0

Course repeatable 12 time.

In this zero credit course taken each fall of sophomore and junior years, Interdisciplinary Arts Minor students will submit work from the year before into an e-portfolio format. This will be reviewed by the Director and the student in a scheduled meeting, reviewing ideas for the senior synthesis project and ensuring they are on track with coursework.

- THEA 224 Contemporary Modern Dance I** **credit(s): 2**
 Course repeatable for 8 credit(s).
 Analysis and theory of modern dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of modern dance and its past and present pioneers. Fall.
- THEA 226 Accelerated Dance Technique** **credit(s): 2**
 Course repeatable for 8 credit(s).
 A continued study of ballet with an emphasis on artistry, choreography and intermediate level technique. Includes a critical analysis of past and present classical dance works. Completion of THEA 124 Ballet I recommended. May be repeated. Fall and Spring.
- THEA 227 Principles of Dance Conditioning** **credit(s): 3**
 This course will provide student dancers scientific information for understanding the human body, injury prevention and enhanced longevity and performance. Students will be given the tools to connect the anatomy and physiology of the body to dance while performing practical exercises to allow application of the knowledge learned. Spring, even years.
- THEA 228 Dance History** **credit(s): 3**
 This course will look at dance as a reflection of culture and as an art form from earliest societies to the present, focusing primarily on western dance history. Fall.
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
Equivalent(s): THEA 424
- THEA 230 Topics in Dance** **credit(s): 1-2**
 Course repeatable for 6 credit(s).
 Topic to be determined by instructor. Periodic offering.
- THEA 235 Design Process** **credit(s): 3**
 This course covers the fundamentals of the process of designing for the theatre - developing the design from the initial script study through the collaborative process in design meetings. Learning how to "see" and developing points of view and approaches are studied. The course will also cover the business of design, working in regional theatres and other professional venues. Fall, even years.
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
- THEA 237 Costume and Fashion Design** **credit(s): 3**
 This course examines the role of costume design in the performance storytelling process for stage and fashion. Utilizing classic design principles and tools, including color theory and artistic media, we will explore turning texts into visual images through script analysis, character interpretation, use of historical dress, and artistic inspirations. Spring.
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
- THEA 239 Lighting Design** **credit(s): 3**
 An introduction to the technical procedures, equipment, organization, drafting, and design principles of theatrical lighting. Students will design and execute lighting for main stage productions. Spring.
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
- THEA 240 Theatre for Young Audiences** **credit(s): 3**
 An introduction to the artistic, pedagogical, and entrepreneurial methods for producing theatre for (and with) young audiences. Coursework features practical rehearsal and performance, a survey of major Theatre for Young Audience plays, applied theatre techniques, and curriculum development. This class is intended for students seeking to become teachers (inside and outside of theatre arts classrooms) and those interested in performing for K-12 audiences. Spring, even years.
 Fulfills the following degree requirement(s): Core: Fine Arts and Design

credit(s): 3

Equivalent(s): THEA 453

Must be the following Class(es): Sophomore, Junior, Senior

THEA 260 Production Lab

credit(s): 1

Introductory level participation in one or more phases of the design, technology, and management (DTM) production process (set construction, costume construction, lighting, sound, etc.) Spring and Fall.

THEA 261 Performance Lab

credit(s): 1

Performance of a role in a main stage theatre production. Spring and Fall.

THEA 280 Shakespeare in Performance

credit(s): 3

An introductory study of contemporary acting methods used to perform Shakespeare's plays. Emphasis is placed on balancing Elizabethan language and staging conventions with today's psychological realism. The course focuses on character development, physical and vocal techniques for the actor, use of verse and prose, delivery of soliloquies, and script analysis. Students will engage with both scene and monologue work. The course is intended to expand the actor's range as well as the reader's understanding of Shakespeare's work for the live stage.

THEA 287 Allied Arts

credit(s): 3

The goal of the artist in a theatrical production is simple: to make the audience believe. To that end, it is the responsibility of the scenic artist to create the illusion that rough plywood surfaces are in fact brick walls, or that a masonite floor is instead a cobblestone walkway. This class will explore scenic painting techniques, foam carving, and specialty prop design. Topics include the role of the scenic artist in the production process. Additional emphasis will be placed on faux painting techniques and trompe l'oeil painting.

This course is an intermediate studio class exploring the techniques and processes of scenic painting and crafts that encompass skills necessary for theatre and theatre production projects. Tools, materials and painting techniques will be demonstrated by the instructor and explored and executed by the student. Scenic painting does not arrive from your imagination alone. Research into surfaces and light will be necessary to apply the skills of painting.

THEA 290 Directed Study

credit(s): 1-3

Topic to be determined by faculty.

THEA 293 Special Topics

credit(s): 1-4

Topic to be determined by Instructor.

THEA 294 **Special Topics**

credit(s): 1-3

Topic to be determined by Instructor.

THEA 316 Acting For The Camera

credit(s): 4

With experience of basic acting techniques in hand, the student actor works in front of the camera to meet the challenges of electronic media. Simplicity of presentation, performance of the authentic person, and active listening are key skills. Work is in a variety of forms, from

feature films to public service announcements. The class concludes with a public showing of student work. Periodic offering.

Prerequisite(s): THEA 111

THEA 320 Ballet II

credit(s): 3

Course repeatable for 8 credit(s).

This intermediate course in ballet focuses on technique, vocabulary, and choreography. Student participants in public performance. Spring.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Prerequisite(s): THEA 124 or THEA 226

THEA 321 Jazz Dance II

credit(s): 3

Course repeatable for 9 credit(s).

This intermediate course in jazz dance focuses on technique, vocabulary, choreography and performance studies. Dancers participate in public performances of the spring dance concert. Spring.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Prerequisite(s): THEA 125

THEA 322 Musical Theatre Dance

credit(s): 3

Course repeatable 2 time(s).

Examination of the unique history of musical theatre dance. Practice in the techniques and choreographic styles required for performance in musicals. Dancer will participate in the annual spring dance concert. Spring, even years.

THEA 323 Urban Dance

credit(s): 3

Course repeatable 3 time(s).

This intermediate dance course introduces the history and physical styles of hip hop, fusion, funk and world dance. This performance based course includes a public performance in the spring dance concert. Completion of THEA 125 Jazz I recommended. Spring, odd years.

THEA 324 Modern Dance II

credit(s): 3

Course repeatable 1 time.

This intermediate course in modern dance focuses on technique, movement exploration, choreography and performance studies. Dancers participate in public performances of the spring dance concert. Spring.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Prerequisite(s): THEA 224

THEA 330 Topics in Dance

credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by Instructor. Periodic Offering.

THEA 332 Scenic Design

credit(s): 3

Theory and application of the process used to design theatrical scenery. Students will begin to develop and apply skills in script analysis, theatre drafting, model building, collage, and research techniques with the intent to design scenery for live theatre performance. Fall, odd years.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

THEA 354 Directing II

credit(s): 3

With a foundation in conceptualization, play analysis, actor communication, and design, student directors will create a vision for a short play. Student directors cast their shows and collaborate with a design team to realize the production in a public performance. Emphasis is placed on building conceptually rich, unified productions and the development of an individual creative voice. Spring.

Prerequisite(s): THEA 253

THEA 390 Directed Study credit(s): 1-4

Course repeatable for 6 credit(s).

Topic to be determined by faculty.

THEA 425 Choreography credit(s): 3

Course repeatable for 6 credit(s).

Dynamics, rhythm, design, motivation, gesture and improvisation are explored as basic elements for building dance. Final project is a public performance of choreographic work. Spring.

THEA 426 Advanced Composition and Production credit(s): 2

Course repeatable for 4 credit(s).

This course builds on the coursework from THEA 425. With a foundation in dance conceptualization, analysis, communication, and choreography, students will create advanced compositions and learn from the production of the Fall Dance Concert. Emphasis is placed on building conceptually rich, unified productions and the development of an individual creative voice while learning what it takes to produce a professional dance concert with guest artists. Fall.

Prerequisite(s): THEA 425, minimum grade: B

THEA 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

THEA 440 Playwriting credit(s): 3

This course is designed to provide students with the necessary tools to create dramatic texts for reading and performance. Through play reading assignments and exercises devised to tap into different modes of creative generation, students will discover methodologies for developing new work. Students will hear their work read by actors in a 10-minute play festival. By the end of the semester, students will complete a short one-act play. Fall, even years.

Fulfills the following degree requirement(s): ENGL - Writing

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

THEA 480 Theatre Seminar credit(s): 1-4

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Permission from Department Chair required. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

THEA 481 Theatre Seminar credit(s): 1-3

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Permission from Department Chair required. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

THEA 482 Theatre Seminar credit(s): 1-3

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Permission from Department Chair required.

Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

THEA 483 Theatre Seminar credit(s): 1-3

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

THEA 484 Theatre Seminar credit(s): 1

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

THEA 485 Theatre Seminar credit(s): 1-3

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

THEA 486 Theatre Seminar credit(s): 1-3

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

THEA 487 Theatre Seminar credit(s): 1-3

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

THEA 488 Theatre Seminar credit(s): 1-3

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Pre-requisite: permission of instructor. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

THEA 489 Theatre Seminar credit(s): 1-6

Course repeatable for 6 credit(s).

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

THEA 490 Directed Study credit(s): 1-3

Course repeatable for 6 credit(s).

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design or directing.

THEA 491 Directed Study credit(s): 1-2

Course repeatable for 6 credit(s).

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design or directing.

THEA 492 Directed Study credit(s): 1-3

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design or directing.

THEA 493 Directed Study credit(s): 1-2

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design, or directing.

THEA 494 Directed Study credit(s): 1-2

Course repeatable for 6 credit(s).

Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design or directing.

Fulfills the following degree requirement(s): Core: Fine Arts and Design

THEA 496A Strategies: Dance Instruct I credit(s): 3

In the first part of this year-long course, students will learn a variety of teaching styles and strategies, curriculum planning and evaluation methods, and then will have the opportunity to develop their own teaching style through a service learning teaching component. Emphasis is placed on learning to build a positive classroom environment while meeting the needs of various levels of dance students. Fall.

Restriction(s):

Must be the following Class(es): Sophomore, Junior, Senior

THEA 496B Strategies for Dance Instruction II credit(s): 2

Continuation of THEA 496A. Students will continue exploring a variety of teaching styles and strategies, curriculum planning and evaluation methods, while preparing their ZagDancers for their final performance. Spring.

Prerequisite(s): THEA 496A

THEA 497 Internship credit(s): 1-3

Course repeatable for 9 credit(s).

Professional work experience in theatre related field. Fall, Spring, and Summer.

THEA 498 Senior Project I credit(s): 1

A career preparation and individual artistic development experience in a cohort and mentorship setting. Students will engage in self-initiated as well as guided exercises to prepare for life and career after graduation. Development of senior project, to be completed in THEA 499 in the spring. Fall.

THEA 499 Senior Project II credit(s): 1

A continuation of THEA 498 with more emphasis placed on implementing a senior project in partial fulfillment of the department's major requirements. Spring.

Prerequisite(s): THEA 498

Visual Literacy

Program Directors: Susan English, Shalon Parker

The program offers one minor:

Minor in Visual Literacy

The Visual Literacy minor focuses on an interdisciplinary approach to studying photographic and video arts, photojournalism, and documentary film. The minor gives students models for thinking critically about the interpretation and impact of images in society and artistic creation, and the evolving role of video in online news and social media. The curriculum integrates experiential learning with the theories and ethics of artistic and journalistic visual creation.

Minor in Visual Literacy: 18-19 credits

Lower Division

INMD 101 Media Literacy 3 credits

One of the following two options: 3 credits

VART 170 Photographic Art⁽¹⁾

JOUR 270 Photojournalism

One of the following two options: 3 credits

VART 112 Digital Art Foundations ⁽²⁾

JOUR 280 Design and Editing

Upper Division

VART 472 Creative Filmmaking 4 credits

JOUR 470 Documentary Filmmaking 3 credits

One of the following two options: 3 credits

VART 408 History of Photography

BRCO 320 Image Communication

See the Undergraduate Catalog department sections for individual course descriptions.

(1) Students majoring or minoring in Journalism must take VART 170 to satisfy this requirement.

(2) Students majoring in Journalism must take VART 112 to satisfy this requirement.

*Note: Students using JOUR 470 and/or BRCO 320 to satisfy the Visual Literacy minor requirements, may not also use the courses for an upper-division BRCO, JOUR or PRLS elective course required for Broadcast & Electronic Media Studies, Journalism, or Public Relations majors and minors.

Women's and Gender Studies

Chair: S. Diaz

Associate Professor: S. Diaz

Assistant Professor: N. Rodriguez-Coss

The program offers one minor:

Minor in Women's and Gender Studies

Gonzaga's Women's and Gender Studies Department is an inter- and multi-disciplinary program that employs critical feminist theories and methodologies to foster transformative understanding of the intersections of gender, race, ethnicity, sexuality, and class among other socially defined identities. Using gender as a central analytic, we examine and question systems of power, inequality, and injustice and their role in shaping lived experiences of persons, locally, nationally, globally. We foster an ethical and intellectual commitment to dismantle sexism, heterosexism, and other dimensions of intersecting oppressions such as racism and classism. Our faculty empower students to imagine a more just future and equip them with the tools to collectively enact it.

The program offers a twenty-one credit minor in Women's and Gender Studies. There are three required Courses: WGST 201 or WGST 202, WGST 401, and WGST 499. Students also select four elective courses from inside the department or from several disciplines, including english literature, history,

philosophy, political science, religious studies, and sociology. A maximum of six elective credits may be lower-division courses with a WGST number. Further, a maximum of six elective credits may be component courses (“C” suffix), with the remainder of electives being upper division electives with a WGST number or full women’s studies courses.

Full women’s studies courses systematically use the methods, themes, and approaches of feminist scholarship throughout the semester. In component courses, one-third to one-half of the course material addresses gender issues and/or uses feminist perspectives. A maximum of nine credits may be taken in any one discipline. WGST 401 will not be included in this count.

Minor in Women’s and Gender Studies: 21 credits

Lower Division

One of the following two courses 3 credits

WGST 201 Sex, Gender, and Society

WGST 202 Gender, Difference and Power

WGST 200 Level Electives 0-6 credits

Upper Division

WGST 300 Level and above electives 6-12 credits

WGST 401 Feminist Thought 3 credits

WGST 499 Symposium 3 credits

Note: Component courses have a “C” suffix.

Courses:

WGST 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga’s Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

Equivalent(s): SOSJ 220

This course will examine the construction and practice of gender in various contexts, with an emphasis on the intersection of gender, race, sexuality, nationality, and (dis)ability. Using an interdisciplinary methodology to understand, analyze and critique gendered power dynamics in society from a sociological, political, anthropological, and historical perspective, this course specifically explores topics such as cultural performances of feminine and masculine behavior, sexuality, women's rights, militarism, family life, globalization, environmental issues, representation, and social change.

In the digital media age popular culture saturates many aspects of everyday life. This course is a critical examination of the ways popular culture generates and shapes images of gender, race/-ethnicity, class, and sexuality. In order to understand how popular cultural shapes understandings of and attitudes towards gender, the course will pay special attention to the ways femininity and masculinity are represented and contested in multiple forms of commercial media and independent popular culture including music, film, television, print media, video games, news, sports, social media, and various "objects" of material culture, such as food, toys, and clothing. The course will use cultural studies methods to examine the production, meanings, and social uses of popular culture by multiple communities in local and global contexts.

This course introduces student to literacy study through the exploration of gender in the major genres of literature (poetry, fiction, and drama).

WGST 220	Studies in Literature and Gender	credit(s): 3

genre or may include several genres.

WGST 221	Literature and Film	credit(s): 3

to "read" films critically and appreciatively.

Equivalent(s): ENGL 204

This course introduces students to the diverse nature of multicultural literature while helping them develop increasingly complex understandings of the continually evolving issues connected to national and international discourses on race and ethnicity, as well as gender and sexuality. We will explore the ways in which literature contributes to the definition and redefinition of individual and collective identities from multiple perspectives.

An expository writing course designed to help students express themselves more effectively. A majority of readings and writing assignments will have a thematic focus on women's and gender issues.

Explores several approaches to ethics, including a feminist perspective, considering how each theoretical approach is grounded. Examines the process of ethical decision-making and how

gender affects how we approach ethical issues. Contemporary ethical issues are examined, some of which are gender-related.

Prerequisite(s): PHIL 101 and PHIL 201

WGST 251 Fem Interpretation of Hebrew Bible credit(s): 3

This course introduces students to the Hebrew Bible with special attention given to texts dealing with women.

Fulfills the following degree requirement(s): Core: Christian or Catholic

Equivalent(s): RELI 203

WGST 252 Feminist Christian Doctrine credit(s): 3

An introduction to the academic discipline of Christian theology, and the way in which the Christian community makes believing possible and meaningful for contemporary people of faith. Particular attention is given to the impact of feminist scholarship on the doing of Christian theology.

Fulfills the following degree requirement(s): RELI - Systematic Theology, RELI - Women and Theology, Core: Christian or Catholic

Equivalent(s): RELI 252

WGST 255 Women in Catholicism credit(s): 3

The focus of this course is to examine the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II. Feminist theology will provide the lens for examining the role of women in the church in both historical and contemporary situations.

Fulfills the following degree requirement(s): RELI - Systematic Theology

Equivalent(s): WOMS 255

WGST 271C Western Civilization I credit(s): 3

An introduction to women and men in the civilizations in the Mediterranean region and Europe from circa 3100 BC to AD 1648 with a focus on political, social, economic, religious and cultural matters. This course will highlight individual and group ideas, institutions, and events which have contributed to western society.

Fulfills the following degree requirement(s): Core: History

WGST 280 Special Topics credit(s): 1-3

Course repeatable for 12 credit(s).

Topic to be determined by faculty.

WGST 303 -isms: Racism, Classism, Sexism credit(s): 3

This course examines the intersections of race, class and gender with respect to a wide range of issues in the United States and in relationship to the transnational context. While emphasizing race, class and gender, other categories of difference will be woven throughout (sexuality, gender identity, disability, etc.). We will use an interdisciplinary lens to explore social stratification; globalization and neoliberalism; the historical process of racialization; social class, sex, sexuality, gender across time, cultures, gender ideologies, and feminisms. We will analyze how race and ethnicity are reproduced, maintained, contested, resisted in social relations, institutional structures, and cultural practices.

Fulfills the following degree requirement(s): SOSJ - Block B, Core: Social/Behavioral Sci

Equivalent(s): SOSJ 328

WGST 321C American Literature I credit(s): 3

This course examines a variety of genres in American literature through the 1840s: essays, novels, short stories, sermons, poems, women's captivity narratives, and autobiographies. The course will move from Spanish and Native American narratives of contact to the self-questioning of Puritan writers and the mythologizing tendencies of Crèvecoeur, Franklin, Cooper, and later writers. In exploring Native American and African American texts as well as works by Emerson

and Hawthorne, students will consider the ways in which gender and race help to shape an American literary canon.

Fulfills the following degree requirement(s): ENGL - American Lit pre-1900

Equivalent(s): WOMS 321C

Prerequisite(s): ENGL 101 and Core: Literature

WGST 323C American Literature II credit(s): 3

This course analyzes the development of American literature from the romanticism of the 1830s to the blooming of the American Renaissance of the 1850s and 1860s. Writers such as Hawthorne, Poe, Emerson, Whitman, Thoreau, and Dickinson will be read alongside less canonical writers such as Fuller, Davis, Douglass, Jacobs, and Stowe. This course seeks to broaden an understanding of American literature by reading works from a variety of genres (short stories, poems, essays, autobiographies, novels) and from writers of different races, classes, and geographical backgrounds.

Fulfills the following degree requirement(s): ENGL - American Lit pre-1900

Equivalent(s): ENGL 311, **Equivalent(s):** WOMS 323C

Prerequisite(s): ENGL 101 and Core: Literature

WGST 325C African-American Literature credit(s): 3

Examining both nineteenth- and twentieth-century literary works, African-American literature seeks to expose students to the historical, aesthetic, and cultural backgrounds of black writers and writing in America. Beginning with the classic slave narratives, late nineteenth- and early twentieth-century black intellectuals (e.g., Booker T. Washington, W.E.B. Dubois) will introduce the students to the social and political dissension among advocates of black liberation. The course will sample the aesthetic flowering of writers of the Harlem Renaissance (e.g. Langston Hughes, Zora Neale Hurston) and twentieth-century plays and novels (e.g. Lorraine Hansberry, Ralph Ellison, Toni Morrison, August Wilson).

Fulfills the following degree requirement(s): ENGL - American Lit post-1900, ENGL - British/American Lit

Equivalent(s): WOMS 325C

Prerequisite(s): ENGL 101 and Core: Literature

WGST 326C American Literature III credit(s): 3

This course surveys American literature from the 1870s to 1950. We will discuss some of the following developments and authors of the 19th century: the rise of realism (James, Wharton) and naturalism (Crane, Dreiser), regional literature (Jewett, Freeman), and African American literature (Washington, DuBois, Chesnutt). The survey of 20th-century literature includes works by several modern poets (Eliot, Frost, Hughes), novelists (Huron, Faulkner, Welty), and dramatists (Odetts, O'Neill).

Fulfills the following degree requirement(s): ENGL - American Lit post-1900, ENGL - British/American Lit

Equivalent(s): ENGL 312

Prerequisite(s): ENGL 101 and Core: Literature

WGST 330 Women in U.S. History credit(s): 3

An examination of the roles, experiences, and activities of American women from the colonial period to the 1970s.

Equivalent(s): WOMS 330, **Equivalent(s):** WOMS 331

WGST 331 Women in Colonial Latin America credit(s): 3

This course will investigate the lives of women in both the pre-contact and post-conquest societies. The first part of the course concentrates on the activities of women, and their role in society, among the Aztecs, Inca, and Pueblo civilizations. The course will follow with the study of their experiences after the Spanish Conquest. The final section of the course will cover the variety of women, ranging from wealthy Spanish women, established nuns, marginal mystics, Indian leaders, and African women, and their experiences in the Spanish colonies. Students will

learn about and discuss the various gender systems which operated in different periods, and how these systems shaped women's lives as women shaped the systems themselves.

Equivalent(s): HIST 384, **Equivalent(s):** WOMS 331

WGST 340 Women and Politics credit(s): 3

History and dynamics of women's political movements (both conservative and liberal) in the U.S. Survey of women's current levels and styles of participation in U.S. government and politics.

Equivalent(s): POLS 322, **Equivalent(s):** SOSJ 342, **Equivalent(s):** WOMS 340

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

WGST 341C Urban Politics credit(s): 3

Explores city life and all the elements that define it; the problems and prospects of the urban policy that surround, influence, constrain, and color city life. Special attention is paid to the role of women as citizens and activists in the urban context.

Equivalent(s): POLS 312

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

WGST 342 Global Gender Regimes credit(s): 3

Compares the lives of women around the world; their public and private roles and responsibilities, positions in government, the economy, and the private sphere. This course seeks to explain women's status differences in various regions and societies by looking at the influence of culture, religion, economics, and politics.

Fulfills the following degree requirement(s): INST - Asian Studies content

Equivalent(s): INST 326, **Equivalent(s):** POLS 363, **Equivalent(s):** WOMS 342

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

WGST 343 Constitutional Law: Civil Liberty and Rights credit(s): 3

A case-based examination of Supreme Court decisions treating aspects of the Bill of Rights and the Fourteenth Amendment. These decisions cover topics such as freedom of speech, freedom of press, religious freedoms, the right to privacy, and questions of discrimination in its many forms including racial, sexual, and voting rights.

Equivalent(s): POLS 303, **Equivalent(s):** WOMS 343

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

WGST 344 American Social Policy credit(s): 3

This course examines the origins, patterns, reforms, and criticisms of American social policy. Consideration of ties between knowledge and social policy, and the particular impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class. A review of normative claims for the proper role of the state and capitalism, as well as comparisons with other western, capitalist societies and their policy regimes. Upon sufficient demand.

Fulfills the following degree requirement(s): BU - LPP conc Req

Equivalent(s): POLS 327, **Equivalent(s):** WOMS 344

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

WGST 345C Race and Ethnicity Politics credit(s): 3

Examines the conditions facing selected racial and ethnic groups in the U.S., with African Americans being the primary case for analysis. Topics include the social construction of race

and ethnicity, the wide range of political strategies and tactics employed by racial and ethnic groups in pursuit of equality, and U.S. immigration policy.

Equivalent(s): POLS 326

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

WGST 350 Women Artists credit(s): 3

An introduction to women as creators of fine and decorative art within North America and Europe from the late 18th C. to today. The course also addresses how women have been represented in art by men and other women.

Fulfills the following degree requirement(s): VART - History, Core: Fine Arts and Design

Equivalent(s): VART 407, **Equivalent(s):** WOMS 350

WGST 352 Psychology of Gender credit(s): 3

A review of both the theory and empirical literature investigating the psychology of gender (including biological cognitive, developmental, and psychosocial models).

Equivalent(s): PSYC 416

Prerequisite(s): PSYC 206 or PSYC 207 or SOCI 304 or SOCI 204

WGST 355 Feminist Theologies credit(s): 3

Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. Offered every other year.

Fulfills the following degree requirement(s): RELI - Women and Theology, Core: Christian or Catholic

Equivalent(s): RELI 340

WGST 356 Women and Christian Spirituality credit(s): 3

Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity.

Fulfills the following degree requirement(s): RELI - Women and Theology

Equivalent(s): RELI 371

WGST 357 Bible and Ethics credit(s): 3

This class analyzes the interplay between the treatment of ethics in the Bible and contemporary experiences of justice/injustice. This course focuses on four contemporary issues: wealth/poverty, violence/peace, nationalism/patriotism, and gender/sexuality.

Equivalent(s): RELI 277

WGST 360 Sociology of Family credit(s): 3

Examines images and practices of family life in American society. Uses historical material to show how ideals about family life have developed. Discusses definitions of "family" as political, with a special emphasis on the politics of gender. Connects debates over how to define and understand family with decisions about social policies.

Equivalent(s): SOCI 342, **Equivalent(s):** WOMS 360

WGST 380 Special Topics credit(s): 1-3

Course repeatable for 9 credit(s).

Topic to be determined by instructor.

Equivalent(s): WOMS 380

WGST 390 Independent Study credit(s): 0-6

Course repeatable for 6 credit(s).

Supervised reading in one of the previously mentioned areas of study, not to replace existing courses but to provide an opportunity for advanced study not available within the regular curriculum. Directed reading requires completion of a form, WGST Department Chair permission, and cannot be registered for via Zagweb.

WGST 401 Feminist Thought credit(s): 3

Analyzes several varieties of feminist theory to explore how concepts of women, gender, and feminism have changed, and the effects of these changes on the lives of women and men.

Explores the interactions between sex, gender, social class, race, and ethnicity. Invites students to consider future possibilities for eliminating gender inequalities. Fall.

Fulfills the following degree requirement(s): POLS - Political Thought

Equivalent(s): POLS 341

Prerequisite(s): SOCI 244 or WGST 201 or WGST 202

WGST 403 Criticism Theory: Literature and Cultural Studies credit(s): 3

This course examines various theories for interpreting literature and culture.

Fulfills the following degree requirement(s): ENGL - Major Elective require

Equivalent(s): ENGL 480

Prerequisite(s): ENGL 101 and Core: Literature

WGST 416 18th Century British Novel credit(s): 3

The British novel from 1700-1800.

Fulfills the following degree requirement(s): ENGL - British Lit 1500-1800, ENGL - British Lit post-1660

Equivalent(s): ENGL 436

Prerequisite(s): ENGL 101 and Core: Literature

WGST 417 Tudor and Stuart Drama credit(s): 3

Focuses on the varied dramatic traditions of Tudor and Stuart London besides Shakespeare.

This is a period in which questions about gender roles were being openly debated, and in which literary and otherwise discursive interrogations of social roles, particularly the role of women, pervaded genres but were most vivid on stage.

Fulfills the following degree requirement(s): ENGL - British Lit 1500-1800

Equivalent(s): ENGL 434, **Equivalent(s):** WOMS 417

Prerequisite(s): ENGL 101 and Core: Literature

WGST 418 Shakespeare: Gender and Genre credit(s): 3

This course will discuss the language, themes, and preoccupations of Shakespeare, as well as his social, philosophical, and historical context. All the texts selected for close reading will feature strong female figures, and particular attention will be paid to the construction, impact, and implications of these women on other characters, on the form of their texts, and on us, the inheritors of their literary and cultural tradition. Readings will include *Taming of the Shrew*, *Macbeth*, and *Anthony and Cleopatra*, in addition to secondary sources featuring feminist theory and literary criticism.

Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, ENGL - Major Elective require, ENGL - Shakespeare

Prerequisite(s): ENGL 101 and Core: Literature

WGST 419 Renaissance Literature credit(s): 3

A study of the literature of the English Early Modern period ranging from More to Milton and including the emerging literary voice of women writers. British literature covering the period 1500-1700, excluding drama.

Equivalent(s): ENGL 331

Prerequisite(s): ENGL 101 and Core: Literature

WGST 422C 19th Century American Novel credit(s): 3

This course explores the diverse literary themes, social contexts, and intellectual backgrounds of the American novel from its beginnings in romantic tradition through the realist and naturalist movements of the late nineteenth century. Works by Hawthorne, Melville, Stowe, Wharton, James, Twain, Harper, and others offer a rich opportunity to investigate issues not only of literary value but of race, class and gender in nineteenth-century America. In addition to analyzing each work's form and genre, we will ask the following questions: What accounts for the inclusion (or exclusion) of this work from the canon of American literature? In what ways

does the work reflect, critique, or ignore its social context? Major American novels of the period 1800-1900.

Fulfills the following degree requirement(s): ENGL - American Lit pre-1900

Equivalent(s): ENGL 413, **Equivalent(s):** WOMS 422C

Prerequisite(s): ENGL 101 and Core: Literature

WGST 423C 20th Century American Novel credit(s): 3

Close reading of works by Edith Wharton, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Eudora Welty, Ralph Ellison, EL Doctorow, and Toni Morrison. The course will also examine the novels against the backgrounds of social history, literary history, and race and gender in American culture. Students are expected to participate in class discussion, collaborate in group work, and write in-class exercises and formal critical essays. Selected major novelists of the 20th Century.

Fulfills the following degree requirement(s): ENGL - British/American Lit

Equivalent(s): ENGL 414, **Equivalent(s):** WOMS 423C

Prerequisite(s): ENGL 101 and Core: Literature

WGST 424C Studies in the Novel credit(s): 3

Focuses on thematically or historically-related novels (general topic/theme of the class varies). Through close examination of texts, critical background and theory, this course explores the way gender issues, among other issues, are portrayed by various English and/or American writers.

Equivalent(s): ENGL 462, **Equivalent(s):** WOMS 424C

Prerequisite(s): ENGL 101 and Core: Literature

WGST 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

WGST 434 Philosophy of Sex and Gender credit(s): 3

Analyzes the concepts of sex, sexuality, and gender by working with authors across traditions and disciplines. We will be particularly concerned with the role of sex, sexuality, and gender may have on identity formation/subversion, questioning whether some or all of these concepts are essential/natural or socially constructed.

Fulfills the following degree requirement(s): PHIL - Contemporary

Equivalent(s): PHIL 442

Prerequisite(s): PHIL 201

WGST 435 Feminist Ethics credit(s): 3

Explores women's experiences of oppression and some of the ways in which this has marginalized their concerns and their perceptions of the moral dimension. Feminist contributions to re-thinking the concept of moral agency, the traditionally sharp distinction between the public and private domains, the relevance of personal relationships to ethics, and the process of moral development and moral decision-making are considered. Spring, odd years.

Fulfills the following degree requirement(s): PHIL - Ethics or Political, Core: Core Integration Seminar

Equivalent(s): PHIL 456, **Equivalent(s):** WOMS 435

Prerequisite(s): PHIL 201

Examines women's depiction in Old Testament narratives, Ancient Israel's patriarchal culture, and the Old Testament's role in supporting modern women's full humanity. Engages feminist hermeneutics and scholarship.

Equivalent(s): RELI 408, **Equivalent(s):** WOMS 455

WGST 457	Women and the Spiritual Journey	credit(s): 3

An exploration of the impact of the women's movement on the understanding and the experience of spirituality; issues include God-imagery, scriptural approaches, and expression of prayer and ritual.

Prerequisite(s): RELI 300 level 3 credits

This course provides an in-depth study of literary works written by women. May cover a variety of genres, time periods, and cultures or may be genre, period, or culture specific.

Equivalent(s): ENGL 460, Equivalent(s): WOMS 460

WGST 490	Directed Reading	credit(s): 1-3

Supervised reading in one of the previously mentioned areas of study, not to replace existing courses but to provide an opportunity for advanced study not available within the regular curriculum. Directed reading requires completion of a form, WGST Department Chair permission, and cannot be registered for via Zagweb.

WGST 491	Directed Study-Women's Study	credit(s): 1-3

Specialized research into a topic of feminist scholarship. Directed study requires completion of a form, WGST Department Chair permission, and cannot be registered for via Zagweb.

Prerequisite(s): (WGST 201 or WGST 202) and WGST 401(WOMS 201

Course repeatable for 6 credit(s).

Opportunities to work as an intern with various agencies that assist women in Spokane.

Students must take the initiative to contact an agency and a faculty supervisor. Students meet with a member of the Women's and Gender Studies faculty to discuss their experiences and write a paper integrating their internship experience with their WGST coursework. Fall and Spring.

The capstone course in the women's studies concentration provides an opportunity for a special kind of faculty and student conversation. Responsibility for organizing and structuring this course will rotate among women's studies faculty. Topics will vary. Regardless of the texts or topics, the goal will be to create a conversation in which students assume significant responsibilities. All students are expected to complete a major research project using the concepts and perspectives of feminist scholarship, and to present their work to the class and faculty evaluators. Spring only.

Prerequisite(s): (WGST 201 or WGST 202 or SOCI 244)(and WGST 401 or SOCI 390 or POLS 341)WGST 401

School of Business Administration

Dean: Kenneth Anderson

Associate Dean for Undergraduate Programs: Molly Pepper

Coordinator of Accounting: M. Hoag

Director of Graduate Accounting: A. Brajcich

Director of MBA Programs: M. Begiri

Director of Hogan Entrepreneurial Leadership Program: D. Stewart

John L. Aram Chair of Business Ethics: B. Steverson

Erwin Graue Professor of Economics: K. Henrickson

Mozillo Professor of Finance: D. Xu

Pigott Professor of Entrepreneurship: T. Finkle

Kinsey M. Robinson Professor of Business Administration: G. Weber

Professors: K. Anderson, C. Barnes (Dean Emeritus), J. Beck, R. Bennett, M. Begiri, S. Bozman, P. Buller, T. Chuang, J. Helgeson, K. Henrickson, E. Johnson, S. Kern, L. Kurpis, D. Law, P. Loro, M. McPherson, V. Patil, M. Pepper, B. Steverson, D. Stewart, D. Xu, G. Weber

Professors Emeriti: D. Brajcich, E. Birrer, K. Carnes, C. Chen, D. Elloy, K. Hickman, J. Monks, M. Shrader, W. Teets, W. Terpening

Associate Professors: G. Barone, A. Brajcich, R. Bull Schaefer, N. Chase (Emerita), T. Finkle, R. Herzog, M. Hoag, C. McNellis, J. Morscheck, T. Olsen, C. Stevens, A. Thatte, A. Voy

Assistant Professors: Y. Awotoye, M. Bany, J. Correia, S. Hedin, Y. Nam, M. Tackett, R. Vann, S. Xiao, M. Zavala, Y. Zhang

Senior Lecturer: C. DeHart

Lecturers: J. LaBelle, A. Leithauser

The School of Business was established in 1921 and is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. As stated in its Mission, the School “strives to develop professionally competent graduates who exemplify the humanistic, ethical, and moral values of a Jesuit institution. A personal learning environment, quality students, and a faculty dedicated to teaching and advising, scholarship, and service will mark our excellence. As part of a dynamic business environment, we will strengthen relationships with the regional, national, international and scholarly communities.” To support the mission of the School of Business, the learning objectives of the programs prepare students to:

- apply fundamental business theories and practices to any organization;
- analyze challenges and opportunities critically and arrive at a best solution;
- understand diverse perspectives and the global reach of business decisions;
- communicate ideas and information effectively;
- approach decision-making ethically and with a commitment to the common good; and
- adapt readily to the changing demands of a high-technology market.

Required courses in literature, fine arts, religious studies, philosophy, mathematics, history, and natural and social sciences are an integral part of the business curriculum. These courses foster the development of critical thinking, and creative problem-solving skills that are vital to the education of future leaders.

Admission Requirements

In order to take School of Business courses numbered 300 and above, students with majors in the School of Business Administration must have: a) attained junior standing, and b) achieved a cumulative grade point average of 2.70 in the following lower division business core courses: ACCT 260-ACCT 261 (Principles of Accounting I and II), BUSN 230 or MATH 321 (Statistics), BMIS 235 (Management Information Systems), and ECON 201-ECON 202 (Microeconomics and Macroeconomics) with a grade no lower than C- in any of these classes. Third-year transfer students who have not completed all the lower division business core courses listed above should consult the business school's transfer advisor.

Degree Requirements of the School of Business Administration

In addition to the general degree requirements of the University, including the University Core curriculum, students earning the Bachelor of Business Administration degree must complete the following requirements:

- I. Completion of the SBA common curriculum consisting of:
- a. Mathematics (3-4 credits): MATH 114, MATH 148, or MATH 157
 - b. Business Computing (2 credits): BUSN 111
 - c. Accounting (6 credits): ACCT 260 and ACCT 261
 - d. Economics (6 credits): ECON 201 and ECON 202
 - e. Business Statistics (3 credits): BUSN 230 or MATH 321
 - f. Information Systems (3 credits): BMIS 235
 - g. Business Law (3 credits): BUSN 283
 - h. Finance (3 credits): BFIN 320
 - i. Management (3 credits): MGMT 350
 - j. Marketing (3 credits): MKTG 310
 - k. Operations Management (3 credits): OPER 340
 - l. Business Ethics (3 credits): BUSN 480
 - m. Strategy (3 credits): BUSN 481
- II. Completion of the requirements for a major course of study within the School;
- III. A minimum 2.00 grade point average in all course work taken in the major field;
- IV. Of the 128 credits required for the degree, 55 credits must be earned outside the School of Business Administration.
- V. At least 50 percent of all business courses (common curriculum and major requirements) must be taken at Gonzaga.

Please note: Courses which fulfill business common curriculum, major, concentration, and minor requirements may not be taken on a satisfactory/non-satisfactory basis except for internships.

Table of Credits for Degree Majors and Minors

B.B.A. Majors

1. Accounting (27 credits)
2. Business Administration (18-21 credits)
(The Business Administration major includes one of the following 12 or 15 credit concentrations)*

3.

1. Economics
2. Entrepreneurship and Innovation
3. Finance
4. Human Resource Management
5. Marketing
6. Management Information Systems
7. Operations and Supply Chain Management
8. Interdisciplinary Concentrations
 1. International Business
 2. Law and Public Policy
 3. Individualized Study

* Specific course requirements for each concentration are listed in the appropriate sections in the following pages.

Minors for all majors, including Business and Accounting:

Digital Marketing	24 credits
Sustainable Business Minor	26 credits

Minors for Non-Business Majors:

Analytical Finance	27-28 credits
Entrepreneurship and Innovation	18 credits
General Business	24 credits
Management Information Systems	17 credits
Promotion	18 credits

Major Programs of Study in Business

The degree of Bachelor of Business Administration (B.B.A.) is offered with a major in accounting or a major in business administration.

The accounting major requires completion of 27 credits, as described in the accounting section of this catalog.

The business administration major requires completion of 18-21 upper division credits including:

1. Twelve to fifteen credits from a designated concentration. Requirements of concentrations in economics, entrepreneurship and innovation, finance, human resource management, management information systems, marketing, and operations and supply chain management are described in the respective sections of this catalog. Also offered are interdisciplinary concentrations in international business, and law and public policy. Students may also design an interdisciplinary individualized concentration with the approval of a faculty advisor. A second concentration in the School of Business may be earned by completing 12 to 15 credits required in the area. Only one course may be double-counted between two concentrations in all but the international business concentration, where no double counting is allowed. International business is only available as a second concentration.
2. Three to six credits chosen from among the three categories listed below (only one course in a category may be used).
 - Students with a Single Concentration: Students will take a Broadening course and either an International or Experiential course chosen from the menus listed below. Note: The requirement applies to all concentrations, regardless of whether those concentrations require a course outside the discipline, e.g., ACCT 367 for the Finance concentration, or even outside the SBA, e.g., certain nonbusiness courses for Marketing. Exception: Students with a concentration in Entrepreneurship and Innovation will take a Broadening and an International course (an Experiential course is already part of the 12-credit requirement for this concentration).

- Students with Two or More Concentrations (or a concentration in business plus an accounting major): Students will take either an International or Experiential course chosen from the menus listed below. Exceptions: a) students with an International Business concentration will take either a Broadening, Experiential or 200-level of higher language course; b) students with a concentration in Entrepreneurship and Innovation will take a Broadening or an International course.

B - Broadening course. A 3-credit upper division course in business outside a student's concentration(s), and not included in the International or Experiential course menus. A Broadening course provides students an opportunity to pursue interests in a discipline outside their concentration(s) and, if desired, to complete coursework that complements their respective concentrations (e.g., BMIS 443 "Technology for Web and Mobile-based Business" for students in Marketing; ACCT 363 "Cost Accounting" for students in Operations and Supply Chain Management).

I - International course. Students not earning a concentration in International Business may select a course from the following menu.

BFIN 327 International Finance
 ECON 311 Global Economic Issues
 ECON 321 International Economics
 ECON 404 Economic Integration of European Community
 MGMT 355 International Management
 MKTG 417 International Marketing
 OPER 440 Global Operations and Supply Chain Management

E – Experiential course. Students may select a course from the following menu.

ACCT 471 Forensic Accounting Lab
 BENT 495 New Venture Lab
 BFIN 429A, BFIN 429B, BFIN 429C Portfolio Management
 BUSN 494 Management Consulting/Small Business Consulting
 BUSN 470 Multidisciplinary Act Projects
 BUSN 497 or ECON 497 Internship
 MKTG 490 Promotion Project

3. A course taken to fulfill a concentration requirement may not be double-counted to satisfy a requirement in the Broadening, Integrative, or Experiential area for the Business Administration major.

Students in the School of Business may also earn minors from other areas of the University. No more than six (6) credits of courses taken to satisfy requirements of minors may be double-counted to satisfy the requirements of majors and concentrations in the School of Business.

The B.B.A. is also offered with an Honors designation. Interested students should contact the director of the Honors Program.

Student Internships

An internship program is available to eligible juniors and seniors in the School of Business. In an academic internship, a student collaborates with an organization to learn business knowledge and skills in a professional environment. There are several steps students must take before participating in an academic internship. Internships are not awarded retroactively. Students must receive approval for internship credits before internship hours are started. Internship guidelines are available on the School of Business website.

Economics Programs Offered by the College of Arts and Sciences

All economics courses offered in the university are taught by faculty of the School of Business, but are open to students from throughout the university. Students in the College of Arts and Sciences may obtain a B.A. or a B.S. degree with a major in economics. A minor in economics is also available. These degrees offer the opportunity for more extensive study of economics than the economics concentration in business but without the broad background of the business core. The College of Arts and Sciences also offers a minor in economics for students receiving a degree from any college or school of the University. Interested students should refer to the College of Arts and Sciences section of this catalog for specific requirements.

Pre-Law Students

Students who intend to pursue the study of law are encouraged to enroll in business courses that will provide a solid understanding of the integral relationship between law and business.

Core courses such as Principles of Accounting I and II (ACCT 260 and ACCT 261), Microeconomics and Macroeconomics (ECON 201 and ECON 202), are recommended for pre-law students with majors outside the School of Business. Accounting provides basic skills to prepare and analyze financial statements and to complete case analysis; economics gives an understanding of how economics affects government fiscal policies, international trade, labor and other resource markets, political decisions, etc.

In addition, a pre-law student in the School of Business will benefit from courses in the law and public policy concentration. This concentration includes various courses which address legal issues such as corporate taxation, regulation of securities trading, business ethics, mergers and acquisitions, and antitrust policy and regulation. All of these courses provide pre-law students a unique insight into how business functions within the framework of the legal system.

Validation of Transfer Courses

Transfer students who take lower division courses at another AACSB-accredited institution equivalent to required upper division business courses at Gonzaga must have those courses validated by the transfer advisor.

Accounting

The accounting major is designed to enable students to develop an understanding of, and proficiency in, accounting concepts and techniques. Building on the principles of accounting, students study financial reporting, auditing, taxation, income determination, account valuation, accounting systems, and the role of accounting in the allocation and use of resources. The program offers several career options leading to employment in business, government, and public accounting.

In order to pursue the Accounting major, a student must have earned a minimum grade of B- in ACCT 260 and ACCT 261, or their equivalent.

CPA Certificate Track

To sit for the CPA examination, Washington State requires candidates to obtain 150 semester credit hours of acceptable educational preparation. Gonzaga offers both a Master of Accountancy (MAcc) and a Master of Science in Taxation (MSTax) degree tailored for students who desire to fulfill the 150-hour requirement and earn a graduate degree at the same time. A student pursuing this track will, during the junior, senior, and graduate years, acquire the technical competence in the 300-level and 400-level accounting courses, while more fully developing research, communication, and presentation skills offered in graduate classes. A student planning to obtain both undergraduate and graduate degrees should work closely with a faculty advisor for proper course sequencing.

Gonzaga's accounting majors may apply for the MAcc or MSTax program during the second semester of the junior year. If accepted into the program, nine credit hours of graduate-level courses may be taken during the senior year with the permission of the accounting program coordinator. Before applying for admission, a student should have completed 75 credit hours (including ACCT 360) with a cumulative GPA of 3.2 and a grade no lower than C+ in any upper division accounting courses. The student must be admitted to the MAcc or MSTax program before enrolling in any graduate courses.

Non-CPA Track

A student who does not wish to obtain CPA certification can earn the B.B.A. degree in accounting. With this degree, a student might find employment opportunities in governmental agencies, financial institutions, and industrial firms such as Boeing or Avista. The student pursuing this track is encouraged to obtain an accounting major accompanied by elective course work in information systems. Both the Certified Internal Auditor (CIA) and Certified Managerial Accountant (CMA) designations are available to students with this degree.

B.B.A. Major in Accounting: 27 credits

Upper Division

<u>ACCT 311</u> Data Analysis for Accountants	3 credits
<u>ACCT 360</u> Intermediate Financial Accounting I	3 credits
<u>ACCT 361</u> Intermediate Financial Accounting II	3 credits
<u>ACCT 362</u> Accounting Information Systems	3 credits
<u>ACCT 363</u> Cost Accounting	3 credits
<u>ACCT 365</u> Federal Taxation I	3 credits
<u>ACCT 366</u> Federal Taxation II	3 credits
<u>ACCT 460</u> Advanced Financial Accounting	3 credits
<u>ACCT 464</u> Auditing	3 credits

The accounting major is designed to enable students to develop an understanding of, and proficiency in, accounting concepts and techniques. Building on the principles of accounting, students study financial reporting, auditing, taxation, income determination, account valuation, accounting systems, and the role of accounting in the allocation and use of resources. The program offers several career options leading to employment in business, government, and public accounting.

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<u>ACCT 363</u> Cost Accounting	3 credits
<u>ACCT 365</u> Federal Taxation I	3 credits
<u>ACCT 366</u> Federal Taxation II	3 credits
<u>ACCT 460</u> Advanced Financial Accounting	3 credits
<u>ACCT 464</u> Auditing	3 credits

Courses:

ACCT 260 Principles of Accounting I credit(s): 3

Introduction to financial accounting with emphasis on the preparation and analysis of basic financial statements of business organizations. Fall, Spring, Summer.

Equivalent(s): MBUS 560

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

ACCT 261 Principles of Accounting II credit(s): 3

An introduction to managerial and cost accounting concepts and techniques. Topics include cost determination and the uses of cost data for managerial planning, control, and decision-making. Fall, Spring, Summer.

Equivalent(s): MBUS 560

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Prerequisite(s): ACCT 260

ACCT 263 Accounting Analysis credit(s): 3

An accounting foundation course for non-business majors pursuing a general business minor or planning to apply for admission to graduate business programs. The course introduces the student to accounting and emphasizes preparation, analysis, and interpretation of general purpose financial reports and uses of accounting information for decision-making. Spring.

Equivalent(s): MBUS 560

Restriction(s):

Must not be in the following College/School(s):

Must not be in the following Major(s): Accounting, Business Administration

Must be the following Class(es): Junior, Senior, Sophomore

ACCT 290 Directed Study credit(s): 1-3

Course repeatable for 6 credit(s).

Topic to be decided by faculty.

ACCT 311 Data Analysis for Accountants credit(s): 3

A study of the role of big data and data science and analytics in business. The course includes coverage of the theory and practice of data visualization, statistical methods, analytical models, and an introduction to software tools and programming languages to facilitate the analysis of data. Fall and Spring.

Prerequisite(s): ACCT 260 minimum grade; B- and ACCT 261 minimum grade; B- and BMIS 235 and (BUSN 230 or MATH 321) and [(ECON 201 and ECON 202) or ECON 200]

ACCT 360 Intermediate Financial Accounting I credit(s): 3

An intensive study of financial accounting theory and practice. Topics include recognition, measurement, and reporting of assets, liabilities, corporate equity, revenues and expenses; preparation and analysis of the principal financial statements. Fall.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Accountancy, Accounting, Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): ACCT 260 minimum grade; B- and ACCT 261 minimum grade; B- and BMIS 235 and (BUSN 230 or MATH 321) and [(ECON 201 and ECON 202) or ECON 200]

ACCT 361 Intermediate Financial Accounting II **credit(s): 3**
Continuation of ACCT 360. Spring.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Accountancy, Accounting, Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): ACCT 360, minimum grade: C (or concurrent)

ACCT 362 Accounting Information Systems **credit(s): 3**

A study of the role of accounting information systems in organizational decision making and control. The course includes coverage of the theory and practice of information processing, internal controls, and systems analysis and design related to major transaction cycles. Fall.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Accounting

Must be the following Class(es): Junior, Senior

Prerequisite(s): ACCT 260 minimum grade; B- and ACCT 261 minimum grade; B- and BMIS 235 and (BUSN 230 or MATH 321) and [(ECON 201 and ECON 202) or ECON 200]

ACCT 363 Cost Accounting **credit(s): 3**

An examination of the mechanics and application of accounting principles and concepts for planning, control, and decision making. Topics include cost behavior, job, process, and standard cost systems; budgeting and control; and activity-based costing. Fall.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Accounting

Must be the following Class(es): Junior, Senior

Prerequisite(s): ACCT 260 minimum grade; B- and ACCT 261 minimum grade; B- and BMIS 235 and (BUSN 230 or MATH 321) and [(ECON 201 and ECON 202) or ECON 200]

ACCT 364 Fraud and Forensic Examination **credit(s): 3**

An overview of fraud investigation techniques. Topic coverage will include major categories of fraud such as skimming, larceny, and corruption. Also includes investigative techniques including interviewing skills, evidence collection and report writing. For accounting majors only.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Accounting

Must be the following Class(es): Graduate, Junior, Senior

Prerequisite(s): ACCT 361

ACCT 365 Federal Taxation I **credit(s): 3**

Fundamentals of federal taxation with emphasis on individual taxation and tax planning. Topics include income, deductions, losses, and credits in addition to capital asset and other property transactions. Fall.

Fulfills the following degree requirement(s): BU - LPP conc Req

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Accounting

Must be the following Class(es): Graduate, Junior, Senior

Prerequisite(s): ACCT 260 minimum grade; B- and ACCT 261 minimum grade; B- and BMIS 235 and (BUSN 230 or MATH 321) and [(ECON 201 and ECON 202) or ECON 200]

A study of corporate, partnership, estate and gift, and international taxation is conducted in this course. Current issues in taxation relating to both business and individual taxation will be discussed, along with an examination of tax procedure and tax practice. Spring.

Must be the following Class(es): Junior, Senior

Corporate financial accounting theory, practice, and analysis for students pursuing a concentration in finance. Topics include generally accepted accounting principles; concepts of revenue and expense recognition; measurement of assets, liabilities, and equities; and analysis of corporate financial statements. Course credits may not be applied to the accounting major.

Must not be in the following Major(s): Must be in the following Major(s): Finance

Topic to be decided by faculty.

Advanced topics in financial accounting, theory and practice. Subjects include inter-corporate investments, consolidated financial statements, international accounting, partnerships, and accounting for governmental and NFP entities. Spring.

Must be the following Class(es): Junior, Senior

A study of auditing concepts and practices. Includes audit planning and procedures, EDP auditing, statistical sampling, ethical considerations, and report writing. Spring.

Must be the following Class(es): Graduate, Junior, Post-Bacc, Senior

Called the "Justice for Fraud Victims Project", this class is a joint program with members of the community (law enforcement, prosecutors, and local certified fraud examiners), that provides a select group of students with an opportunity to investigate real cases of suspected fraud that are referred by local law enforcement. Students are assigned to teams and are supervised by faculty and by mentors from the Spokane Chapter of the Association of Certified Fraud Examiners. The cases are selected based on financial need of the victim (primarily local small businesses and non-profit organizations). Student teams must complete a written forensic accounting report on their case, an internal control recommendation report for the client, and a formal presentation to law enforcement outlining their results. Enrollment is by application only. May not be counted toward the required accounting elective. Fall and Spring.

ACCT 489 Special Topic Seminar**credit(s): 1-3**

On sufficient demand.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Accounting

Must be the following Class(es): Senior

Prerequisite(s): (ACCT 260 and ACCT 261) and BMIS 235 and (BUSN 230 or MATH 321) and (ECON 201 and ECON 202)

ACCT 491 Directed Study**credit(s): 1-3**

Course repeatable for 6 credit(s).

Directed Study requires completion of a form, and department permission. Zagweb registration is not available. Available Summer only

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Accounting

Must be the following Class(es): Junior, Senior

ACCT 497 Internship**credit(s): 0-3**

Accounting internships may not be counted towards the required accounting elective.

Internships require departmental approval and 3.00 GPA. Zagweb registration is not available.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Accounting

Must be the following Class(es): Junior, Senior

Economics

The objective of the economics program is to give students a broad background and knowledge of domestic and international economic systems that are essential for business managers in today's competitive global economy. Graduates can apply economic theory to problems relating to market structures, resource markets, employment, and fiscal and monetary policies. Economists occupy a wide range of positions in profit and non-profit enterprises as well as in government. The economics concentration is highly recommended for pre-law students, as well as for students aiming for careers in banking, finance, government, or industry.

Students in the College of Arts and Sciences may also pursue a major or minor in this field. The requirements for the B.A. and B.S. degrees in economics can be found under the College of Arts and Sciences section in this catalog. Students expecting to pursue graduate studies in economics are encouraged to pursue the B.S. degree. Students doing an Economics

Concentration in Business are encouraged to take ECON 351 Managerial Economics and ECON 352 Money & Banking. Note that ECON 302 has a prerequisite of ECON 202 with a B- or better and ECON 301 has a prerequisite of ECON 201 with a B- or better.

Economics Concentration: 15 credits

One of the following two courses: 3 credits

ECON 302 Intermediate Macroeconomics

ECON 352 Money and Banking

One of the following two courses: 3 credits

ECON 301 Intermediate Microeconomics

ECON 351 Managerial Economics

ECON 355 Regression Analysis 3 credits

ECON 320-340 Applied Microeconomics course 3 credits

ECON upper division elective 3 credits

In addition to a concentration under the Bachelor of Business Administration degree, Economics offers two degrees and one minor:

Bachelor of Science, Economics major

Bachelor of Arts, Economics major

Minor in Economics

The mission of the Economics program is to give students a broad background and knowledge of domestic and international economic systems that are essential for people in today's competitive global economy. To this end, two Economics majors are offered. The B.S. Major in Economics includes extensive coursework in mathematics as well as economics in preparation for graduate study in economics and careers requiring strong quantitative skills. The B.A. Major in Economics is offered for students who want an extensive background in economics in preparation for careers in business or government as well as for those pursuing advanced study in law or business. A minor in Economics is also offered for students with other majors who need less extensive knowledge of economics. Regardless of the

chosen degree, graduates can apply economic theory to problems relating to market structures, resource markets, employment, and fiscal and monetary policies. Students expecting to go into a business field are encouraged to take courses in accounting and may want to consider the general business minor or the minor in analytical finance offered by the School of Business Administration.

While Economics courses are taught by faculty of the School of Business Administration, students pursuing the B.A. and B.S. majors are enrolled in the College of Arts and Sciences and must take the College of Arts and Sciences common curriculum. ECON 200 may be taken by students who are not Business or Economics majors to satisfy the Social & Behavioral Science requirement of the University Core. Most 300-level courses require only ECON 201 as a prerequisite. Students considering an Economics major or minor should note that ECON 302 has a prerequisite of ECON 202 with a grade of B- or better, and ECON 301 has a prerequisite of ECON 201 with a grade of B- or better. All majors should try to take the comprehensive examination (ECON 499) in the semester before they plan on graduating. Economics majors should complete both ECON 301 and ECON 302 before or concurrent with taking ECON 499.

B.S. Major in Economics: 45 Credits

Lower Division

<u>ECON 201</u> Microeconomics	3 credits
<u>ECON 202</u> Macroeconomics	3 credits
<u>MATH 157</u> , <u>MATH 258</u> and <u>MATH 259</u> Calculus	12 credits

Upper Division

<u>ECON 301</u> Intermediate Microeconomics	3 credits
<u>ECON 302</u> Intermediate Macroeconomics	3 credits
ECON 320-340 Applied Microeconomics courses	6 credits
<u>ECON 355</u> Regression Analysis	3 credits
<u>ECON 451</u> Econometrics	3 credits

One elective chosen from the following courses: 3 credits

MATH 328 Operations Research

MATH 421 Probability Theory

MATH 422 Mathematical Statistics

any upper division ECON elective

ECON 499 Senior Comprehensive Exam 0 credit

MATH 321 Statistics 3 credits

MATH 339 Linear Algebra 3 credits

B.A. Major in Economics: 33 Credits

Lower Division

ECON 201 Microeconomics 3 credits

ECON 202 Macroeconomics 3 credits

One of the following three courses: 3-4 credits

MATH 114 Mathematical Analysis-Business

MATH 148 Survey of Calculus

MATH 157 Calculus-Analytic Geometry I

One of the following three courses: 3 credits

BUSN 230 Business Statistics

MATH 321 Statistics for Experimentalist

MATH 121 Introductory Statistics

Upper Division

ECON 301 Intermediate Microeconomics 3 credits

ECON 302 Intermediate Macroeconomics 3 credits

ECON 320-340 Applied Microeconomics courses 6 credits

One of the following two courses: 3 credits

ECON 401 Adam Smith and Karl Marx

ECON 402 Currents in 20th Century Economics

ECON 355 Regression Analysis 3 credits

One upper division ECON elective 3 credits

ECON 499 Senior Comprehensive Exam 0 credit

Minor in Economics: 18 Credits

Lower Division

ECON 201 Microeconomics 3 credits

ECON 202 Macroeconomics 3 credits

Upper Division

ECON 302 Intermediate Macroeconomics 3 credits

Two of the following courses: 6 credits

ECON 301 Intermediate Microeconomics

ECON 320-340 Applied Microeconomics courses

Any upper division ECON elective 3 credits

Courses:

ECON 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

A one-semester economics course for General Business minors and others interested in a one-semester survey course. Key microeconomic and macroeconomic models which are critical to the development of modern economics are explored. Analysis includes theories of supply and demand, theory of the firm, pricing, employment, monetary and fiscal policy, and international trade and finance. Fall and Spring.

Equivalent(s): ECON 103, **Equivalent(s):** ECON 270H

Must not be in the following College/School(s): School of Business Administration

Economics of the firm and the consumer. Principles underlying supply and demand; analysis of competition, monopoly, and other market structures; labor and other resource markets; international trade; taxation. Fall and Spring.

The structure and functioning of the national economy. Particular attention is given to determinants of national income, employment and the price level, fiscal and monetary policies, international trade, exchange rates, and trade restrictions. Fall and Spring.

Topic to be determined by instructor.

Course repeatable for 6 credit(s).

The focus of this course is economic decision-making in consumer and producer theory. Topics include: consumer's budget constraints and utility maximization, producer's profit maximization and cost minimization, comparison of decisions under perfect competition and monopoly, and externalities. Fall.

Must not be in the following College/School(s):

Must not be in the following Major(s):

Must be the following Class(es): Junior, Senior

Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Spring.

Must not be in the following College/School(s):

Must not be in the following Major(s):

Must be the following Class(es): Junior, Senior, Sophomore

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ECON 303 Game Theory and Econ Applications credit(s): 3

Game theory is a study of strategic decision-making. Participants in games make decisions that are not only in their best interests but also anticipate and incorporate the fact that their decisions (and subsequent actions) have an impact on others and vice versa. This course includes a variety of economic applications of game theory in fields such as industrial organization and public economics. Fall.

Equivalent(s): ECON 303H

Prerequisite(s): (ECON 201 or ECON 270H)(and MATH 114 or MATH 148 or MATH 157)

ECON 311 Global Economic Issues credit(s): 3

This course is a presentation of a broad range of global issues relevant to a number of disciplines including economics, political science, and international studies, focusing primarily on developing regions of the world. Topics include: economic growth and inequality, international trade, diseases/healthcare, education, and foreign aid. Spring.

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): BU - Int'l Business conc Rq, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree req

Equivalent(s): INST 343

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences, School of Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): ECON 201 or ECON 270H or ECON 200 or ECON 200

ECON 320 Economics of Sports credit(s): 3

Explores the economic incentives present in both professional and amateur sports. Topics analyzed include league structure, advertising, ticket pricing, team decision making, labor relations, incentive structures, stadium financing and Title IX. Summer.

Fulfills the following degree requirement(s): BU - LPP conc Req

Prerequisite(s): ECON 201 or ECON 270H

ECON 321 International Economics credit(s): 3

The focus of this course is on international trade theory and macroeconomic issues related to international finance. Topics include: economic analysis of the basis for international specialization and trade; gains from trade; the balance of international payments; tariffs; international monetary problems; exchange rate adjustments; capital movements; and international economic organizations. Upon sufficient demand.

Fulfills the following degree requirement(s): BU - Int'l Business conc Rq

Equivalent(s): ECON 411

Prerequisite(s): ECON 301 or ECON 351

ECON 322 Work, Wages, and Inequality credit(s): 3

An economic perspective on labor market issues. Explores recent controversial topics such as inequality in earnings, race and sex discrimination in labor markets, immigration, minimum wage laws and labor unions, health and safety regulations in the work-place. Spring.

Fulfills the following degree requirement(s): SOSJ - Block B, Fulfills the following degree requirement(s): Core: Social Justice

Equivalent(s): ECON 312, **Equivalent(s):** SOSJ 320

Prerequisite(s): ECON 201 or ECON 270H

ECON 324 Econ of Environmental Protection credit(s): 3

Explores the economic dimensions of environmental topics such as air and water pollution, deforestation, non-renewable resource depletion, recycling, global warming. The course studies

the extent of environmental problems and alternative solutions. Fall.

Fulfills the following degree requirement(s): BU - LPP conc Req

Equivalent(s): ECON 304, **Equivalent(s):** ENVS 320

Prerequisite(s): ECON 201 or ECON 270H or ECON 200

ECON 325 Public Finance

credit(s): 3

Develops economic tools used to analyze government expenditures and taxation. Discussion of public policy issues such as welfare reform, Social Security, and tax reform. Spring.

Fulfills the following degree requirement(s): BU - LPP conc Req

Equivalent(s): ECON 305

Prerequisite(s): ECON 201 or ECON 270H

ECON 330 Antitrust Policy and Regulation

credit(s): 3

Examines the rationale for and effects of various government policies toward business.

Analyzes the economic consequences of market power. Emphasis is placed on antitrust policy as a response to market power. Fall.

Fulfills the following degree requirement(s): BU - LPP conc Req

Equivalent(s): ECON 310

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Prerequisite(s): ECON 201 or ECON 270H

ECON 333 Health Economics

credit(s): 3

Consideration of microeconomic theory to the specialized area of health care. Topics include what makes health care distinctive as an economic good, the supply and demand for health and healthcare in theory and practice, and economic proposals to overcome market failure in the health care industry. Spring.

Prerequisite(s): ECON 201

ECON 334 Behavioral Economics

credit(s): 3

This course focuses on the insights gained from incorporating psychology into economic and financial modeling, an approach that leads to a better understanding of economic incentives, behavior and how individuals make decisions. By examining human behavior in this way, we are able to address and better design policies that improve decision-making in a variety of settings. As such, this class will examine how individuals make decisions in risky scenarios, nudges to alter decision-making and many other tools that can be used to influence choices. Summer.

Prerequisite(s): ECON 201 or ECON 270H

ECON 351 Managerial Economics

credit(s): 3

Applications of economic theory to business decisions. Topics include: demand analysis, economic forecasting; market structure; competition; pricing decisions; and price discrimination. Spring.

Equivalent(s): ECON 400

Prerequisite(s): ECON 201(and BUSN 230 or MATH 121 or MATH 321)

ECON 352 Money and Banking

credit(s): 3

This course will focus on the principles of money, credit, banking, and financial markets. It will explore the roles of the Federal Reserve and the banking system in stabilizing the financial system, employment, and prices. The course will also look at the international financial system. Fall.

Equivalent(s): ECON 309

Prerequisite(s): ECON 202

ECON 352L Money and Banking Math Lab

credit(s): 1

This course will provide the financial mathematical preparation to prepare students for the actuarial exam in financial mathematics or the charter financial analyst exam. Students will develop the mathematical foundations in relevant topics. Topics covered include the time value of money; annuities and cash flow; loans; bonds; immunization; interest rate swaps; and

determinants of interest rates. This course will be required of all students pursuing the Applied Mathematics major with Actuarial Science concentration

Corequisite(s): ECON 352

Prerequisite(s): MATH 258, minimum grade: C-

ECON 355 Regression Analysis credit(s): 3

Introduction to the construction and use of regression models and data analysis. Topics include estimation and inferential techniques in Simple and Multiple Regression. Emphasis on interpreting and understanding regression results. Other data topics as applicable. Spring.

Prerequisite(s): (ECON 201 or ECON 270H or ECON 200) and ECON 202(and BUSN 230 or MATH 121 or MATH 321)

ECON 390 Directed Study credit(s): 1-4

Course repeatable for 6 credit(s).

Topic to be determined by instructor.

ECON 401 Smith, Marx, Rerum Novarum credit(s): 3

A course focused on reading and discussing the works of Adam Smith, Karl Marx, Frederick Engels and Henry George along with Pope Leo XIII on The Condition of Labor. Supplemented with material on other important economic thinkers from 1500 to 1891. Fall.

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences, School of Business Administration

Must not be in the following Major(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): Core: Ethics requirement and ECON 201 and ECON 202

ECON 402 Currents in 20th Cent Econ credit(s): 3

Emphasis on the works of Institutionalists, neoclassical, Austrian, Keynesian, post-Keynesian and Chicago School economists. Every other Fall.

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences, School of Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): ECON 202

ECON 404 Economic Integration-European Communication credit(s): 3

A survey of the origins and development of the European Community; its relation to GATT (General Agreement on Trade and Tariffs); monetary coordination; monopoly, competition, and the balances of payments. Florence campus only.

Fulfills the following degree requirement(s): ITAL - upper division elec

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences, School of Business Administration

Must not be in the following Major(s):

Must be the following Class(es): Junior, Senior

ECON 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way

that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

ECON 451 Econometrics credit(s): 3

Mathematical and statistical techniques applied to economic and business research and forecasting. Students will undertake a research project. Fall.

Equivalent(s): ECON 300

Prerequisite(s): ECON 201 and ECON 202(and BUSN 230 or MATH 121 or MATH 321)(and MATH 114 or MATH 148 or MATH 157)

ECON 452 Time Series Analysis credit(s): 3

Introduction to forecasting and time series analysis. Topics include unit roots, cointegration, forecasting methods, vector error-correction and vector autoregression modeling, dynamic panel data, and appropriate use of time series modeling. Emphasis will be on theoretical, methodological and applied topics, and much of the work will be hands-on numerical analysis.

Prerequisite(s): ECON 355, minimum grade: C-(and MATH 321, minimum grade: C- or MATH 421, minimum grade: C-)

ECON 487 Special Topics credit(s): 1-3

Course repeatable for 9 credit(s).

Topics and credit by arrangement.

ECON 489 Special Topic Seminar credit(s): 1-3

Course repeatable for 9 credit(s).

Topics and credit by arrangement.

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences, School of Business Administration

Must not be in the following Major(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): ECON 201 or ECON 270H

ECON 491 Directed Study credit(s): 0-3

Course repeatable for 6 credit(s).

Individually-designed course at the upper division level appropriate to the student's major.

Directed Study requires completion of a form and permission from the Department Chair.

Zagweb registration is not available. Summer only.

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences, School of Business Administration

Must not be in the following Major(s):

Must be the following Class(es): Junior, Senior

ECON 497 Internship credit(s): 0-3

Work experience directly related to the student's major area of study. Internship requires completion of an application form, a 3.00 GPA and permission from the department. Zagweb registration is not available. Fall, Spring, and Summer.

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences, School of Business Administration

Must be the following Class(es): Junior, Senior

ECON 499 **Sr Comprehensive Examination** **credit(s): 0**

Required of all College of Arts and Sciences Economics majors. Students should take ECON 499 in the semester before they plan to graduate. Fall and Spring.

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences

Must be in the following Major(s): Economics-Arts, Economics-Science

Must be the following Class(es): Senior

Entrepreneurship and Innovation

Students in the School of Business Administration can earn a Concentration in Entrepreneurship & Innovation in which they will learn skills related to the entrepreneurial mindset. From idea generation to opportunity-seeking behavior, the program takes students through the entrepreneurial process and prepares them for a variety of careers: creating a new enterprise, buying or expanding an existing enterprise, franchising, generating a family business, and engaging in corporate or social entrepreneurship. There is a strong emphasis on experiential learning and networking with entrepreneurs from the community.

Entrepreneurship and Innovation Concentration: 12 credits

BENT 490 Creativity, Innovation and Entrepreneurship 3 credits

BENT 491 Creating New Ventures 3 credits

One of the following: 3 credits

BENT 492 Technology Entrepreneurship

BENT 493 Social Entrepreneurship

One of the following: 3 credits

BUSN 470 Multidisciplinary Action Projects

BUSN 491 Startup Accelerator

value to their communities. Major topics will include: strategic analysis, venture scaling, goal-setting, measuring success, diversification and growth, and exit strategies.

Restriction(s):

Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

Prerequisite(s): ENTR 201 and ENTR 202

ENTR 401 Senior Incubation

credit(s): 3

Entrepreneurship is an active experience- we learn best by doing. In this course, students will focus on integrating the entrepreneurial tools they have developed in the context of a venture launch. Major topics will include: enterprise launch, legal issues, financing, investor relationships, and negotiation.

Restriction(s):

Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

Prerequisite(s): ENTR 201 and ENTR 201

ENTR 402 Ethic and Moral Leadership

credit(s): 3

The value we create as entrepreneurs is more than economic. In this course, students will explore how to create ventures that provide lasting value to society and serve as examples of Jesuit and humanistic leadership. Major topics will include: ethical and moral development, Magis, the responsibility of leaders, and building an ethical organization.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Restriction(s):

Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

Prerequisite(s): ENTR 201 and ENTR 202 and ENTR 301

ENTR 490 Independent Study

credit(s): 1-4

Course repeatable 3 time.

Course content to be determined by the instructor.

ENTR 495 New Venture Lab

credit(s): 1-3

Course repeatable for 3 credit(s).

This experiential course provides hands-on experience in developing ideas for new commercial and/or social enterprises. Students work on teams to develop their own or other entrepreneurs' ideas. Projects typically include feasibility analysis, market research, and business planning. Students receive one credit for each 60 hours worked in the New Venture Lab. Course requirements include keeping a journal, completing assigned project tasks, and submitting a final report detailing learning outcomes. Open to any major at the university (for Hogan Program students and those not in the Hogan Program).

Restriction(s):

Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

Must not be the following Class(es): Freshman, Sophomore

ENTR 497 Internship

credit(s): 0-3

Course repeatable for 12 credit(s).

An approved internship is required for completion of the concentration in entrepreneurial leadership. The ideal internship allows the student to apply concepts and analytical tools from the curriculum in an entrepreneurial context. Approved internships consist of a minimum work

requirement of 180 hours and completion of a written report summarizing the learning experience. Instructor approval required.

Restriction(s):

Must not be in the following College/School(s):

Must not be in the following Major(s): Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

Must be the following Class(es): Junior, Senior

Finance

The finance curriculum is designed to give students a solid foundation in financial theory while developing skills and techniques necessary to manage today's dynamic business environment. The globalization of both product and financial markets, rapid development in information technology, and recent advances in the field of finance have created a growing need for well-qualified graduates. Challenging career opportunities exist in the securities and financial services industry, information systems, and corporate financial management.

Finance Concentration: 15 credits

BFIN 322 Intermediate Finance 3 credits

ACCT 367 Financial Reporting 3 credits

BFIN 422 Investment Analysis 3 credits

BFIN 423 Financial Management Cases 3 credits

Electives chosen from the following: 3 credits

BFIN 325 Financial Institutions

BFIN 327 International Finance

BFIN 424 Real Estate Principles

BFIN 426 Mergers and Acquisitions

BFIN 429A Portfolio Management I

BFIN 429C Portfolio Management II

ENTR 201	Idea to Solution	credit(s): 3

Restriction(s):

Must be the following Class(es): Sophomore

Restriction(s):

Prerequisite(s): ENTR 201

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

ENTR 302 Strategic Thinking credit(s): 3

Restriction(s):

Prerequisite(s): ENTR 201 and ENTR 202

credit(s): 3

Restriction(s):

Prerequisite(s): ENTR 201 and ENTR 201

credit(s): 3

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

ENTR 490 Independent Study

credit(s): 1-4

Course content to be determined by the instructor.

credit(s): 1-3

This experiential course provides hands-on experience in developing ideas for new commercial and/or social enterprises. Students work on teams to develop their own or other entrepreneurs' ideas. Projects typically include feasibility analysis, market research, and business planning. Students receive one credit for each 60 hours worked in the New Venture Lab. Course requirements include keeping a journal, completing assigned project tasks, and submitting a final report detailing learning outcomes. Open to any major at the university (for Hogan Program students and those not in the Hogan Program).

Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

Must not be the following Class(es): Freshman, Sophomore

credit(s): 0-3

An approved internship is required for completion of the concentration in entrepreneurial leadership. The ideal internship allows the student to apply concepts and analytical tools from the curriculum in an entrepreneurial context. Approved internships consist of a minimum work requirement of 180 hours and completion of a written report summarizing the learning experience. Instructor approval required.

Must not be in the following College/School(s):

Must not be in the following Major(s): Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

Must be the following Class(es): Junior, Senior

General Business Courses

The following general business courses are offered to all students in the School of Business Administration.

Courses:

BUSN 101 Introduction to Business credit(s): 3

This introduction to business class is designed for first-year students who wish to explore the majors and concentrations available in the School of Business, to examine careers in business, to learn more about business education in a Jesuit tradition, and to begin preparing for a career.

Restriction(s):

Must not be in the following College/School(s):

Must be the following Class(es): Freshman

BUSN 109 Business Graphics credit(s): 1

BUSN 111 Business Computing credit(s): 2

This course introduces students to an integrated set of software tools to solve business problems and to communicate results. Students learn the tools available in the Microsoft Office Suite to enter, manipulate and analyze data in spreadsheets, database systems, presentation software, Internet facilities to help improve problem-solving skills and enhance productivity. Additionally, students will learn about file management systems and operating systems. Classroom lectures and hands-on computer use are employed to enhance learning. Fall, Spring.

Restriction(s):

Must not be in the following College/School(s):

Must not be in the following Major(s):

BUSN 190 Topics credit(s): 1-3

Course repeatable for 6 credit(s).

Topic to be decided by faculty.

BUSN 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must be the following Class(es): Freshman

BUSN 230 Business Statistics credit(s): 3

This course introduces business students to the terminology, uses and underlying theory in the areas of data summarization and description, basic probability concepts and distributions, sampling methods and sampling distribution, hypothesis testing, analysis of variance, regression and correlation, and nonparametric methods. The course improves the student's awareness and ability in incorporating statistical considerations into the decision-making

process and provides them with experience in using statistical software to assist in the quantitative analysis of business problems. Fall and Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Prerequisite(s): BUSN 111 and MATH 114

BUSN 250 Effective Communication credit(s): 1

Communication skills are vital to a successful career. In this course, students build those skills through communication exercises and presentations by local business leaders. Focused on external communication.

BUSN 251 Organizational Communication credit(s): 1

Communication skills are vital to a successful career. In this course, students learn about informal and formal communication, interpersonal communication as it pertains to work, new employee communication and communication channels. Focused on internal communication.

BUSN 252 Career Formation credit(s): 1

What is the process for determining what you want to do with your life? Whether it is choosing a major or starting a career, students often struggle with narrowing down options and identifying what career paths might be good options for them. This course is designed to help students who are undecided about their major or career walk through the process of self-reflection and research. Students who complete this course will have a better understanding of the process and factors involved in making a career decision. Time will also be spent on understanding and utilizing tools that can be helpful in this process, such as LinkedIn, job search sites, and Gonzaga-specific resources.

BUSN 253 Career Activation credit(s): 1

This course is designed to help students understand and succeed in the job/internship search process and beyond! From finding job postings and tailoring resumes and cover letters, to interviewing both in-person and online, to negotiating that offer and succeeding in the workplace, students will learn how to prepare for a successful transition from college to career. Students will leave this course ready to continue their job search with tangible skills and resources that will help them stand out amongst other applicants and shine in their first professional positions.

BUSN 254 Image and Reputation Management credit(s): 1

This course is designed to support student endeavors to build, maintain, and even repair personal and professional images and reputations.

BUSN 255 Effective Negotiations credit(s): 1

This course is designed to build skills in preparing for and conducting negotiations.

BUSN 256 Sales credit(s): 1

This course focuses on the practice of moving individuals to a different point of view. It examines the art and the science of prospering in the most competitive and potentially rewarding part of the business dynamic, moving individuals to buy a product.

BUSN 257 EQ and Leadership credit(s): 1

An individual's emotional intelligence (EI) or emotional quotient (EQ) refers to the individual's capacity to recognize their own and other people's emotions. It also refers to the capacity to label feelings appropriately and to use emotional information to guide their own and others' thoughts and behaviors. This class will focus on EQ as a skill.

BUSN 258 Financial Analysis and Decisions credit(s): 1

In this course for non-business students, students examine accounting and finance concepts central to sound analysis and decision making. Further, students are challenged to contemplate how accounting and finance thinking can improve individual decision making, which should in turn lead to a more prosperous society.

Today's workers need to understand how the whole organization works and be willing to step up to new challenges. This course examines ways to apply the value chain analysis to create value for both internal and external customers. This course is taught off-site at a business or businesses.

This class is the first in a three-class series on non-profit management. Students can take one, two, or all three classes in the series. This class will provide an introduction to non-profits, covering legal structure, a few regulatory pieces, mission and visioning, basic strategic planning, and a survey of the local non-profit sector.

This class is the second in a three-class series on non-profit management. This class will cover non-profit governance and leadership. Students can take one, two, or all three classes in the series.

This class is the third in a three-class series on non-profit management. This class will focus on social enterprise. Students can take one, two, or all three classes in the series.

Intellectual property refers to creations of the mind for which exclusive rights are recognized. The course covers the field of IP from concept to practice.

This course provides students education and training about the strategic planning process at the individual and organizational level. A wide variety of planning components including a "how to" planning process template are covered. Students will leave with a written personal plan focused on achieving their long-term success.

This course integrates knowledge from the women studies and business literatures to examine the challenges women face in the workplace. Course will examine popular culture artifacts on women in the workplace such as memes, television and movies, and popular business books. It will also cover skill building through business case studies and scenarios.

This class is designed to help students prepare for a career in volunteer service such as the Peace Corps or Jesuit Volunteer Corps.

Course repeatable 5 time.

These one-credit special topics courses teach students skills for thriving inside and outside the workplace. The courses are typically taught on weekends several times a semester.

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Course repeatable 5 time.

These one-credit special topics courses teach students skills for thriving inside and outside the workplace. The courses are typically taught on weekends several times a semester.

Must not be the following Class(es): Freshman

credit(s): 3

Restriction(s):

BUSN 286 **DECA PNCDC**

credit(s): 2

DECA conferences provide opportunities for students to grow both personally and professionally through leadership development, competitive events, and community involvement. DECA conferences challenge students to incorporate leadership and problem-solving skills in four career clusters: Marketing, Business Management, Finance, and Hospitality. This course is designed to prepare student for the regional (PNCDC) conference, by integrating the skills and knowledge learned in the classroom into real world experiences.

BUSN 290 **Directed Study**

credit(s): 1-3

Topic to be decided by faculty

BUSN 390 **Directed Study**

credit(s): 1-3

Topic to be decided by faculty.

BUSN 430 Sustainable Business

credit(s): 3

Prerequisite(s): ECON 201

BUSN 432 **Core Integration Seminar:**

credit(s): 3

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

BUSN 470 Multidisciplinary Act Projects

credit(s): 3

Fulfills the following degree requirement(s): BU - E&I conc - Experience

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Accounting, Business Administration

Prerequisite(s): (ACCT 260 and ACCT 261) and BMIS 235 and (BUSN 230 or MATH 321) and (ECON 201 and ECON 202)

BUSN 480 Senior Seminar Business Ethics credit(s): 3

This 3-credit course, to be taken during the student's senior year, is designed to introduce students to the fundamentals of addressing ethical issues which arise in all aspects of business and in the interface between business activity and institutions, and the larger society which they serve. The theme of the course is that "business" is an inherently ethical practice, one which is governed by moral norms that shape the very purpose and nature of business activity and institutions, not an "add on" or a "second bottom line." Fall and Spring.

Fulfills the following degree requirement(s): Core: Social Justice, Fulfills the following degree requirement(s): Core: Core Integration Seminar

Restriction(s):

Must be in the following Major(s): Accounting, Business Administration, Undeclared Business

Must be the following Class(es): Senior

Prerequisite(s): Core: Ethics

BUSN 481 Strategic Management credit(s): 3

A capstone course that introduces strategic management concepts and practices and integrates functional areas in a broad systems-perspective approach to organizational challenges. The primary instructional tool is case analysis. Consideration is given to the international context of strategic management and to the ethical dimensions of decision-making crucial to effective strategy formulation and implementation. Fall and Spring.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be the following Class(es): Senior

Prerequisite(s): BFIN 320 and MGMT 350 and MKTG 310 and OPER 340

BUSN 486 DECA ICDC credit(s): 2

Course repeatable for 20 credit(s).

DECA conferences provide opportunities for students to grow both personally and professionally through leadership development, competitive events, and community involvement. DECA conferences challenge students to incorporate leadership and problem-solving skills in four career clusters: Marketing, Business Management, Finance, and Hospitality. This course is designed to prepare student for the international (ICDC) conference, by integrating the skills and knowledge learned in the classroom into real world experiences.

BUSN 489 Special Topics credit(s): 2-3

Course repeatable 2 time.

Topics and credit by arrangement.

Prerequisite(s): (ACCT 260 and ACCT 261) and BMIS 235 and (BUSN 230 or MATH 321) and (ECON 201 and ECON 202)

BUSN 490 Integrative Perspectives credit(s): 3

Course repeatable 2 time.

This course focuses on integrating advanced topics and/or best practices from different disciplines. The course content varies over time to reflect leading-edge concepts and practices (e.g., business ethics, quality management and international standards, technology infrastructure, e-business strategy, etc.). Courses often involve a large-scale team project. May be repeated up to a maximum of six credits.

Restriction(s):

Must not be in the following College/School(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): (ACCT 260 and ACCT 261) and BMIS 235 and (BUSN 230 or MATH 321) and (ECON 201 and ECON 202)

BUSN 491 Directed Study**credit(s): 1-3**

Course repeatable for 6 credit(s).

Directed study requires completion of an application form and departmental permission.

Zagweb registration not available. Summer only.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Business Administration

Must be the following Class(es): Junior, Senior

BUSN 492 Business Planning**credit(s): 3**

This course integrates business principles with business practices. Topics include assessing industry attractiveness, environment analysis, market segmentation, demand forecasting, product development, operations, financial analysis, control mechanisms, contingency planning, and implementation strategies. The preparation of a business plan is also a required component of the course as well as weekly written assignments. This course may be used to satisfy three credits of Integrative courses. Fall.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Accounting, Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): BFIN 320 and MGMT 350 and MKTG 310 and OPER 340

BUSN 494 Small Business Consulting**credit(s): 3**

Practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems operations and related case problems. The course will also examine the management of the consulting process and the role of the consultant as an agent for organizational change. This course will satisfy three credits of the experiential major requirement. Permission required. Zagweb registration not available. Fall and Spring.

Fulfills the following degree requirement(s): BU - E&I conc - Experience

Restriction(s):

Must not be in the following College/School(s):

Must be the following Class(es): Senior

Prerequisite(s): 3.25 cumulative g.p.a.

BUSN 497 Internship**credit(s): 0-3**

Work experience directly related to the student's major and area of concentration. Guidelines are available from the Internship Director. Zagweb registration not available. Fall, Spring, and Summer.

Fulfills the following degree requirement(s): BU - E&I conc - Experience

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be the following Class(es): Junior, Senior

Human Resource Management

This concentration provides students a broad background in the management of human resources as well as an awareness of the functional specialties within the field of human resource management. In addition to qualifying students for specific careers in human resources management and general management, this concentration also provides an excellent entry to a variety of professional positions that demand effective direction of people.

Human Resource Management Concentration 12 Credits

<u>MGMT 400</u> Recruitment and Selection	3 credits
<u>MGMT 405</u> Compensation and Performance Appraisal	3 credits
<u>MGMT 410</u> Training and Organizational Development	3 credits
<u>MGMT 415</u> Employment Law and Labor Relations	3 credits

Courses:

MGMT 350 Principles of Management credit(s): 3

This course examines the theory and practice of managing employees in organizations. As an introduction to human resource management, topics covered include strategy, structure, recruitment and selection, development, ethics, compensation and motivation, leadership and appraisals, workplace diversity and group dynamics, conflict and decision-making, employment law, and global management. Fall and Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Accounting, Business Administration, General Business, Undeclared Business

Must not be the following Class(es): Freshman, Sophomore

Prerequisite(s): (ACCT 260 and ACCT 261) and BMIS 235 and (BUSN 230 or MATH 321) and (ECON 201 and ECON 202)

MGMT 355 International Management credit(s): 3

This course examines the information and skills needed to manage an organization in an international setting. Topics include international cultures, cross-cultural communication, cross-

cultural negotiation, leadership, ethics, international human resource management and motivation of a multicultural workforce. Spring.

Fulfills the following degree requirement(s): BU - Int'l Business conc Rq

Equivalent(s): MGMT 352

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

Prerequisite(s): MGMT 350

MGMT 400 Recruitment and Selection credit(s): 3

This course examines strategies for hiring and retaining the workforce necessary for an organization to achieve its vision and mission. Topics include workforce planning, ethics, job analysis and design, recruitment, selection, retention, human resource information systems, and organizational entry and socialization. Fall.

Prerequisite(s): MGMT 350

MGMT 405 Comp and Performance Appraisal credit(s): 3

This course examines the strategic use of compensation and performance appraisal systems to align employee interests with organizational vision and mission. Topics include job evaluation, compensation systems, benefit programs, appraisal methods, performance management methods, ethics, task/process analysis, documentation, and measurement of human resource outcomes. Fall.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): MGMT 350

MGMT 410 Training and Org Development credit(s): 3

The course examines two development processes related to organizational vision and mission. The first process is the training and development of employees to meet employee and strategic goals. The second is the development of the organization to enhance strategic effectiveness. Topics include needs assessment, training and development, talent management, career development, leadership development, ethics, diagnosis, interventions, models of change, resistance to change, organizational development initiatives, and change related to downsizing, mergers and acquisitions, and globalization. Spring.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): MGMT 350

MGMT 415 Employ Law and Labor Relations credit(s): 3

This course examines legal issues in the employee-employer relationship. Topics include laws affecting human resource practices, occupational health, safety and security, discipline and complaint resolution, ethics, management of a diverse workforce, and labor relations. Spring.

Fulfills the following degree requirement(s): BU - LPP conc Req

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): MGMT 350

MGMT 489 Special Topic Seminar

credit(s): 1-4

Credit by arrangement. Fall or Spring or Summer.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Business Administration

Must be the following Class(es): Junior, Senior

Prerequisite(s): MGMT 350

MGMT 491 Directed Study

credit(s): 1-3

Course repeatable for 6 credit(s).

Directed study requires completion of an application form, and departmental permission.

Zagweb registration not available. Summer only.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Business Administration

Must be the following Class(es): Junior, Senior

Individualized Program

Students may design an interdisciplinary concentration of courses related to their individual goals and interests. This concentration must include twelve credits of upper division courses approved by a faculty advisor.

International Business

The International Business Concentration is designed for students who want to prepare themselves to meet the challenges associated with globalization. This concentration must be taken in tandem with another major (accounting) or another concentration. Students must complete the international course for the functional area of their primary concentration, if offered. This international course can be used to fulfill either a requirement in the primary concentration or the international business concentration. **It cannot be double-counted.**

International Business Concentration: 12 credits

Four courses selected from the following:

<u>ECON 311</u> Global Economic Issues (or <u>ECON 321</u> for economics concentration)	3 credits
<u>BFIN 327</u> International Finance	3 credits
<u>MGMT 355</u> International Management	3 credits
<u>MKTG 417</u> International Marketing	3 credits
<u>OPER 440</u> Global Operations and Supply Chain Management	3 credits

Course descriptions are found under the respective disciplines.

Students with a concentration in International Business may not double-count any of the above courses to satisfy the broadening, international, experiential elective in the business administration major. Students in this concentration may count one three credit foreign language course taken at the 200-level or above at a university to satisfy the international three- credit requirement in the BIE group. A course in a student's native language does not fulfill this requirement.

Law and Public Policy

Government regulation and legislation have a major impact on business, creating a need for public policy makers to understand the workings of business and for people in the private sector to understand the public sector. This is especially relevant for people pursuing careers in corporate public affairs and professional study in law, public administration, and public policy analysis.

Law and Public Policy Concentration: 12 credits

Four courses selected with advisor approval from the following, with not more than six credits from one department:

ACCT 365 Federal Taxation

ECON 320 Economics of Sports

ECON 324 Economics of Environmental Protection

ECON 325 Public Finance

ECON 330 Anti-Trust Policy and Regulation

BFIN 426 Mergers and Acquisitions

MGMT 415 Employment Law and Labor Relations

POLS 303 Civil Liberties: Class, Race and Gender

POLS 311 State and Local Government

POLS 321 Politics and Public Administration

POLS 323 Constitutional Law

POLS 327 American Social Policy

POLS 342 Law as a Vocation

Management Information Systems

The strategic use of information and communication technology (ICT) is critical for organizations in today's complex and competitive business environment. The Management Information Systems (MIS) concentration combines a strong business curriculum with the knowledge and technical skills of ICT required to help organizations thrive and grow. The MIS program is designed to prepare business professionals who are business oriented, technically competent, and able to interact effectively in organizations. Challenging career opportunities exist for MIS graduates across a variety of organizations (financial services, retail, consulting, technology, manufacturing, etc.) and positions (e.g., business analyst, application developer, network analyst, software engineer, project manager, database analyst, web developer, information systems manager, consultant).

Management Information Systems Concentration: 12 credits

<u>BMIS 331</u> Problem Solving and Programming Techniques	3 credits
<u>BMIS 342</u> Data Analytics for Business	3 credits
<u>BMIS 441</u> Database Management	3 credits
<u>BMIS 444</u> Information Systems Analysis and Design	3 credits

Courses:

BMIS 235	Management Information Systems	credit(s): 3
This course introduces fundamental concepts of information systems and develops essential skills and techniques for using information technology (IT). The emphasis is on the role of information systems in today's organizations, including how IT changes individual work, impacts organizational structure and processes, and shapes competition in the business environment. Also, fundamental concepts essential to effective use of information technology are introduced. Specific topics include the system concept, hardware, software, communication tools, database management systems, components of information systems, e-commerce (EC), technologies for developing EC, and systems development approaches. Several software tools are employed to		

BMIS 441 Data Base Management credit(s): 3

This course helps students understand, through practice, the concepts of database management. Topics include a broader view in aspects of SQL (Structured Query Language), data modeling, project life cycle, data normalization, data warehousing and data administration. Computer projects are used to give students hands-on experience developing business applications using Oracle in a Client-Server environment. Fall.

Fulfills the following degree requirement(s): BU - Oper Supply Chain conc

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Accounting, Business Administration, Digital Marketing, Mgmt Info Systems, Undeclared Business

Must be the following Class(es): Junior, Senior

Prerequisite(s): BMIS 235BMIS 235

BMIS 443 Tech for Web/Mobile-based Bus credit(s): 3

The objective of the course is to equip students with knowledge, skills and techniques for developing a minimally viable technical product (MVP) (i.e. a mobile/web app) as a pre-cursor to seeking funding to advance the idea further. Following the process of developing such products, students will be introduced to the tech-startup market, tech-startup business models, MVP product development, monetization through advertisements, segmenting customers for startups, and forming startup teams. This class is recommended for students who plan to start web-based businesses, or who want to join start-ups and need to understand the technical aspect of the business in order to communicate with the development team. Students will be expected to have Mac, Windows, or Linux computers that they can complete homework and projects on (detailed instructions on setup will be provided).

Restriction(s):

Must not be in the following College/School(s):

Must not be in the following Major(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): BMIS 235

BMIS 444 Info System Analysis and Design credit(s): 3

The full range of business software development is covered in this course, including concepts, tools and techniques in the analysis and design of business information systems. Students will gain experience working with software tools utilized throughout the Systems Development Life Cycle (SDLC). Although the course concentrates on the analysis phase of systems development, topics may include strategic planning, system development methodologies, project management, requirements development, data and process modeling using a software engineering CASE tool, object modeling using UML, application architecture, installation and evaluation techniques. Spring.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Accounting, Business Administration, Digital Marketing, Mgmt Info Systems, Undeclared Business

Must be the following Class(es): Junior, Senior

Prerequisite(s): BMIS 441

BMIS 489 Special Topic Seminar**credit(s): 1-3**

Course repeatable for 9 credit(s).

Credits by arrangement. Fall, Spring or Summer.

Restriction(s):

Must not be in the following College/School(s):

Must not be in the following Major(s):

Must be the following Class(es): Freshman, Junior, Senior, Sophomore

Prerequisite(s): BMIS 235**BMIS 491 Directed Study****credit(s): 1-3**

Course repeatable for 6 credit(s).

An individually designed course of study appropriate to the student's concentration.

Prerequisites: junior or senior year standing, and department's permission

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Business Administration

Must be the following Class(es): Junior, Senior

Marketing

Marketing emphasizes satisfying needs and wants through the facilitation of the exchange process between and among organizations and customers. Marketing concepts and techniques apply to all types of organizations, whether they are for profit or non-profit and whether providing goods, services, experiences or ideas to their customers. An organization's long-term success is determined by understanding customer preferences and perceptions as well as how they change. Marketing is also a critical link between organizations and their environment.

The topics studied include: gathering and interpreting market information, understanding customer decision processes and the influencers of these processes, target market decisions involving segmenting markets and positioning market offerings, marketing promotion and advertising, product design and modification, pricing, distribution of products, and effective managerial decision-making and planning.

Marketing is an essential, universal activity common to all individuals and organizations around the world, whether pursuing personal employment, seeking clients for an accounting firm, or in marketing supertankers or soap. Marketing knowledge and skills may lead to challenging and satisfying careers

in nearly any field including such activities as sales and sales management, advertising and promotion management, retail management and buying, product development and management, public relations, industrial marketing, marketing research, and international marketing.

Marketing Concentration: 15 credits

MKTG 315 Consumer Behavior 3 credits

MKTG 330 Marketing Research 3 credits

MKTG 402 Marketing Communications 3 credits

MKTG 419 Marketing Strategy 3 credits

Choose one course from among the following courses: 3 credits

MKTG 300-400 level elective

ECON 451 Econometrics

EDPE 400 Sport Sponsorship and Promotions

PRLS 310 Writing for Public Relations

PSYC 310 Cognition

PSYC 335 Social Psychology

A promotion minor is offered to non-business majors through the School of Business.

MKTG 310 Principles of Marketing credit(s): 3

This course provides an overview of the dynamics of marketing. The focus is the study of exchange and its facilitation for all types of products, both tangible and intangible. The functions, institutions, problems and philosophies of modern marketing are presented in survey form. The major areas of marketing decision-making are examined including: selecting and working with target markets, product development and management, promotion and marketing communication, pricing, and distribution. Fall and Spring.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Accounting, Business Administration, Digital Marketing, General Business, Promotion, Undeclared Business

Must be the following Class(es): Junior, Senior

Prerequisite(s): (ACCT 260 and ACCT 261) and BMIS 235 and (BUSN 230 or MATH 321) and (ECON 201 and ECON 202)

credit(s): 3

Restriction(s):

Must be in the following Major(s): Digital Marketing, Marketing, Promotion

Must be the following Class(es): Junior, Senior

MKTG 316 Fashion Marketing and Retailing

credit(s): 3

MKTG 317 Promoting the Arts

credit(s): 3

Prerequisite(s): MKTG 310 (or concurrent)

credit(s): 3

Prerequisite(s): MKTG 310

credit(s): 3

This course provides a general overview of marketing research. Students will be introduced to the analytical procedures and technology most widely employed by marketing professionals. Students will acquire an appreciation of the marketing research process and become knowledgeable users of information provided by this form of inquiry. Specific topics covered include: alternative methods of obtaining information, problem identification, research design,

Restriction(s):

Must be in the following Major(s): Business Administration, Digital Marketing, Promotion, Undeclared Business

MKTG 342 Graphic Design credit(s): 3

Restriction(s):

Must be in the following Major(s): Business Administration, Digital Marketing, Promotion, Public Relations, Undeclared Business

Prerequisite(s): MKTG 310

MKTG 402	Marketing Communications	credit(s): 3

Equivalent(s): MKTG 335

Restriction(s):

Must be in the following Major(s): Business Administration, Digital Marketing, Promotion,
Undeclared Business

Prerequisite(s): MKTG 315

MKTG 410	Digital Marketing	credit(s): 3

Prerequisite(s): MKTG 310

MKTG 411 Digital Advertising credit(s): 3

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selection, copy testing, and evaluating advertising results. Regulatory, social, and ethical dimensions of advertising are also explored.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Business Administration, Digital Marketing, Promotion, Public Relations, Undeclared Business

Must be the following Class(es): Junior, Senior

Prerequisite(s): MKTG 310

MKTG 415 New Product Development

credit(s): 3

Class discussion and experiential projects are used to demonstrate methods which enhance the value created by new products. Idea assessment, product design, test marketing, and the implementation procedures necessary to successfully introduce a new product are discussed. Issues surrounding why new products fail and how brand image can be effectively managed and legally protected are also presented. On sufficient demand.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Accounting, Business Administration, Digital Marketing, Promotion

Must be the following Class(es): Junior, Senior

Prerequisite(s): MKTG 330

MKTG 416 Retail Management

credit(s): 3

The practice and theory of retail assortment planning, buying, facility layout, profit management, and site location are studied. The use of the internet to enhance customer relationship management and the globalization of the retail industry are also examined. On sufficient demand.

Restriction(s):

Must be in the following College/School(s): College of Arts and Sciences, School of Business Administration

Must be in the following Major(s): Business Administration, Digital Marketing, Promotion

Must be the following Class(es): Junior, Senior

Prerequisite(s): MKTG 310

MKTG 417 International Marketing

credit(s): 3

This course provides an introduction to international marketing concepts and their application to various business situations. The course emphasizes principles and practices of marketing in the contemporary global environment. It is designed to enhance students' knowledge about current developments in international business. The material covers both U.S. and foreign companies doing business in various countries around the world. The course considers the marketing perspectives that allow increased interaction with global markets. Techniques, operations, and ethical dilemmas that are unique to international marketing will be discussed. Fall.

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): BU - Int'l Business conc Rq

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Business Administration, Digital Marketing, Promotion

Must be the following Class(es): Junior, Senior

Prerequisite(s): MKTG 310

This class examines the selling process. The basic principles underlying all types of selling and the practical applications of these principles to various selling situations are presented. In addition, an introduction to sales management issues such as recruitment, selection, training, motivation, compensation, sales analysis, and evaluation is provided. Spring.

Must be the following Class(es): Junior, Senior

This is an integrative, capstone course in marketing. This course focuses on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. The course emphasizes systematic analysis of marketing problems and exercising good decision-making when faced with such problems. The core competencies to be developed in the course are the enhanced understanding of the marketing management process, marketing analysis, and decision-making, and the ability to formulate marketing strategy. Fall and Spring.

Must be the following Class(es): Senior

The amount of data available in business has increased and this has led to an emphasis on data-driven decision making. In this course, students will learn how to acquire, clean, and manipulate data for creating effective data visualizations. The focus will be on the creation of visual displays of data to understand and explore them and to communicate research findings. It will also address the cognitive bases of effective visualizations and introduce students to a set of static and interactive visualization tools within the open-source R statistical software environment.

The course provides students with an analytics tool-kit to complement their business knowledge, which would enable them to be better decision makers. It will cover topics such as ANOVA, Multiple Regression, Logistic Regression, Lift Charts, Decision Trees, Artificial Neural Networks, Principal Components Analysis and Cluster Analysis. Students will use open-source software tools, predominantly using R, to implement these analytical procedures.

Credit by arrangement. Fall or Spring or Summer.

Must be the following Class(es): Junior, Senior

Course repeatable for 12 credit(s).

Members of the class form a marketing agency for an outside company or organization. Over the course of the project, the class designs and implements a promotional campaign, manages a budget, conducts market research, makes an agency-style presentation to the client, and

develops a professional recap book which reports the results of the campaign. This course can help the student improve skills in marketing, public relations, human resources and operations management, communications, business writing, public speaking, event planning, time management, group dynamics, and teamwork. Open to all concentrations. Enrollment by permission only. Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): MKTG 310

MKTG 491 Directed Study

credit(s): 1-3

Course repeatable for 3 credit(s).

An individually designed course appropriate to the student's concentration. Directed study requires completion of an application form and departmental permission. Zagweb registration not available. Summer only.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Business Administration, Digital Marketing, Promotion

Must be the following Class(es): Junior, Senior

Operations and Supply Chain Management

The growth of e-commerce, increased global competition, and advances in information technology are some of the forces behind the ongoing need to eliminate waste and add value throughout a product's supply chain. The Operations and Supply Chain Management (OSCM) concentration examines how a firm can establish and enhance the operational core competencies required by demanding consumers in a dynamic marketplace.

This concentration prepares students for the challenges of tomorrow's business environment by providing them with the technical, informational, and managerial skills needed to manage and improve an integrated system of productive processes. Career opportunities exist with organizations that provide or are dependent on fast, low-cost, accurate, and uniform flows of products, information, and services. Examples of career opportunities include consulting, logistics, manufacturing, health services, government, retail and insurance, and banking.

Operations and Supply Chain Management

Concentration: 12 credits

Two courses selected from the following:

6 credits

OPER 345 Service Operations

OPER 346 Project and Process Management

OPER 347 Lean Thinking

OPER 348 Quality Management and International Standards

One course selected from the following:

3 credits

MKTG 415 New Product Development

BFIN 327 International Finance

BMIS 441 Database Management

OPER 345 Service Operations

OPER 346 Project and Process Management

OPER 347 Lean Thinking

OPER 348 Quality Management and International Standards

Capstone course:

OPER 440 Global Operations and Supply Chain Management

3 credits

Courses:

OPER 340 Operations Management

credit(s): 3

This foundation course provides an understanding of the strategic and tactical role of operations management in building and maintaining a firm's core competencies. A significant emphasis is placed on discussing the impact of technology and globalization on creating and enhancing value from both the producer and consumer's perspective. This hybrid course uses a combination of lectures, Blackboard.com exercises, computer lab projects and group projects to ensure an understanding of basic concepts. Upon completion of the course students will possess the requisite skills to create and sustain the operational core competencies required to compete in a global marketplace. Fall and Spring.

Restriction(s):

Must not be in the following College/School(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): (ACCT 260 and ACCT 261) and BMIS 235 and (BUSN 230 or MATH 321) and (ECON 201 and ECON 202)

This course introduces business students to service operations and attempts to familiarize them with the distinctive characteristics of service organizations and how to successfully manage them. Discussion includes, but is not limited to, such topics as the role and nature of services, competitive environment of services and competitive service strategies, service design, managing service operations, and globalization of services. Summer.
Fulfills the following degree requirement(s): BU - Oper Supply Chain conc

Must not be the following Class(es): Freshman, Sophomore

This operations skills course provides students with the requisite skills necessary to manage a wide range of projects including: project planning, task scheduling, resource management, and project reporting. The course provides students the knowledge of how to use MS Project to plan and control multiple projects utilizing finite resources. This course also examines the design and management of key business processes by focusing on the process flow, key performance measures, and the management of levers that lead to process improvement. Students will be introduced to process management tools as a part of the course. This course counts toward the integrative requirement for business majors. Spring.

Fulfills the following degree requirement(s): BU - Oper Supply Chain conc

This operations strategy course focuses on lean systems whose functions include elimination of waste, reducing costs, shortening cycle times, quality improvement, optimization of socio-technical systems, and the process of continuous improvement. The course provides a focused perspective on lean applications in operations and management. The course also extends the benefits of lean thinking outward from the factory floor to encompass the organization and supply chain. The principles of lean thinking are applied to make-vs-buy decision, product and process design, relationship and organizational management, service operations, and environment conscious operations. Fall.

Fulfills the following degree requirement(s): BU - Oper Supply Chain conc

This course provides an introduction to management practices aimed at quality improvement and international quality standards as applied to productive systems throughout a product's global supply chain. Topics include product and process design for quality and reliability, vendor selection and quality defect prevention throughout the supply chain, control and improvement of process capability for all supply chain processes, ISO 9000 and ISO 14000 standards, and customer relationship management. Fall.

Fulfills the following degree requirement(s): BU - Oper Supply Chain conc

Must not be the following Class(es): Freshman, Sophomore

This capstone course examines the role of technology and the impact of globalization on creating value from both the producer and consumer's perspectives. Learning objectives include understanding how cultural and contextual differences affect the efficiency and effectiveness of

global operations, and how developing a global supply chain creates a sustainable competitive advantage. The course uses a combination of lectures, internet exercises, case analysis, field research and group projects. This course counts toward three credits of international requirements for business majors. Spring.

Fulfills the following degree requirement(s): BU - Int'l Business conc Rq

Restriction(s):

Must not be in the following College/School(s):

Must not be in the following Major(s):

Must be the following Class(es): Senior

Prerequisite(s): OPER 340

OPER 489 Special Topic Seminar

credit(s): 1-4

Restriction(s):

Must not be in the following College/School(s):

Must not be in the following Major(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): OPER 340

OPER 491 Directed Study

credit(s): 1-3

Course repeatable for 6 credit(s).

Directed study requires completion of a form and departmental permission. Zagweb registration not available. Summer only.

Restriction(s):

Must be in the following College/School(s): School of Business Administration

Must be in the following Major(s): Business Administration

Must be the following Class(es): Junior, Senior

Business Minors

Business Minors for all majors, including Business and Accounting:

Digital Marketing: 24 credits

Sustainable Business: 26 credits

Business Minors for Non-Business majors:

The School of Business offers minors in Entrepreneurship and Innovation, Digital Marketing, Sustainable Business, General Business, Analytical Finance, Management Information Systems, and Promotion to non-business students. Students desiring to pursue a minor should meet with a School of Business advisor early in their program to ensure development of a course sequencing plan. Students will not be allowed in classes with designated

prerequisites unless that prerequisite has been satisfied. Also, students will not be allowed to take equivalent CLEP or other exams to replace or waive courses in the minor.

Analytical Finance: 27-28 credits
Entrepreneurship and Innovation: 18 credits
General Business: 24 credits
Management Information Systems: 17 credits
Promotion: 18 credits

Minor in Digital Marketing: 24 credits

Digital marketing is the present and future of marketing. Students with digital marketing knowledge and skills are well-positioned to succeed in modern marketing and e-commerce careers. The minor is designed to develop skills in content marketing, social media marketing, search engine optimization, web analytics, mobile marketing, app development, and more.

This minor pairs particularly well with business concentrations in marketing, MIS, and entrepreneurship. Students majoring in fields such as integrated media, public relations, communications, computer science, journalism, English, art, and psychology might also find the minor helpful in their professional pursuits.

Lower Division

<u>BMIS 245</u> Technological Foundation of Digital Marketing	3 credits

Upper Division

<u>MKTG 310</u> Principles of Marketing	3 credits

<u>BMIS 443</u> Technology for Web and Mobile-based Business	3 credits

<u>MKTG 402</u> Integrated Marketing Communications	3 credits

<u>MKTG 410</u> Digital Marketing	3 credits

One of the following three courses:	3 credits

MKTG 330 Marketing Research

MKTG 420 Data Visualization

MKTG 421 Business Analytics

One of the following two courses: 3 credits

INMD 360 Media Law

BMIS 331 Problem Solving & Programming Techniques

One of the following two courses: 3 credits

MKTG 318 Social Media Marketing

MKTG 411 Digital Advertising

NOTE: All upper division MKTG courses require a prerequisite of MKTG 310.

Sustainable Business Minor: 26 credits

This minor is designed primarily for business majors who want to learn more about environmental issues, but the minor would be available to anyone at Gonzaga University.

Students earning a Sustainable Business minor would be required to take courses from both the School of Business Administration and the Environmental Studies Department within the College of Arts & Sciences. The intention is to have these courses work together across disciplines to give students the necessary background in both business and environmental studies.

Lower Division

ENVS 101 Introduction to Environmental Studies 3 credits

One of the following science courses with lab: 4 credits

ENVS 103/ ENVS 103L Environmental Biology

ENVS 104/ ENVS 104L Environmental Chemistry

ENVS 200 Case studies in Environmental Science 4 credits

ECON 201 Microeconomics 3 credits

Upper Division

BENT 493 Social Entrepreneurship 3 credits

BUSN 430 Sustainable Business 3 credits

ECON 324 Economics of Environmental Protection 3 credits

One of the following three courses: 3 credits

ENVS 358 Environmental Ethics

ENVS 350 Ethics: Global Climate Change

ENVS 352 Ethics of Eating

Minor in Analytical Finance: 27-28 credits

The minor in analytical finance is intended for students with a secondary interest in either general corporate finance or investments. This field of study may be particularly useful to two groups of students: 1) mathematics majors interested in actuarial science careers and 2) those interested in a more finance-oriented minor than the general business minor program offers. Completion of ACCT 260-ACCT 261, ECON 201-ECON 202, and one three-credit course in statistics with a minimum GPA of 2.70 and no lower than a C- in any one class is required to enroll in upper division courses required in the minor. Applications for admission to upper division business courses are available in the School of Business and must be approved before registration for upper division business courses. Students will not be allowed in classes with designated prerequisites unless that prerequisite has been satisfied.

Lower Division

ACCT 260 Principles of Accounting I 3 credits

ACCT 261 Principles of Accounting II 3 credits

ECON 201 Microeconomics 3 credits

ECON 202 Macroeconomics 3 credits

One of the following two courses 3-4 credits

MATH 114 Mathematical Analysis for Business

MATH 157 Calculus and Analytical Geometry

One of the following two courses: 3 credits

BUSN 230 Business Statistics

MATH 321 Statistics for Experimentalists

Upper Division

BFIN 320 Principles of Finance 3 credits

BFIN 322 Intermediate Finance 3 credits

BFIN 422 Investment Analysis 3 credits

Minor in Entrepreneurship and Innovation: 18 credits

Any non-business student can earn a Minor in Entrepreneurship and Innovation through a curriculum incorporating fundamentals of business and entrepreneurial subjects. From idea generation, and opportunity seeking behavior, the program takes students through the entrepreneurial process and provides a body of thought which may compliment their major studies.

Lower Division

One of the following two courses 3 credits

ACCT 260 Principles of Accounting I

ACCT 263 Accounting Analysis

One of the following two courses 3 credits

ECON 200 Economic Analysis

ECON 201 Microeconomics

Upper Division

BENT 490 Creativity, Innovation and Entrepreneurship 3 credits

BENT 491 Creating New Ventures 3 credits

One of the following two courses 3 credits

BENT 492 Technology Entrepreneurship

BENT 493 Social Entrepreneurship

One of the following two courses 3 credits

BENT 494 Small Business Consulting

BENT 495 New Venture Lab

General Business Minor: 24 credits

Completion of ACCT 260-ACCT 261 (or ACCT 263), ECON 201-ECON 202 (or ECON 200) and one three-credit course in statistics with a minimum GPA of 2.70 and a grade no lower than C- in any one class, must be earned to enroll in 300-level business courses required in the minor program. Applications for admission to upper division business courses are available in the School of Business and must be approved before registration for upper division business courses.

Lower Division

One of the following combinations 3-6 credits

ACCT 263 Accounting Analysis 3 credits

ACCT 260-ACCT 261 6 credits

One of the following combinations 3-6 credits

ECON 200 Economic Analysis 3 credits

ECON 201-ECON 202 6 credits

BUSN 230 Business Statistics or MATH 321 3 credits

Upper Division

<u>MKTG 310</u> Principles of Marketing	3 credits
<u>BFIN 320</u> Principles of Finance	3 credits
<u>MGMT 350</u> Principles of Management	3 credits
Electives:	0-6 credits
<u>BMIS 235</u> Management Information Systems	
<u>BUSN 283</u> Business Law	
<u>OPER 340</u> Operations Management	

Minor in Management Information Systems: 17 credits

The world has moved into the information age. Information technology and its applications affect every walk of life by improving the productivity of individuals. As a result, social, economic, and organizational structures change rapidly. The minor in management information systems is intended for all non-business students, especially those in computer science and engineering degree programs, to have a basic understanding of how business operates and how information systems affect today's organizations.

Lower Division

<u>BUSN 111</u> Business Computing*	2 credits
<u>BMIS 235</u> Management Information Systems**	3 credits

Upper Division

<u>BMIS 331</u> Problem-Solving and Programming Techniques	3 credits
<u>BMIS 342</u> Data Analytics for Business	3 credits
<u>BMIS 441</u> Database Management	3 credits
<u>BMIS 444</u> Information Systems Analysis and Design	3 credits

*BUSN 111 may be waived in some cases. See the Associate Dean for more information.

**BUSN 111 is a prerequisite for BMIS 325

Minor in Promotion: 18 credits

The minor in promotion is offered to non-business majors. The focus is how to communicate effectively and efficiently through a variety of methods with any target audience. Students must complete three required courses as well as three courses from the approved elective courses listed below.

Required Courses (9 credits)

MKTG 310 Principles of Marketing 3 credits

MKTG 315 Consumer Behavior 3 credits

MKTG 402 Marketing Communications 3 credits

Approved Elective Courses 9 credits

MKTG 318 Social Media Marketing

MKTG 342 Graphic Design

MKTG 410 Digital Marketing

MKTG 411 Digital Advertising

MKTG 418 Personal Selling

MKTG 490 Promotion Project*

*with marketing faculty approval

PRLS 310 Writing for Public Relations

PRLS 460 Public Relations Campaign

Students desiring to pursue this minor should meet with a School of Business advisor early in their program to ensure development of a course sequencing plan. MKTG 310 is a prerequisite for most other marketing courses. MKTG 315 is a prerequisite for MKTG 402.

School of Education

Dean: Yolanda Gallardo

Associate Dean: Diane C. Tunnell

Professors: A. Barretto, E. Bennett, M. Derby, C. Garner, S. Girtz, D. Mahoney, K. Weber

Associate Professors: A. Case, J. Cox, J. Engler, J. Hunter, M. Jeannot, D. Nieding, M. Person, E. Radmer, K. Rickel, J. Shepard, J. Smith, J. Traynor, A. Wissel, M. Young

Assistant Professors: R. Bailey, B. Burrus, N. Calkins, R. McKinney, K. Nitta, D. O'Brien, D. Sisci-Taylor, R. Turcott, C. Zeisner

Lecturers: S. Hess, J. Neyman, E. Pitman

Emeritus/Emerita

Professors: J. Abi-Nader (Emerita), J. Burcalow (Emerita), A. Fein (Emeritus), T. F. McLaughlin (Emeritus), J. Nelson (Emerita), R. Williams (Emeritus)

Associate Professors: R. Bialozor (Emeritus), J. D'Aboy (Emeritus), J. Dixon (Emerita), P. Hastings (Emeritus), C. Johnson, (Emerita), C. Salina (Emeritus), J. Sunderland (Emeritus)

School of Education Mission Statement

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

- We model and promote leadership, scholarship and professional competence in multiple specializations.
- We support an environment that is challenging, inclusive, reflective, and collegial.
- We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.
- We provide academic excellence in teaching, advising, service, and scholarship.
- We promote, support and respect diversity.

The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education and this tradition and mission are embodied in our theme

statement: **Preparing socially responsible professionals who serve with Care, Competence and Commitment.**

Programs of Study

The School of Education offers four undergraduate degrees:

Bachelor of Education (B.Ed.) in Community, Culture, and Language

Bachelor of Education (B.Ed.) in Kinesiology

Bachelor of Education (B.Ed.) in Special Education

Bachelor of Education (B.Ed.) in Sport Management

Degree Requirements for the School of Education

Students must complete the general degree requirements of the University, including the University Core curriculum, and the requirements of their major.

Please note: Every degree requires a minimum of 128 completed semester credits. No core, major, minor, or concentration courses may be taken under the Pass/Fail option.

Certification

Additionally there is a Teacher Certification program that enables students to obtain initial (Residency) certification within the state of Washington. The School also offers initial and advanced certification for teachers, and school administrators at the graduate level. Further information on these programs can be found in the graduate catalog.

Accreditation

All teacher preparation degree programs, and elementary, secondary, and advanced certification programs in the School of Education are fully approved by the Washington state Professional Educator Standard Board (PESB).

Notice

While this catalog provides students with the most current information regarding School of Education undergraduate programs, students are advised that programmatic changes are a common occurrence in the field of education and are usually the result of directives from the Washington State Office of the Superintendent of Public Instruction (OSPI) and outside accreditation agencies. The School of Education takes seriously its responsibility to communicate all changes to education students. Students must be sure to meet with their education advisors regularly to complete a plan of study in compliance with current regulations.

Special Education

Chairperson: Kimberly Weber

The department offers one degree and one minor:

Bachelor of Education in Special Education

Minor in Special Education

The Department of Special Education offers a major and minor in Special Education that emphasizes learning experiences in applied settings. Public, private schools, as well as a variety of non-school settings, provide students the opportunity to combine academic training with practical experience. Candidates who earn the Bachelor of Education degree with a major in Special Education are prepared to work with individuals having mild to severe disabilities, such as learning disabilities, pervasive developmental disabilities, and behavior disorders. Majors seeking teacher certification take courses that focus on developing skills needed to function in a variety of classroom settings including but not limited to resource, self-contained, and inclusionary. The Special Education Department also prepares candidates who plan to work in non-school settings like clinics, workshops, homes, etc. Courses for those seeking Board Certified Assistant Behavior Analyst (BCaBA) certification are also an option. The Special Education degree is a great starting point for those seeking advanced degrees in behavior analysis, occupational therapy, speech and language, counseling, or school psychology.

State of Washington teacher certification requirements indicate that those seeking certification in Special Education also obtain an endorsement in a second content area. Many candidates choose elementary or reading to fulfill this requirement although there are other options. The Special Education Department has two different teaching endorsements that may be earned through completion of the B.Ed. The first endorsement is in Special Education and permits teaching special needs students preschool through twelfth grade. The second endorsement is in Early Childhood Special Education and permits teaching special needs student's birth through third grade. Students seeking teacher certification complete courses beyond what is required for the major in order to meet program completion requirements. It is best to meet with your Special Education advisor to make sure you are taking the necessary coursework. All students majoring in special education who wish to become endorsed to teach special education in the State of Washington must:

1. Complete required coursework in line with the Special Education Major with a grade of C or better, including but not limited to EDSE 320, EDSE 306 and EDSE 406 in-school practicum courses, and EDSE 480 EdTPA and Teacher Development Seminar.
2. Take the WEST-B exam or have equivalent test scores prior to being admitted to the certification program. Those who have not completed this requirement are prohibited from student teaching.
3. Complete an application for and obtain acceptance into the teacher certification program.
4. Obtain and maintain WSP/FBI clearance throughout all field experience including student teaching.
5. Create and maintain an eCertification PreResidency Clearance Account throughout the program.
6. Take the West-E/NES exam in Special Education or another endorsement area prior to student teaching.
7. Receive a C or better for all courses required for certification.

The Early Childhood Special Education endorsement prepares candidates to serve young children with disabilities from birth through early school years (3rd grade). Candidates who wish to become endorsed in Early Childhood

Special Education must complete all of the requirements above as well as the following:

1. Complete the series of four courses specifically addressing critical issues, background, and pedagogy for early development, methodology, physical development, and communication (EDSE 350, EDSE 351, EDSE 352, and EDSE 353) with a grade of C or better.
2. Complete student teaching in an Early Childhood Special Education classroom.

All Gonzaga University students may enroll in EDSE 150, 155, 225, 306, 335, 307, 320, 340, 344, 346, 406, 407, or 417. All other upper division courses require official acceptance into the major or minor in special education. Acceptance and continuance in the major or minor are dependent on an overall Gonzaga GPA of at least a 3.00; a 3.00 average or higher in EDSE 150, 320; a minimum of 3.00 in EDSE 320; a pass and positive evaluations in EDSE 306, 307, 406, or 407; recommendation by the advisor; and approval by the faculty in the Department of Special Education.

B.Ed. Major in Special Education: 38 Credits

Lower Division

EDSE 150 Psychology of Children with Exceptionalities 3 credits

Upper Division

One of the following two courses: 1 credit

EDSE 306 In-School Experience: Elementary

EDSE 307 Special Education Application: Children

EDSE 320 Applied Behavior Analysis 3 credits

EDSE 410 Precision Teaching 3 credits

One of the following two courses: 1 credit

EDSE 406 In-School Experience: Secondary

EDSE 407 Special Education Application with Adults

Three of the following five courses: 9 credits

EDSE 340 Special Education Policies and Procedures

EDSE 417 Assessment in Special Education

EDSE 451 Direct Instruction: Reading

EDSE 452 Direct Instruction: Mathematics

EDSE 465 Classroom Management

One of the following three courses: 9-12 credits

EDSE 495 Extended Application of Special Education Experience

EDSE 496 Special Education Student Teaching Practicum

EDSE 497 Extended Special Education Student Teaching Practicum

EDSE Electives: 155 level or above 9 credits

B.Ed. Major in Special Education BCaBA: 47 Credits

Lower Division

EDSE 150 Psychology of Children with Exceptionalities 3 credits

Upper Division

One of the following two courses: 1 credit

EDSE 306 In-School Experience: Elementary

EDSE 307 Special Education Application: Children

EDSE 320 Applied Behavior Analysis 3 credits

EDSE 340 Special Education Policies and Procedures 3 credits

EDSE 352 Language and Communication 3 credits

EDSE 402 BCaBA Supervised Experience I 3 credits

EDSE 403 BCaBA Supervised Experience II 3 credits

<u>EDSE 404</u> BCaBA Supervised Experience III	6 credits
<u>EDSE 410</u> Precision Teaching	3 credits
<u>EDSE 417</u> Assessment in Special Education	3 credits
<u>EDSE 465</u> Classroom Management	3 credits
<u>EDSE 469</u> Ethics I	1 credit
<u>EDSE 470</u> Functional Analysis	3 credits
EDSE Electives: 155 level or above	9 credits

Minor in Special Education: 23-24 Credits

Lower Division

<u>EDSE 150</u> Psychology of Children with Exceptionalities	3 credits

Upper Division

One of the following two courses:	1 credit

EDSE 306 In-School Experience: Elementary

EDSE 307 Special Education Application: Children

One of the following two courses:	1 credit

EDSE 406 In-School Experience: Secondary

EDSE 407 Special Education Application with Adults

One of the following combinations:	3-4 credits

EDSE 320/ EDSE 320L Applied Behavior Analysis and Lab

3 credits

PSYC 470 Behavior Analysis (Psychology Majors)

4 credits

One of the following six courses:	3 credits

EDSE 340 Special Education Policies and Procedures

EDSE 410 Precision Teaching

EDSE 417 Assessment - Special Education

EDSE 451 Direct Instruction: Reading

EDSE 452 Direct Instruction: Math

EDSE 465/EDSE 465L Classroom Management and Lab

Any two EDSE courses not yet taken (including elective courses) 6 credits

EDSE 495 Extended Special Education Experience (180 hours) 6 credits

Courses:

EDSE 150 Psych of Child w/ Exception credit(s): 3

This course covers litigation and legislation affecting students with special needs, the basic handicapping conditions and how they relate to the education process. Basic remediation strategies will be discussed, as well as historical, medical, and psychological perspectives of the various disabilities.

Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

EDSE 155 Signing Exact English credit(s): 3

A basic SEE signing course where the student acquires the initial signs to help in working with students with hearing impairments and other disabilities.

EDSE 225 Advanced Signing Exact English credit(s): 3

An advanced course in SEE signing. Specific techniques in teaching with special populations who require signing as a form of total communication.

Prerequisite(s): EDSE 155

EDSE 306 In School Experience Elementary credit(s): 1-3

Course repeatable for 3 credit(s).

Students spend 30 hours assisting a Special Education teacher in an elementary or preschool level classroom. Placements are arranged through the instructor. Students are required to obtain FBI clearance prior to placement approval.

EDSE 307 Special Education Application credit(s): 1-3

Course repeatable for 3 credit(s).

Students complete 30 supervised hours working directly with the individuals with disabilities in non-school settings. Arrangements are made with the instructor.

EDSE 320 Applied Behavior Analysis credit(s): 3

The basic principles of learning and procedures of Applied Behavior Analysis are presented. Techniques of Behavior Analysis such as effective teaching of diverse populations, objective measurement, experimental design, evaluation, and social validity are discussed in detail. A variety of real-life situations are examined.

Corequisite(s): EDSE 320L

EDSE 320L Applied Behavior Analysis Lab credit(s): 0

This lab course is a co-requisite of EDSE 320. There are two primary components of the lab. One is to remediate and assist students with difficult concepts presented in EDSE 320 and the other is to focus on the development, implementation, write-up, and presentation of an applied research project.

Corequisite(s): EDSE 320

This course presents the etiology, diagnosis, and treatment of autistic behavior. Emphasis is placed on the various successful remediation techniques with such children and youth.

Must not be in the following Major(s):

The legal and ethical questions regarding mainstreaming are examined in detail. Emphasis is placed on developing individualized education programs, communicating with parents and staff, and issues of due process. Recent research in mainstreaming is reviewed.

This course examines various behavior disorders in children. The various viewpoints as to cause and remediation are outlined. Practical solutions to behavior and emotional disorders are discussed in detail.

Must not be in the following Major(s):

The various practical classroom techniques to measure and remediate learning disabilities are presented. The course focuses on techniques of practical use for the special and regular classroom teacher.

Must not be in the following Major(s):

This course overviews the principles and practical procedures involved in integrated preschool services for children with disabilities. Applied experience is provided in an integrated preschool setting. Prerequisite: Admission to the program.

Must be in the following Major(s): Special Education, Special Education

This course examines normal physical and neuro-motor development with an emphasis on methods for identifying and treating delayed or dysfunctional development. Applied experience is provided in an integrated preschool setting.

Must be in the following Major(s): Special Education

This course examines the principles of normal language development as well as educational guidance for facilitating functional language development in infants, toddlers, and preschoolers. The focus is on intervention programs designed for enhancing generalization of functional language usage. Applied experience is provided in an integrated preschool setting.

Must be in the following Major(s): Special Education, Special Education

This course examines normal child development and etiology of exceptionalities from infancy through age six. History and philosophy of early childhood special education, as well as relevant legislation, are studied. Applied experience is provided in an integrated preschool setting.

Must be in the following Major(s): Special Education

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EDSE 390 Directed Study credit(s): 1-3

Course repeatable for 6 credit(s).

Topic to be decided by faculty.

EDSE 400 Tutoring and Proctoring credit(s): 1-3

Course repeatable for 3 credit(s).

This course provides students the opportunity to work collaboratively and gives experience in teaching adults. Students may assume leadership roles and develop strategies for later application in training situations. In addition, teaching recently learned material reinforces the extension and generalization of their knowledge.

Prerequisite(s): EDSE 320, minimum grade: BEDSE 320

EDSE 402 BCaBA Supervised Experience I credit(s): 3

This supervised practicum is designed to provide undergraduate students with 90 hours of applied experience to meet a portion of the required hours toward becoming a Board Certified Assistant Behavior Analyst (BCaBA). Students are expected to complete all coursework in a timely manner and conduct themselves in a professional and ethical manner especially when working with agencies/schools, supervisors/mentors, and individuals with exceptionalities.

Prerequisite(s): EDSE 469

EDSE 403 BCaBA Supervised Experience II credit(s): 3

This supervised practicum is designed to provide undergraduate students with 90 hours of applied experience to meet a portion of the required hours toward becoming a Board Certified Assistant Behavior Analyst (BCaBA). Students are expected to complete all coursework in a timely manner and conduct themselves in a professional and ethical manner especially when working with agencies/schools, supervisors/mentors, and individuals with exceptionalities.

Prerequisite(s): EDSE 402

EDSE 404 BCaBA Supervised Experience III credit(s): 6

This supervised practicum is designed to provide undergraduate students with 180 hours of applied experience to meet a portion of the required hours toward becoming a Board Certified Assistant Behavior Analyst (BCaBA). Students are expected to complete all coursework in a timely manner and conduct themselves in a professional and ethical manner especially when working with agencies/schools, supervisors/mentors, and individuals with exceptionalities.

Prerequisite(s): EDSE 403

EDSE 406 In School Experience Secondary credit(s): 1

Course repeatable for 3 credit(s).

The student spends 30 hours working in a special education classroom at the secondary level with emphasis in math and reading.

EDSE 407 Special Ed Applications with Adults credit(s): 1-3

Course repeatable for 3 credit(s).

The student spends 30 hours working in environments serving adolescents or adults with developmental disabilities. Settings include group homes, sheltered workshops, supported work programs, and institutions.

EDSE 410 Precision Teaching credit(s): 3

This class covers the basic techniques and procedures of Precision Teaching (e.g., pinpointing, movement cycles, charting, etc.). Emphasis is placed on using the techniques of precision teaching to remediate and evaluate learning and behavior problems.

Restriction(s):

Must be in the following Major(s): Special Education

Prerequisite(s): EDSE 320, minimum grade: B

EDSE 415 Psych of the Child w/ ADHD credit(s): 3

This class covers the historical and present treatment techniques dealing with the child with attention deficits and hyperactivity in the classroom and at home. Various assessment devices

mathematical techniques which have research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various mathematical skills.

Corequisite(s): EDSE 452L **Prerequisite(s):** EDSE 320, minimum grade: B

EDSE 452L DI Math Lab credit(s): 0

This lab course is a co-requisite of EDSE 452. This lab provides supplemental instruction and also remediation for students having difficulty with math concepts presented in EDSE 452.

Corequisite(s): EDSE 452

EDSE 465 Classroom Management credit(s): 3

Principles and procedures are presented to promote effective classroom discipline and teaching in either a self-contained or resource center setting. Emphasis is placed on practical techniques that can be employed by one teacher.

Fulfills the following degree requirement(s): Core: Writing Enriched

Corequisite(s): EDSE 465L

Prerequisite(s): EDSE 150 and EDSE 320(and EDSE 306 or EDSE 307 or EDSE 407 or EDSE 406)

EDSE 465L Classroom Management Lab credit(s): 0

This course provides supplemental information to benefit students taking EDSE 465. Content of the course includes APA format for project completion, computer instruction on creating graphs and tables, review of difficult content from class, directed information regarding action research, and ethical standards information.

Corequisite(s): EDSE 465

EDSE 469 BCaBA Ethics in Behavior Analysis credit(s): 1

This course was designed to provide undergraduate students an understanding of the expectations of ethical behavior required by the Behavior Analyst Certification Board (BACB) and the Association of Behavior Analysis International (ABAI). This course covers content in all of the areas found in the "Professional and Ethical Compliance Codes for Behavior Analysis". Learning these codes is imperative when practicing as a Board Certified Assistant Behavior Analyst (BCaBA) and provides guidance for ways to conduct themselves that highlight the highest ethical standards while focusing on client-centered ethical responsibilities.

Prerequisite(s): EDSE 320

EDSE 470 Functional Analysis Seminar credit(s): 3

This course reviews functional analysis methodologies for systematically identifying environmental variables that serve to maintain aberrant behavior. The course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analyses. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement.

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): EDSE 465

EDSE 480 EdTPA and Teacher Dev Seminar credit(s): 2

The edTPA seminar has been designed to provide candidates, during their student teaching term, an understanding of the expectations required by the state of WA/Pearson in completing this high stakes assessment. Emphasis is placed on practical aspects of completing the edTPA based on content previously taught in the SpEd program. Additional WA state required content is also provided in this course.

Prerequisite(s): EDSE 465

EDSE 490 Directed Readings credit(s): 1-3

Course repeatable for 6 credit(s).

This course is an individualized study based on readings approved by the professor. The student develops a selected bibliography.

EDSE 491 Directed Study credit(s): 1-3

Course repeatable for 6 credit(s).

This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.

EDSE 492 Independent Study credit(s): 1-6

Course repeatable for 6 credit(s).

This course is an individualized study that is designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.

EDSE 494 Special Projects credit(s): 1-3

Course repeatable for 6 credit(s).

This course is an individualized study that is project-based. The study requires the practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation.

EDSE 495 Extended Spec Ed Experience credit(s): 3-9

Course repeatable for 9 credit(s).

This practicum is designed to provide students with an intensive applied experience in community settings. The student works under the supervision of a University supervisor and a community professional.

EDSE 496 Special Ed Teaching Practicum credit(s): 9

This is the intensive field experience in which the student assumes the full responsibility of a Special Education Teacher under the direction of a University supervisor and a cooperating teacher.

Restriction(s):

Must be in the following College/School(s): School of Education

Must be the following Class(es): Senior

Prerequisite(s): EDSE 465EDSE 465

EDSE 497 Ext Special Ed Teach Practicum credit(s): 12

This is an intensive field experience in which is at least 12 weeks in duration (12 credits). The student will systematically take over the responsibilities of the special education teacher under the direction of the University supervisor and the cooperating Special Education teacher.

Restriction(s):

Must be in the following College/School(s): School of Education

Must be the following Class(es): Senior

Prerequisite(s): EDSE 465

Kinesiology and Sport Management

Chair: Karen Rickel

The department offers two degrees and a minor:

Bachelor of Education in Kinesiology

concentrations:

Fitness Specialist

Health & Physical Education Pedagogy

Bachelor of Education in Sport Management

Minor in Sport Management

Bachelor of Education in Kinesiology

The B.Ed. in Kinesiology is dedicated to training students in the pedagogical and scientific practices that help others reach their highest potential. Students pursuing this degree study how physical activity and health behaviors influence performance, disease, and quality of life. Graduates are equipped with the knowledge, skills, and confidence to work in school, clinical, community, and commercial/corporate settings to instruct, coach, and evaluate health, fitness, and sport-related activities. Students pursuing a degree in Kinesiology are encouraged to select a concentration that emphasizes a specialized area of study.

The Fitness Specialist Concentration focuses on the scientific principles of exercise testing and prescription and prepares students to work in roles such as an exercise physiologist, strength and conditioning coach, or fitness club programmer. In addition, this concentration is designed to provide students with a pathway to graduate programs in athletic training and clinical or applied kinesiology and exercise science-related fields. Students will be qualified to sit for national certification exams in fitness specialties such as the American College of Sports Medicine (ACSM) Certified Exercise Physiologist Exam or the National Strength and Conditioning (NSCA) Certified Strength and Conditioning Exam.

The Health and Physical Education Pedagogy Concentration focuses on the knowledge, skills, and dispositions essential for teaching and coaching individuals in sport, health and fitness activities in a community or school setting. Students are prepared to design and deliver health, fitness and physical education programs to children and youth. Students desiring to teach health and physical education in the K-12 public school system must complete this concentration along with the required teacher education certification courses to obtain a Washington State Teacher Certificate and a K-12 health and fitness endorsement. Gonzaga's teacher certification program is recognized by the Interstate New Teacher Assessment & Support Consortium (InTASC), so candidates are qualified to teach in any state that is part of InTASC.

Bachelor of Education in Sport Management

The Bachelor of Education in Sport Management prepares students for a variety of positions within the sport industry. This degree also prepares students for graduate studies in Athletic Administration, Sport Management, or related disciplines. It is strongly recommended that Sport Management majors pursue an advisor-approved minor such as General Business, Communications, or other relevant specialty areas. The Sport and Physical Education department also offers a 24-credit minor in Sport Management.

Activity Course Offering: The Sport and Physical Education Department also offers a large number of activity courses (EDPE 101-189) which are open to students throughout the University. Activity courses may be repeated for credit.

B.Ed. Major in Kinesiology: 40 Credits

Lower Division

<u>EDPE 189</u> Exercise Technique	1 credit
<u>EDPE 190</u> Introduction to Kinesiology & Sport Management	
<u>EDPE 222</u> Health and Wellness	3 credits
<u>EDPE 224</u> Exercise and Sport Nutrition	3 credits
<u>EDPE 276</u> Anatomy and Physiology I for Kinesiology	3 credits

<u>EDPE 276L</u> Anatomy and Physiology I for Kinesiology Lab	1 credit
<u>EDPE 277</u> Anatomy and Physiology II for Kinesiology	3 credits
<u>EDPE 277L</u> Anatomy and Physiology II for Kinesiology Lab	1 credit

Upper Division

<u>EDPE 310</u> Motor Development and Learning	3 credits
<u>EDPE 311</u> Exercise & Sport Instructional Methods	3 credits
<u>EDPE 340</u> Exercise & Sport Psychology	3 credits
<u>EDPE 377</u> Physiology of Exercise	3 credits
<u>EDPE 377L</u> Physiology of Exercise Lab	1 credit
<u>EDPE 378</u> Structural Kinesiology	3 credits
<u>EDPE 450</u> Principles of Strength & Conditioning	3 credits
One of the following two courses:	0-3 credits

EDPE 496 Practicum

EDPE 497 Field Experience

<u>EDPE 499</u> Comprehensive Examination	0 credits

Fitness Specialist concentration: 14 credits

<u>EDPE 202A</u> Fitness Club Management	3 credits
<u>EDPE 465</u> Special Populations and Exercise	3 credits
<u>EDPE 477</u> Exercise Testing	3 credits
<u>EDPE 477L</u> Exercise Testing Lab	1 credit
<u>EDPE 480</u> Exercise Prescription	3 credits
<u>EDPE 481</u> Fitness Specialist Capstone Seminar	1 credit

Health & Physical Pedagogy Concentration: 16 credits*

<u>EDPE 312</u> Health Methods for Diverse Populations	3 credits
<i>Co-requisite <u>EDPE 497C</u> Field Experience in Health Education</i>	1 credit
<u>EDPE 313</u> Elementary Physical Education Methods	3 credits
<i>Co-requisite <u>EDPE 497A</u> Field Experience in Elementary Physical Education</i>	1 credit
<u>EDPE 314</u> Secondary Physical Education Methods	3 credits
<i>Co-requisite <u>EDPE 497B</u> Field Experience in Secondary Physical Education</i>	1 credit
<u>EDPE 315</u> Adapted Physical Education and Sport	3 credits
<i>Co-requisite <u>EDPE 497D</u> Field Experience in Adapted Physical Education</i>	1 credit

*Three of the EDPE 497 field experience credits can count toward the Kinesiology degree requirement.

B.Ed. Major in Sport Management: 42 credits

Lower Division

<u>EDPE 190</u> Introduction to Kinesiology & Sport Management	3 credits
<u>EDPE 202A</u> Health and Fitness Club Management	3 credits
<u>EDPE 205</u> Sport and Activity in a Diverse Society	3 credits
<u>EDPE 207</u> Sport and Fitness in the Digital Age	3 credits
<u>EDPE 222</u> Health and Wellness	3 credits

Upper Division

<u>EDPE 321</u> Sport Facility Management	3 credits
<u>EDPE 340</u> Exercise & Sport Psychology	3 credits
<u>EDPE 400</u> Sport Sponsorship and Promotions	3 credits

<u>EDPE 412</u> Administration of Sport and Athletics	3 credits
<u>EDPE 414</u> Ethical and Legal Aspects in Sport	3 credits
<u>EDPE 405</u> Senior Seminar in Sport	3 credits
EDPE 300-498 elective (not previously taken)	3 credits
<u>EDPE 496D</u> Sport Management Internship I	3 credits
<u>EDPE 496E</u> Sport Management Internship II	3 credits

Minor in Sport Management: 24 credits

Lower Division

<u>EDPE 190</u> Introduction to Kinesiology & Sport Management	3 credits
<u>EDPE 205</u> Sport and Activity in a Diverse Society	3 credits

Upper Division

<u>EDPE 321</u> Sport Facility Management	3 credits
<u>EDPE 412</u> Administration of Sport and Athletics	3 credits
<u>EDPE 496D</u> Sport Management Internship I	3 credits
Choose three of the following four courses:	9 credits

EDPE 207 Sport and Fitness in the Digital Age

EDPE 400 Sport Sponsorship and Promotions

EDPE 414 Ethical and Legal Aspects in Sport

EDPE 485 Special Topics

(May repeat once for a total of 6 credits.)

Courses:

EDPE 101 Tai Chi credit(s): 1

Course repeatable for 8 credit(s).

Tai Chi is a unique exercise system which consists of a sequence of slow, relaxed movements. Its benefits in the areas of health, fitness, relaxation, concentration and self-defense are well known. Tai Chi helps restore and maintain natural health as well as stretches, strengthens, and

EDPE 102	Basketball and Softball	credit(s): 1
Course repeatable for 8 credit(s).		

EDPE 103	Basketball and Flag Football	credit(s): 1
Course repeatable for 8 credit(s).		

EDPE 104 Varsity Basketball credit(s): 1
Course repeatable for 8 credit(s).

Prerequisite(s): Must be a University Athlete

Members of the Varsity Basketball Team only. Instructor permission required.

EDPE 106 Varsity Cheerleading credit(s): 1
Course repeatable for 20 credit(s).

Prerequisite(s): Must be a University Athlete

Members of the Crew Team only. Instructor permission required.

EDPE 108 Beginning Bowling credit(s): 1
Course repeatable for 8 credit(s).

EDPE 109	League Bowling	credit(s): 1
Course repeatable for 8 credit(s).		

EDPE 110 X-Biking credit(s): 1
Course repeatable for 8 credit(s).

612

credit(s): 1

Course repeatable for 8 credit(s).

This activity class will focus on the fundamental skills and rules of indoor soccer. This class will be held at the SYSA Indoor Soccer Center and will be taught by experienced soccer coaches.

This is an off-campus course. Lab fee required.

credit(s): 1

Course repeatable for 8 credit(s).

Instructor Permission and Crew Team only

Prerequisite(s): Must be a University Athlete

credit(s): 1

Course repeatable for 8 credit(s).

CrossFit is a strength and conditioning system built on constantly varied, functional movements executed at high level of intensity appropriate for the individual. CrossFit is not a specialized fitness program but a deliberate attempt to optimize physical competence in each of ten recognized fitness domains; cardiovascular and respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy. This course is appropriate for all levels of fitness and/or experience. This is an off-campus course. Lab fee required.

credit(s): 1

Course repeatable for 8 credit(s).

Zumba is a fusion of Latin and International Music-dance themes creating a dynamic, exciting, effective fitness system. The routines feature aerobic/fitness interval training with a combination of fast and slow rhythms that tone and sculpt the body. Zumba utilizes the principals of fitness interval training and resistance training to maximize caloric output, fat burning and total body toning. It targets areas such as the glutes, legs, arms, abdominals and the heart. It is a mixture of body sculpting movements with easy to follow dance steps.

credit(s): 1

Course repeatable for 8 credit(s).

Geared to all who want to sweat and have fun in a group fitness class. Classes will be a combination of step and floor aerobics, aerobic kickboxing, circuit training, body toning, and general cardiovascular workouts. Classes vary by day and instructor focus.

credit(s): 1

Course repeatable for 8 credit(s).

Cardio Pump is a barbell class that will strengthen and tone your entire body. This 50-minute workout will challenge all of your major muscle groups by using exercises like squats, presses, lifts and curls in high repetition set to music.

credit(s): 1

Course repeatable for 8 credit(s).

Students will learn the fundamentals of swing, salsa and ballroom styles of dance. Social dancing provides an outlet for increasing an individual's social, mental, and physiological development in a fun, low pressure environment. This is an off-campus course. Lab fee required.

credit(s): 1

Course repeatable for 8 credit(s).

Barre Long and Lean is a full body workout that yields powerful results quickly. Classes utilize a ballet barre to build long, lean muscles and functional body. Components of class include yoga, Pilates, strength training and stretching. No experience is necessary and all levels of fitness are welcome. This is an off-campus course. Lab fee required.

credit(s): 1

Course repeatable for 8 credit(s).

Members of the Varsity Baseball Team only. Instructor permission required.

Prerequisite(s): Must be a University Athlete

- EDPE 121 Baseball Conditioning** **credit(s): 1**
 Course repeatable for 8 credit(s).
 Members of the Varsity Baseball Team only. Instructor permission required.
Prerequisite(s): Must be a University Athlete
- EDPE 122 Varsity Track** **credit(s): 1**
 Course repeatable for 8 credit(s).
 Members of the Varsity Track Team only. Instructor permission required.
Prerequisite(s): Must be a University Athlete
- EDPE 123 Varsity Cross Country** **credit(s): 1**
 Course repeatable for 8 credit(s).
 Members of the Varsity Cross Country Team only. Instructor permission required.
Prerequisite(s): Must be a University Athlete
- EDPE 124 Beginning Fencing** **credit(s): 1**
 Course repeatable for 8 credit(s).
 Students will be provided with a progressive sequence of skills and activities designed to offer a basic understanding of fencing including strategies, techniques, terminology, and safety concepts. Lab fee required.
- EDPE 125 Intermediate-Advanced Fencing** **credit(s): 1**
 Course repeatable for 8 credit(s).
- EDPE 126 Beginning Golf** **credit(s): 1**
 Course repeatable for 8 credit(s).
 Each session will consist of a review of basic fundamentals of grip, stance, ball positioning and swing mechanics. The first session will include: course overview, safety concerns in the game of golf and putting. The second session will be chipping; the third session will consist of swings with the short irons; the fourth session will cover the full swing with mid irons; the fifth session will cover full swing with woods; the sixth and final session will go over bunker play, course review and etiquette. This is an off-campus course. Lab fee required.
- EDPE 127 Intermediate-Advanced Golf** **credit(s): 1**
 Course repeatable for 8 credit(s).
 This course is a continuation from EDPE 126. It is designed to provide more advanced instruction for individuals with greater than beginning skills. It will discuss and emphasize stroke refinement and special play situations. This is an off-campus course. Lab fee required.
- EDPE 128 Varsity Golf** **credit(s): 1**
 Course repeatable for 8 credit(s).
 Members of the Varsity Golf Team only. Instructor permission required.
Prerequisite(s): Must be a University Athlete
- EDPE 129 Self Defense/Judo** **credit(s): 1**
 Course repeatable for 8 credit(s).
 The purpose of this class is for the student to develop the skills necessary to participate in the martial art of judo, as well as basic self-defense skills. It is also designed to provide an avenue to maintain a quality physical and mental outlet to lead a healthier lifestyle. The course will include standing basics, moving basics, kata, and basic throwing and falling techniques.
- EDPE 130 Triathlon Training** **credit(s): 1**
 Course repeatable for 8 credit(s).
 The emphasis of this course will be on preparing students for triathlon events, with skill development in the areas of swimming, biking and running. This course will incorporate a variety of training methods to ensure progressive development of individual cardiovascular fitness.
- EDPE 131 Beginning Karate** **credit(s): 1**
 Course repeatable for 8 credit(s).
 During this class, students can expect to learn not only the basics of traditional karate, but also proper etiquette, Chinese and Japanese terminology, as well as proper breathing techniques. It

is expected that students know and follow the proper etiquette rules of the karate teachings. This will be learned and displayed through the controlled fighting situations in the class. This class is designed to cultivate the virtues of humility, strength of character, creativity, decisiveness, patience, and respect for others.

EDPE 132 Intermediate Karate

credit(s): 1

Course repeatable for 8 credit(s).

A continuation of EDPE 131-01, students can expect to expand their knowledge of traditional karate, etiquette, and Chinese and Japanese terminology. It is expected that students know and follow the proper etiquette rules of the karate teachings. This will be learned and displayed through the controlled fighting situations in the class. This class is designed to cultivate the virtues of humility, strength of character, creativity, decisiveness, patience, and respect for others.

EDPE 133 Advanced Karate

credit(s): 1

Course repeatable for 8 credit(s).

A continuation of EDPE 132, students can expect to continue to expand their knowledge of traditional karate, etiquette, and Chinese and Japanese terminology. It is expected that students know and follow the proper etiquette rules of the karate teachings. This will be learned and displayed through the controlled fighting situations in the class. This class is designed to cultivate the virtues of humility, strength of character, creativity, decisiveness, patience, and respect for others.

EDPE 136 Scuba

credit(s): 1

Course repeatable for 8 credit(s).

The purpose of an Open Water Diver Scuba Diving course is to equip each student with the proper knowledge and skills to become a safe and independent diver. The goal of this class is to work towards becoming a certified, safe and educated diver that respects and enjoys the underwater world. All academics and water skills will be taught in a realistic manner with references to practical diving situations. Students must pass a swim test in order to participate. Lab fee required.

EDPE 137 Sport Performance Training

credit(s): 1

Course repeatable for 8 credit(s).

This class is designed to progressively build strength, power, speed, agility and endurance for your sport. Improving athleticism through strength & conditioning workouts will enhance your sport-specific skills on the field and court. A properly executed sports performance training plan will not only help you jump higher and run faster, but will also reduce the chance of injury. Offered on sufficient demand. This is an off-campus course. Lab fee required.

EDPE 138 Alpine Skiing

credit(s): 1

Course repeatable for 8 credit(s).

This course is open to both non-skiers and skiers of various abilities. You'll have fun while learning or improving your ski skills and get credit at the same time. Students have the option of enrolling in classes at 49 Degrees North or Mt. Spokane. The course runs for six consecutive weeks. This is an off-campus course. Lab fee required. This class is only offered in the spring.

EDPE 139 Ski Racing

credit(s): 1

Course repeatable for 8 credit(s).

Offered on sufficient demand.

EDPE 140 Snowboarding

credit(s): 1

Course repeatable for 8 credit(s).

This course is open to snowboarders of all abilities. You'll have fun while learning or improving your snowboarding skills and get credit at the same time. Students have the option of enrolling in classes at 49 Degrees North or Mt. Spokane. The course runs for six consecutive Saturdays. This is an off-campus course. Lab fee required. This class is only offered in the spring.

credit(s): 1-2

This course is designed to prepare students to be alpine and/or snowboard instructors in accordance with the Professional Ski Instructors (PSIA) and American Association of Snowboard Instructors (AASI) certification standards. Course will consist of classroom activities and simulations with additional, optional, on hill training, and Level I or II, PSIA/AASI certification exams. Offered on sufficient demand.

credit(s): 1

A course offered to all level of swimmers who want to enhance their health through swimming or refine their swimming techniques. Offered on sufficient demand.

credit(s): 1

Members of the Varsity Soccer Team only. Instructor permission required.

credit(s): 1

This class will provide students with a progressive sequence of skills and activities designed to offer a basic understanding in both soccer and volleyball. Game strategies, techniques, terminology, rules and safety will be covered in this class. Students will participate in organized games and skill competitions against classmates.

credit(s): 1

This class is designed to provide students with a progressive sequence of skills and activities designed to offer a basic understanding in both softball and volleyball. Game strategies, techniques, terminology, rules and safety will be covered in this class. Students will participate in organized games and skill competitions against classmates.

credit(s): 1

Members of the Varsity Tennis Team only. Instructor permission required.

credit(s): 1

Members of the Varsity Tennis Team only. Instructor permission required.

credit(s): 1

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The Union is an off-campus fitness studio that specializes in both spin and yoga classes. The hour long yoga class and fifty minute spin class focus on powerful, athletic and high energy components. Students will be required to attend 2 classes a week and can pick either yoga and/or spin. All levels of fitness are welcome and encouraged. This is an off-campus course. Lab fee required.

credit(s): 1

This class will provide students with a progressive sequence of skills and activities designed to offer a basic understanding in racquetball, pickle ball, badminton and tennis. Game strategies, techniques, terminology, rules and safety will be covered in this class. Students will participate in organized games and skill competitions against classmates.

credit(s): 1

Course repeatable for 8 credit(s).

This class will provide students with a progressive sequence of skills and activities designed to offer a basic understanding in both tennis and badminton. Game strategies, techniques, terminology, rules and safety will be covered in this class. Students will participate in organized games and skill competitions against classmates. Offered on sufficient demand.

credit(s): 1

Course repeatable for 8 credit(s).

Members of the Varsity Volleyball Team only. Instructor permission required.

Prerequisite(s): Must be a University Athlete

credit(s): 1

Course repeatable for 8 credit(s).

This class will provide students with a progressive sequence of skills and activities designed to offer a basic understanding in both soccer and basketball. Game strategies, techniques, terminology, rules and safety will be covered in this class. Students will participate in organized games and skill competitions against classmates.

credit(s): 1

Course repeatable for 8 credit(s).

This Pilates class is designed to strengthen and lengthen the muscles of the body. Using a combination of mat-work exercises, yoga-like postures, and strength conditioning skills, this Pilates class will focus on abdominal muscles, the muscles of the upper and lower back, including the shoulders, and the muscles surrounding the pelvis and glutes. This class will include beginner through intermediate level Pilates exercises and is appropriate for all ages and fitness levels.

credit(s): 1

Course repeatable for 8 credit(s).

This class is designed to promote individual fitness for total mind/body health. The primary emphasis will focus on strength and stretching movements, incorporating breathing and relaxation techniques. Students will benefit from greater body awareness, increased strength, flexibility, and an overall feeling of well-being. This class is appropriate for all ages and fitness levels. Classes vary by day and by instructor focus.

credit(s): 1

Course repeatable for 8 credit(s).

Fitness and Conditioning is a great class for both the beginning exerciser and the fitness enthusiast. This course is designed to help increase individuals' cardiovascular endurance, speed and agility, and upper body, lower body, and core strength. This class will introduce individuals to a variety of activities that will lead to an overall improvement of body conditioning: weight training, running/walking, calisthenics, and plyometrics.

credit(s): 1

Course repeatable for 8 credit(s).

This shallow water workout includes calisthenics style movements with variations of upper and lower body resistive moves. Water aerobics helps shape and tone your body, as well as keep your heart rate up. Water exercises also develop cardiovascular endurance and help work your muscles without punishing joints and bones. Offered on sufficient demand.

credit(s): 1

Course repeatable for 8 credit(s).

This course is designed for students with all levels of weight training experience. Students will be supervised and instructed in the proper lifting techniques. This class gives instruction and practice in the use of resistance exercise for increasing muscular strength and endurance. The course will emphasize different effects from different workout types and proper lifting technique

to help individuals meet their goals. Additionally, students will learn general weight room safety, spotting techniques and weight room etiquette.

EDPE 161 Studio Yoga **credit(s): 1**

Course repeatable for 8 credit(s).

Experience yoga off-campus in a warm studio exclusively dedicated to the practice of yoga, meditation and study. At Spokane Yoga Shala, several different styles of yoga are taught. Students are able to pick classes and times that work best you're your schedule. Students are expected to attend two classes a week. This is an off-campus course. Lab fee required.

EDPE 162 Sculpt, Strength and Strike **credit(s): 1**

Course repeatable for 8 credit(s).

Sculpt, Strength, & Strike is a multi-practice fitness studio offering a flexible and innovative approach to mental and physical wellness. We celebrate differences and drive connection because we are stronger together. The Sculpt, Strength, & Strike Class is comprised of a set of practices that will strengthen your body and mind. Sculpting barre workouts are enhanced by suspension training, cardio boxing, and restorative yoga to prepare you to lead your best life. Available classes are Sculpt, Strength+Sculpt, Strike, Serenity, and The Core Four. Students may attend any class. No experience is necessary and all levels of fitness are welcome.

EDPE 163 Lacrosse Team **credit(s): 1**

Course repeatable for 8 credit(s).

EDPE 164 Beginning Fly Fishing **credit(s): 1**

Course repeatable for 8 credit(s).

The purpose of this class is to provide beginning fly fishers, or those who need some basic assistance, with a comprehensive course on the essentials of fly fishing. Intermediate students can also enroll in this class to enrich their technical skills. The class will cover equipment; casting; basic entomology (fish food sources); water reading; fly selection and knot tying; safety; fishing strategies in both still and moving water; and if time allows an introduction to fly tying. Lab fee required.

EDPE 165 Beg Horseback Riding **credit(s): 1**

Course repeatable for 8 credit(s).

This class is designed to provide students with knowledge of basic horsemanship emphasizing safety and recreational enjoyment. Class sessions will emphasize horsemanship etiquette, terminology, and safety concepts. By the end of the course, students will be able to demonstrate basic care of the horse, correct riding positions, skills and aids necessary for proper horsemanship, and an appreciation for horseback riding. This is an off-campus course. Lab fee required.

EDPE 166 Inter Horseback Riding **credit(s): 1**

Course repeatable for 8 credit(s).

A continuation of EDPE 165, this class is designed to move the student to an intermediate level of English riding while emphasizing horsemanship and safety. This class will focus on gaining a greater appreciation in horsemanship by further developing horsemanship skills, respect for horses, refinement in position and aids for English riding and an introduction to Dressage principles and jumping. This is an off-campus course. Lab fee required.

EDPE 167 Advanced Horseback Riding **credit(s): 1**

Course repeatable for 8 credit(s).

A continuation of EDPE 166, this class is designed to allow the student to progress safely to an advanced level of English style riding and horsemanship. This class will focus on gaining a greater appreciation in horsemanship, respect for horses, refinement in positions and aids for English riding and more advanced information into Dressage principles and jumping. This is an off-campus course. Lab fee required.

EDPE 168 EF: Tread, Yoga, EMP **credit(s): 1**

Course repeatable for 8 credit(s).7 time.

credit(s): 1

Course repeatable for 8 credit(s).

Beginners to intermediate ice skaters will enjoy this class. Improve your skating skills with experienced instructors at the Riverfront Park Ice Palace. Not only will students be given plenty of instruction and free skate, but games are incorporated into the class as well. This is an off-campus course. Lab fee required.

credit(s): 1

Course repeatable for 8 credit(s).

This class will provide students with a progressive sequence of skills and activities designed to offer a basic understanding in both badminton and racquetball. Game strategies, techniques, terminology, rules and safety will be covered in this class. Students will participate in organized games and skill competitions against classmates. Offered on sufficient demand.

credit(s): 1

Course repeatable for 8 credit(s).

CrossFit is strength and conditioning system built on constantly varied, functional movements executed at high level of intensity appropriate for the individual. CrossFit is not a specialized fitness program but a deliberate attempt to optimize physical competence in each of ten recognized fitness domains. They are cardiovascular and respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy. Students will need to have completed a semester of EDPE 113 or obtain instructor approval before enrolling.

Prerequisite(s): EDPE 113

credit(s): 1

Course repeatable for 8 credit(s).

This course teaches students the basic climbing skills. The emphasis of this course will be on climbing technique and physical training through climbing in the gym. This course is held at Wild Walls Climbing Gym which is a state of the art 40 foot high monolith with over 6000 square feet of climbing terrain. There are over 35 ropes for top roping, a bouldering cave and 50 routes that are changed on a continual basis. This is an off-campus course. Lab fee required.

credit(s): 1

Course repeatable for 8 credit(s).

This course is geared toward students who already have the basic climbing skills. Knowledge needed for this class is: be an experienced belayer, tie a figure eight follow through knot and understand the basic terminology associated with climbing. The emphasis of this course will be on climbing technique and physical training through climbing in the gym. This course is held at Wild Walls Climbing Gym which is a state of the art 40-foot-high monolith with over 6000 square feet of climbing terrain. There are over 35 ropes for top roping, a bouldering cave and 50 routes that are changed on a continual basis. This is an off-campus course. Lab fee required.

credit(s): 1

Course repeatable for 8 credit(s).

This class is designed to provide students with a progressive sequence of skills and activities designed to offer a basic understanding the sport of racquetball. Game strategies, techniques, terminology, rules and safety will be covered in this class. Students will participate in organized games and skill competitions against classmates.

credit(s): 1

Course repeatable for 8 credit(s).

This class is designed to provide students with a progressive sequence of skills and activities designed to offer a basic understanding the sport of handball. Game strategies, techniques, terminology, rules and safety will be covered in this class. Students will participate in organized games and skill competitions against classmates.

EDPE 181 Volleyball Conditioning credit(s): 1

Course repeatable for 8 credit(s).

Members of the Varsity Volleyball Team only. Instructor permission required.

Prerequisite(s): Must be a University Athlete

EDPE 182 Soccer Conditioning credit(s): 1

Course repeatable for 8 credit(s).

Members of the Varsity Soccer Team only. Instructor permission required.

Prerequisite(s): Must be a University Athlete

EDPE 186 GU out of Bounds Rafting credit(s): 1

Course repeatable for 8 credit(s).

A basic introduction to river rafting, campsite preparation, and organization. Students must participate in the Gonzaga sponsored "Out of Bounds" adventure orientation to be eligible for this activity class.

EDPE 188 PiYo credit(s): 1

Course repeatable for 8 credit(s).

This class is designed to promote individual fitness for total mind/body health through a combination of mat Pilates and yoga. The primary emphasis will be on strengthening and stretching movements, from each tradition, along with the varied breathing techniques associated with each. Appropriate for all ages and fitness levels, the students will benefit from greater body awareness, increased strength, flexibility, and an overall feeling of well-being.

EDPE 189 Exercise Technique credit(s): 1

This course introduces students to proper exercise technique, equipment considerations, exercise selection, and resistance training safety guidelines. Students will demonstrate proper technique for various body weight, free weight, and resistance machine exercises.

EDPE 190 Introduction to Kinesiology and Sport Management credit(s): 3

Overview of the historical and philosophical foundations, contemporary viewpoints, and knowledge bases of kinesiology and sport management. Introduction to scholarly study, career opportunities, and professional preparation in related fields.

Fulfills the following degree requirement(s): Core: Writing Enriched

Restriction(s):

Must be the following Class(es): Freshman, Sophomore

EDPE 191 Special Topics credit(s): 1-3

Course repeatable 7 time.

Topic to be decided by faculty.

EDPE 195 New Athlete Orientation credit(s): 1

This course is designed to support the student athlete with academics and Division I regulations. Permission only.

EDPE 200 Fitness Training Methods credit(s): 2

Students are exposed to the concepts, terminology, skill development, and methods necessary to instruct fitness and conditioning programs for individuals and groups. Emphasis is placed on designing and delivering instructional and assessment techniques for fundamental movement patterns and cognitive concepts in fitness and conditioning activities commonly taught in public schools and fitness professional settings. Spring, even years.

Restriction(s):

Must be in the following Major(s): Kinesiology, Kinesiology & Physical Ed, Kinesiology & Physical Ed

Prerequisite(s): EDPE 190 or EDPE 311

EDPE 201 Team Sports Methods credit(s): 2

Students are exposed to the concepts, terminology, skill development, and methods necessary to instruct a variety of team sports. Emphasis is placed on designing and delivering instructional

and assessment techniques for fundamental movement patterns and tactical principles in team sports commonly taught in public schools and recreational settings. Fall, even years.

Restriction(s):

Must be in the following Major(s): Kinesiology, Kinesiology & Physical Ed, Kinesiology & Physical Ed

Must not be the following Class(es): Freshman

Prerequisite(s): EDPE 190 and EDPE 311

EDPE 202A Health and Fitness Club Management credit(s): 3

Provides the background and knowledge to prepare for programming issues in supervising fitness programs, fitness trainers, and facilities. Participants will gain an understanding of the foundations of the fitness industry in the United States. This course focuses primarily on the business aspects of owning/operating a fitness club, covering memberships, facilities, programming, facilities, staffing, and budgeting practices.

Restriction(s):

Must not be in the following Major(s): Fitness Specialist Concentratn, Sport Management

Prerequisite(s): EDPE 190 (or concurrent)

EDPE 203 Lifetime Sports and Activity Methods credit(s): 2

Students are exposed to the concepts, terminology, skill development, and methods necessary to instruct a variety of lifetime sports and activities. Emphasis is placed on designing and delivering instructional and assessment techniques for fundamental movement patterns and tactical principles in lifetime sports and activities commonly taught in public schools and recreational settings. Fall, odd years.

Restriction(s):

Must be in the following Major(s): Kinesiology, Kinesiology & Physical Ed, Kinesiology & Physical Ed

Must not be the following Class(es): Freshman

Prerequisite(s): EDPE 190 and EDPE 311

EDPE 205 Sport and Act in Diverse Society credit(s): 3

A comprehensive understanding of the ways in which people differ - including race, sex, age, mental and physical ability, weight, religion, sexual orientation, and social class - and how these differences can influence sport organizations. This course offers specific strategies for managing diversity in social organizations and work groups, provides an overview of different types of diversity training which can be implemented in the workplace, and outlines legal issues related to diversity.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Fitness Specialist Concentratn, Sport Management, Sport Management

Prerequisite(s): EDPE 190 (or concurrent)

EDPE 207 Sport and Fitness in Digital Age credit(s): 3

This course will analyze the changes that have given rise to the situation, combining theoretical insights with original evidence collected through extensive research and interview with people working in the media and sport and fitness industry. This course will be conducted in a discussion/lecture and lab format. Students will develop a set of sport media projects in the computer lab that will allow them to apply up-to-date technology into the real business of sport and fitness.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Fitness Specialist Concentratn, Sport Management, Sport Management

Prerequisite(s): EDPE 190 (or concurrent)

credit(s): 1

Red Cross Certification in First Aid, CPR and AED is offered through a class that prepares students to recognize and respond to illness/injury situations. Learn basic care for victims, including cardiopulmonary resuscitation for infants, children and adults, as well as immediate care for injuries. Using Automatic External Defibrillators is covered. Class includes hands-on lab skill application. Fall and Spring. Permission Only

Must not be in the following Major(s):

credit(s): 3

Restriction(s):

Must be in the following Major(s): Kinesiology, Kinesiology & Physical Ed, Physical Education, Sport Management

credit(s): 1-2

Restriction(s):

Must be the following Class(es): Junior, Senior, Sophomore

credit(s): 3

Restriction(s):

credit(s): 3

credit(s): 3

Restriction(s):

Must be in the following Major(s): Dance, Dance, Kinesiology, Kinesiology & Physical Ed, Kinesiology & Physical Ed, Sport Management, Sport Management

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Anatomy and Physiology for Kinesiology I is the first part of a two-course sequence. In this course, students are introduced to the structure and function of the human body in regards to cells, tissues and organs of the following systems: integumentary, skeletal, muscular and nervous systems, as well as the special senses. Emphasis will be placed on relationships between systems and the regulation of physiological mechanisms in order to maintain homeostasis. Must be concurrently enrolled in EDPE 276L.

Corequisite(s): EDPE 276L

Must not be the following Class(es): Freshman

Laboratory experience introducing the structure and function of the human body in regards to cells, tissues and organs of the following systems: integumentary, skeletal, muscular and nervous systems, as well as the special senses. Emphasis will be placed on relationships between systems and the regulation of physiological mechanisms in order to maintain homeostasis. Must be concurrently enrolled in EDPE 276L.

Corequisite(s): EDPE 276

Must be the following Class(es): Junior, Senior, Sophomore

Anatomy and Physiology II is the second part of a two-course sequence. In this course, students are introduced to the structure and function of the human body in regards to cells, tissues and organs of the following systems: endocrine, cardiovascular, respiratory, lymphatic, urinary, digestive and reproductive (which includes development, pregnancy and genetics). Emphasis will be placed on relationships between systems and the regulation of physiological mechanisms in order to maintain homeostasis. Must be concurrently enrolled in EDPE 277L.

Restriction(s):

Must be in the following Major(s): Kinesiology

credit(s): 1

Laboratory experience introducing the structure and function of the human body in regards to cells, tissues and organs of the following systems: endocrine, cardiovascular, respiratory, lymphatic, urinary, digestive and reproductive (which includes development, pregnancy and genetics). Emphasis will be placed on relationships between systems and the regulation of the physiological mechanisms in order to maintain homeostasis. Must be concurrently enrolled in EDPE 277.

Restriction(s):

Must be in the following Major(s): Kinesiology

credit(s): 1-3

Topic to be decided by faculty.

EDPE 307 Foundations in Sports Outreach credit(s): 3

This course will investigate the historical foundations and the current development, planning, implementation, evaluation and biblical justifications for sport ministry programs (also known as sports outreach) within faith communities. The student who successfully completes this course will be able to relate biblical concepts to sport and recreational ministries from a written and practical format to provide a social contribution to the communities in which they reside. This course will equip the student to handle decision-making, organizational strategies, staffing, training, and various roles of leadership as they pertain to the broad faith community program.

Prerequisite(s): EDPE 190

EDPE 310 Motor Development and Learning credit(s): 3

Students will learn the major theories and principles underlying the acquisition of motor skill and how control of skilled movements is gained, maintained, and adapted. Specifically, this course covers how changes in motor development impact the learning and performance of motor skills. Emphasis will be given to analyzing motor skills and designing developmentally appropriate instruction in various settings.

This course takes place every Fall.

Restriction(s):

Must be in the following College/School(s): School of Education

Must be in the following Major(s): Kinesiology, Kinesiology & Physical Ed, Physical Education

Prerequisite(s): EDPE 190 (or concurrent)

EDPE 311 Exercise and Sport Instructional Methods credit(s): 3

The study of how to design and deliver effective instruction in exercise and sport contexts. An introduction to curriculum development, instructional methods, and management strategies used within the field. This course utilizes an experiential approach to apply evidence-based practices in creating and leading exercise and sport sessions for diverse groups.

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): EDPE 189 and EDPE 310

EDPE 312 Health Methods Diverse Populations credit(s): 3

This course prepares future health, fitness and physical educators to develop and implement health programs that will meet the needs of all their students. Introduction and application of a variety of teaching styles and strategies, classroom/group management skills, assessment protocol, and program activities appropriate for health will be covered. It will also allow students to observe, review, plan, and deliver instruction, evaluate instruction and provide meaningful learning experiences to a diverse population in school and community educational programs. Particular attention will be given to K-12 national and state health standards.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Kinesiology, Kinesiology & Physical Ed, Kinesiology & Physical Ed

Prerequisite(s): EDPE 190

EDPE 313 Elementary Physical Education Methods credit(s): 3

This course introduces the knowledge and skills necessary to instruct a variety of physical activities for elementary aged children. Topics covered include: developing a quality program, characteristics of elementary students, classroom management, instructional methods, curriculum development, and assessment. Emphasis is placed on designing and delivering

psychological skills training programs designed to enhance performance and well-being.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Kinesiology, Kinesiology & Physical Ed, Kinesiology & Physical Ed, Sport Management, Sport Management

Must be the following Class(es): Junior, Senior

Prerequisite(s): EDPE 190 and EDPE 222

EDPE 343 Coaching Basketball

credit(s): 2

Principles of defense and offense; fundamentals, special drills, rules, officiating, and equipment.

Prerequisite: third year standing. Offered on sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

EDPE 346 Coaching Baseball

credit(s): 2

Principles of coaching competitive baseball with an emphasis on strategy, drills for skill attainment, skill evaluation and Coaching philosophy. Offered on sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

EDPE 347 Coaching Football

credit(s): 2

Principles of coaching competitive football with an emphasis on offensive and defensive strategy, position drills, and coaching philosophy. Offered on sufficient demand.

EDPE 349 Coaching Soccer

credit(s): 2

Principles of coaching competitive soccer with an emphasis on offensive and defensive strategy, position drills and philosophy. Offered on sufficient demand.

Restriction(s):

Must be the following Class(es): Junior, Senior

EDPE 355 Wilderness Survival

credit(s): 2

The purpose of this course is to provide students with knowledge and skills that will aid them in preparing for, preventing, and/or surviving a natural or man-made emergency or disaster.

Course content includes clothing, shelter, and food appropriate for various outdoor environments; survival strategies; survival skills such as fire-building, signaling, route-finding with map and compass, and first aid, all set within a context promoting environmental ethics and safety awareness. Topics and skills will be covered through a variety of classroom and field experiences, including off campus outings. Lab fee required. Offered on sufficient demand.

EDPE 377 Physiology of Exercise

credit(s): 3

The purpose of this course is to introduce students to the function of the human body during exercise. Specifically, how the human organism responds, adjusts, and adapts to both acute and chronic exercise. Emphasis is placed on bioenergetics, as well as cardiorespiratory, neuromuscular, and endocrine responses to the stresses of exercise. Also discussed are the effects of environmental factors and ergogenic aids and the impact both have on the physiological capacity of humans to perform exercise. Must be concurrently enrolled in EDPE 377L. Spring.

Corequisite(s): EDPE 377L

Restriction(s):

Must be in the following Major(s): Kinesiology

Must be the following Class(es): Junior, Senior, Sophomore

Prerequisite(s): (EDPE 276 and EDPE 277)EDPE 376

EDPE 377L Physiology of Exercise Lab

credit(s): 1

This course will complement EDPE 377 and provide a hands-on learning environment for students to apply concepts they are discussing in lecture. Students will be introduced to laboratory tests that are commonly used to assess the physiological responses of the human

body to various forms of exercise. Students must be concurrently enrolled in EDPE 377.
Spring.

Corequisite(s): EDPE 377

Restriction(s):

Must be in the following Major(s): Kinesiology

Must not be the following Class(es): Freshman, Sophomore

Prerequisite(s): EDPE 276 and EDPE 277

EDPE 378 Structural Kinesiology

credit(s): 3

Concepts surrounding body movement from anatomical and mechanical perspectives. Students will have the opportunity to analyze movement in sport and activity and apply related knowledge to improve performance.

Restriction(s):

Must be in the following Major(s): Kinesiology

Prerequisite(s): EDPE 276 and EDPE 276L

EDPE 390 Directed Study

credit(s): 1-3

Course repeatable for 12 credit(s).

Topic to be decided by faculty.

Restriction(s):

Must not be in the following Major(s):

EDPE 400 Sport Sponsorship and Promotions

credit(s): 3

This class builds on the general principles of sport marketing by discussing the unique aspects of sport marketing, applying marketing concepts to sport as a product, and the promotion of sport activities. Also, this course examines the topic from the perspective of the sponsored property, rather than a marketing perspective. It provides an overview of the theoretical underpinnings of the topic, followed by examples from actual sport sponsorships. Topics focus on the spectator as the product consumer and will include consumer analysis, market segmentation, product licensing and positioning, pricing, promotion, distribution, and sponsorship as they apply to sport.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Sport Management, Sport Management

Must be the following Class(es): Junior, Senior

Prerequisite(s): EDPE 190 (or concurrent)

EDPE 405 Senior Seminar in Sport

credit(s): 3

The Seminar is the paramount learning experience for students in their senior year. Students apply knowledge from the previous years of understanding and creating, being and becoming, caring and doing, and finally imagining the possible. Using principles of Jesuit education, prior components of their education and disciplinary expertise, students connect the Gonzaga Mission to their future role in the world of Sport and Physical Activity.

Restriction(s):

Must be in the following Major(s): Sport Management

Must be the following Class(es): Senior

EDPE 412 Admin of Sport and Athletics

credit(s): 3

An introduction to organizational theories and practices with an emphasis on the sport industries. Leadership styles and theories, organizational development, personnel, fiscal, and legal issues will be introduced.

Restriction(s):

Must not be in the following College/School(s):

Must be in the following Major(s): Sport Management, Sport Management

Must be the following Class(es): Senior

Prerequisite(s): EDPE 190

This course is to familiarize students with the legal and ethical issues surrounding sport organizations. Topics such as negligence in sport, contract law, agency law, constitutional law, ethical theories within the work place are covered. Hypothetical as well as actual cases in each legal and ethical category will be discussed.

Must be in the following Major(s): Sport Management, Sport Management
Must be the following Class(es): Junior, Senior

This course will provide students both theoretical and practical experience in learning how to design and implement a physical education program at an elementary level. It will introduce the students to objectives of physical education, activities that can be implemented at specific grade levels, general fitness concepts, and techniques of teaching in a physical activity environment, assessment protocol, and the importance of physical education as an integral part of general education. An experimental and cross disciplinary approach will be taken to developing and implementing effective learning experiences in physical education for students K-8.

This course will provide students both theoretical and practical experience in learning how to design and implement a health education program at an elementary level. It will introduce the students to objectives of health education, activities that can be implemented at specific grade levels, teaching strategies, assessment protocol, and the importance of health education as an integral part of general education. An experimental and cross disciplinary approach will be taken to developing and implementing effective learning experiences for students K-8.

This course will provide students an awareness of the incidence of abuse and the knowledge and skills needed to execute their professional roles and responsibilities, as K-12 educators, in dealing with children who have suffered abuse and neglect. Reporting mandates and legal protection afforded in executing these mandates will also be covered.

The Core Integration Seminar (CIS) engages the Year Four Question: “Imagining the possible: What is our role in the world?” by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students’ future role in the world.

This course covers the scientific knowledge and exercise prescription principles of strength training and conditioning and their direct application to program design. Topics include periodization, testing and evaluation, program organization and administration, training modes and methods, and coaching exercise technique. Emphasis is given to the areas of agility, plyometric, speed and strength training for sport-specific performance.

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This course focuses on special populations and the implications for the exercise setting. Populations that are covered include the following: cardiovascular diseases, pulmonary diseases, metabolic diseases, neuromuscular diseases, skeletal disorders, older adults and pregnancy. For each population, an overview of the physiology, impact of the condition on the acute exercise response, impact of training on the condition, and recommendations for exercise testing and prescription will be discussed.

EDPE 477 Exercise Testing credit(s): 3

Corequisite(s): EDPE 477L

EDPE 477L Exercise Testing Lab credit(s): 1

Corequisite(s): EDPE 477

EDPE 480 Exercise Prescription credit(s): 3

Prerequisite(s): EDPE 477 and EDPE 477L

EDPE 481	Fitness Specialist Capstone Seminar	credit(s): 1

Restriction(s):

EDPE 485	Special Topics	credit(s): 1-4

To be determined by instructor.

EDPE 490 Directed Readings credit(s): 0-3

Individualized study based on readings approved by the professor. Students will develop a selected bibliography.

EDPE 491 Directed Study credit(s): 0-3

Individualized study that is designed by the professor. Students will follow a prescribed course outline.

EDPE 492	Independent Study	credit(s): 1-3

Individualized study that is designed by the student in consultation with the professor for self-directed learning in a selected area of interest.

Course repeatable for 12 credit(s).

Course repeatable for 12 credit(s).

EDPE 495 Student Teaching Health and Physical Ed

Prerequisites: Completion of all endorsement coursework, passage of the West B and completion of the West E endorsement test prior to student teaching.

Prerequisite(s): EDPE 311

Course repeatable for 6 credit(s).

Restriction(s):

EDPE 496B Practicum: Coaching

Practical experience in the area of athletic coaching at a site approved by the instructor of record.

Must be the following Class(es): Junior, Senior

Course repeatable for 6 credit(s).

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): EDPE 190

Course repeatable for 9 credit(s).

Practical experience in the area of sport management organization at a site approved by the instructor of record.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): EDPE 190

Course repeatable for 9 credit(s).

Practical experience in the area of sport management at a site approved by the instructor of record.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): EDPE 190 and EDPE 496D

for 0 credit(s).

This course is offered in summer sessions only and does not count towards the major.

EDPE 497A Field Experience Elementary Physical Education credit(s): 1

Course repeatable for 6 credit(s).

This field experience provides the teacher candidate opportunities in a school setting to integrate learning by observing, teaching, and analyzing instructional methods. Candidates will demonstrate their developing teaching competencies and reflect on their ability to implement classroom management strategies and deliver instruction to a diverse group of learners in the elementary physical education setting.

Prerequisite(s): EDPE 190

EDPE 497B Field Experience Secondary Physical Education credit(s): 1

Course repeatable for 6 credit(s).

This field experience provides the teacher candidate opportunities in a school setting to integrate learning by observing, teaching, and analyzing instructional methods. Candidates will demonstrate their developing teaching competencies and reflection their ability to implement classroom management strategies and deliver instruction to a diverse group of learners in the secondary physical education setting.

Prerequisite(s): EDPE 190

EDPE 497C Field Experience in Health Education credit(s): 1

Course repeatable for 6 credit(s).

This field experience provides the teacher candidate opportunities in a school setting to integrate learning by observing, teaching, and analyzing instructional methods. Candidates will demonstrate their developing teaching competencies and reflect on their ability to implement classroom management strategies and deliver instruction to a diverse group of learners in the health education setting.

Prerequisite(s): EDPE 190

EDPE 497D Field Experience in Adaptive Physical Ed credit(s): 1

This field experience provides the teacher candidate opportunities to integrate learning by observing, teaching, and analyzing instructional methods in a practical setting. Candidates will demonstrate their developing teaching competencies and reflect on their ability to implement classroom management strategies and deliver instruction to a diverse group of learners in the adapted physical education setting.

Corequisite(s): EDPE 315

EDPE 499 Comprehensive Examination credit(s): 0

A final exam required of all Kinesiology majors in their final semester of coursework. The type of exam will be dictated by the student's program of study and a fee for the exam may be required. Contact the Department Chair for specific information.

Teacher Education

Chairperson: Stephen Hess, S.J., Ph.D.

B.Ed Community, Culture, & Language Program Director: Mary Jeannot, Ph.D.

Elementary Program Director: Deborah Nieding, Ph.D

Secondary Program Director: Stephen Hess, S.J., Ph.D.

The Teacher Education Department offers one degree and two certifications:

Bachelor of Education in Community, Culture and Language

Elementary Teacher Certification

Secondary Teacher Certification

In the spirit of Gonzaga's Catholic and Jesuit mission the Teacher Education Department prepares individuals to be reflective practitioners committed to servant leadership and social justice. We have been educating students since 1928, offering a thorough preparation in academic subject matter and professional teaching. As a reflective learning community faculty, staff, and students form supportive relationships that encourage service for others, reflective practice, and critical thinking skills.

Bachelor of Education in Community, Culture, and Language

The B.Ed in Community, Culture, and Language (CCL) provides students with a deep understanding of the ways in which cultures, languages, and literacies affect communities. The guiding philosophy of this interdisciplinary degree is rooted in the Jesuit principle of living as men and women for others. In order to be men and women for others we must understand how our cultural and linguistic behaviors shape and are shaped by our worldviews and those of our respective communities. By developing cultural humility, we can develop alongside individuals from diverse linguistic and cultural backgrounds.

The CCL degree offers two concentrations or focus areas – community education and elementary education. Students choosing the community concentration take the basic CCL major requirements along with courses in the social sciences preparing them to serve in a variety of nonprofit, nongovernmental, and global organizations. The elementary concentration offers students a pathway to obtain an elementary teaching certificate by

taking specialized courses in addition to the CCL major requirements. It is important to note that completion of the CCL Elementary Concentration does not result in teacher certification. Students must also complete the certification courses required by the state of Washington that are offered in the Teacher Education Department.

Bachelor of Education in Community, Culture, and Language

The Community, Culture, and Language degree is intended to provide students with a sophisticated, practical understanding of the ways in which cultures, languages, and literacies support or challenge communities. This degree is specifically designed to be paired with elementary certification. The guiding philosophy of the program is that in order for us to be women and men for and with others, we must understand how our cultural and linguistic behaviors shape and are shaped by our worldviews and those of the communities we belong to. By developing a stance of cultural humility, we are better able to grow with and learn from individuals coming from diverse linguistic and cultural backgrounds.

The program may also attract those who seek a deeper understanding of and ability to navigate cultural and linguistic differences, as well as the tools to build and support community for the benefit of all. With its interdisciplinary focus and complementary integration with the university core, the major will also target potential employment by NGOs, NPOs, and any businesses or organizations with a global focus. By the end of their sophomore year, students will be placed into one of two concentrations: the Elementary Education concentration, or the Community Education concentration. Please note that completion of this major does not, in and of itself, result in teacher certification – as that is an additional program. Additionally, a concentration is an area of focus and does not equate to certification.

Community, Culture, and Language in Education

Major: 37 credits

Lower Division

<u>EDTE 101</u> Social and Cultural Foundations of Education	3 credits
<u>EDTE 201</u> Learning Theories and Epistemologies	3 credits
<u>EDTE 200/MTSL 200</u> Language, Society, and Power	3 credits
<u>EDTE 202/MTSL 202</u> Community and Ethnography	3 credits
<u>EDTE 204/MTSL 204</u> Community Languages and Language Acquisition	3 credits
<u>EDTE 206</u> Community and Place-Based Education	3 credits

Upper Division

<u>MTSL 304</u> Immigrant and Refugee Perspectives	3 credits
<u>EDTE 302</u> Policy and Advocacy	3 credits

Choose one of the following two concentrations:

Elementary Education Concentration: 13 credits

<u>MTSL 401</u> Theory and Practice of Language Teaching	3 credits
<u>MTSL 480</u> TESOL Field Experience	1 credit
<u>EDTE 306</u> Critical Pedagogical Issues in American Education	3 credits
<u>EDTE 466</u> Literacy and the 2nd Language Learner	3 credits
Electives (choose one of the following):	3 credits

EDTE 321 Social Emotional Learning in the Classroom and Community

SOCI 388 Sociology of Education

Community Education Concentration: 13 credits

<u>MTSL 401</u> Theory and Practice of Language Teaching	3 credits
<u>MTSL 480</u> TESOL Field Experience	1 credit

Electives (choose three of the following):

9 credits

ENGL 306 Language, Diversity, and Social Justice

ENGL 480 Literary and Cultural Studies

EDTE 321 Social Emotional Learning in the Classroom and Community

EDTE 305 Intercultural Competence Development

SOCI 388 Sociology of Education

Teacher Certification Programs

The Teacher Education Department offers a thorough preparation in professional teaching. Students have an opportunity to obtain initial (residency) certification within the state of Washington at the Elementary (K-8) or Secondary (5-12) level with reciprocity throughout the United States. The Department is advised by a Professional Education Advisory Board (PEAB) composed of area teachers and school administrators. The certification programs also meet the standards specified by the Washington Professional Educator Standards Board (PEAB). It is important to note that certification is not a major. Students pursue a major field of study in the School of Education or from another school or college at the University while also taking teacher certification courses. Students must also fulfill all the University core curriculum requirements.

Teacher certification students have a primary and a secondary advisor. The primary advisor (assigned when students are admitted to the University) advise students regarding degree and core curriculum requirements. Teacher certification students are assigned a secondary advisor from the Teacher Education Department during EDTE 101 – Social and Cultural Foundations of Education. This advisor guides teacher certification candidates throughout the certification program.

Students who want to serve as elementary school teachers pursue Elementary certification allowing them to teach grades K-8 as generalists in a self-contained classroom. Those wanting to teach at the middle or high school level (5-12) pursue secondary certification. Secondary candidates choose a

specific content/endorsement area to teach. The Teacher Education Department offers Secondary certification in the following endorsement areas:

Biology	English Language Arts
Chemistry	Mathematics
Physics	Music
French	Theatre Arts
Spanish	Social Studies/History

Teacher Certification candidates engage in a student teaching experience during their final semester.

Admission to Teacher Certification Program Requirements:

Admission into the teacher certification program is dependent on completion of the following:

1. 12 credits of education coursework successfully completed including one field experience.
2. All courses required for teacher certification must be a 2.00 or higher.
3. Cumulative GPA of 2.50 or higher across GU courses.
4. Cumulative GPA of 3.00 across EDTE courses.
5. Passing score for the Basic Skill Requirement in each category: Reading, Writing, and Math with minimum scores in either the WEST B, SAT, ACT or CBEST test.
6. Current Pre-Residency Clearance.
7. Current FBI/Washington State Patrol Fingerprint Clearance on file.
8. No uncorrected documented disposition concerns.

Elementary Education Certification Program Requirements:

<u>EDTE 101</u> Social and Cultural Foundations of Education	3 credits
<u>EDSE 150</u> Psychology of Children with Exceptionalities	3 credits
<u>EDTE 201</u> Learning Theories and Epistemologies	3 credits
<u>EDTE 213</u> NW History Elementary Teachers	1 credit
<u>EDTE 221E</u> Elementary Differentiated Instruction and Assessment	3 credits
<u>EDTE 221L</u> Field Experience	1 credit
<u>EDTE 231</u> Instructional Methods: Reading, Writing, Communications I (Spring Only)	3 credits
<u>EDTE 315E</u> Classroom Assessment for Elementary Teachers	3 credits
<u>POLS 101</u> American Politics	3 credits
<u>MATH 104</u> Elements of Algebra and Statistics	3 credits
<u>HIST 201</u> or 202 History of the U.S. I or II	3 credits
<u>BIOL 181</u> Biological Systems	2 credits
<u>BIOL 181L</u> Biological Systems Lab	1 credit
<u>EDTE 304</u> Concepts in Science	3 credits
<u>EDTE 331</u> Instructional Methods: Reading, Writing, Communication II	3 credits
<u>EDTE 331L</u> Field Experience	1 credit
<u>EDTE 400</u> Elementary Methods: Music	1 credit
<u>EDTE 401</u> Elementary Methods: Mathematics	3 credits
<u>EDTE 401L</u> Field Experience	1 credit
<u>EDTE 402</u> Elementary Methods: Social Studies	3 credits
<u>EDTE 403</u> Elementary Methods: Art	1 credit

<u>EDTE 404</u> Elementary Methods: Science	3 credits
<u>EDPE 415</u> Physical Education Methods	1 credit
<u>EDPE 416</u> Health Education Methods	1 credit
<u>EDPE 417</u> Abuse Prevention	1 credit
<u>EDTE 460E</u> Classroom Management: Elementary	3 credits
<u>EDTE 496E</u> Elementary Student Teaching	12 credits
<u>EDTE 495</u> Student Teaching Professional Seminar	2 credits

Secondary Education Certification Program Requirements:

<u>EDTE 101</u> Social and Cultural Foundations of Education	3 credits
<u>EDSE 150</u> Psychology of Children with Exceptionalities	3 credits
<u>EDTE 201</u> Learning Theories and Epistemologies	3 credits
<u>EDTE 221S</u> Differentiated Instruction and Assessment	3 credits
<u>EDTE 221L</u> Field Experience	3 credits
<u>EDTE 241</u> Teaching in the Middle School	3 credits
<u>EDPE 417</u> Abuse Prevention	1 credit

Must be taken as a block: (**Spring only**)

<u>EDTE 315S</u> Classroom Assessment for Secondary Teachers	3 credits
<u>EDTE 418</u> Discipline Specific Literacy	3 credits
<u>EDTE 418L</u> Field Experience	1 credit

Secondary Specific Methods

One methods course is required for each endorsement area (Fall Only)

*Must be taken as a block: (**Fall only**)*

<u>EDTE 454D</u> Secondary Methods-Theater Arts	3 credits

<u>EDTE 454E</u> Secondary Methods-English	3 credits
<u>EDTE 454F</u> Secondary Methods-Social Studies	3 credits
<u>EDTE 454M</u> Secondary Methods-Mathematics	3 credits
<u>EDTE 454S</u> Secondary Methods-Science	3 credits
<u>EDTE 454T</u> Secondary Methods-World Language	3 credits
(Music Education and Physical Education majors will take methods in their degree program)	
<u>EDTE 454L</u> Secondary Field Experience	1 credit
<u>EDTE 455L</u> Field Experience: Additional Endorsement (Required for additional endorsements)	1 credit
<u>EDTE 460S</u> Classroom Management: Secondary	3 credits
<u>EDTE 496S</u> Secondary Student Teaching	12 credits
<u>EDTE 495</u> Student Teaching Professional Seminar	2 credits

Admission to Student Teaching Requirements:

1. All certification and endorsement course work must be completed.
2. A course grade below a 2.0 cannot count toward certification
3. Cumulative GPA of 2.5 or higher in all GU courses.
4. Cumulative GPA of 3.0 in all EDTE courses.
5. Passing score for the Basic Skill Requirement in each category:
Reading, Writing, and Math with minimum scores in either the WEST B, SAT, ACT or CBEST test
6. Current Pre-residency clearance.
7. Current FBI/Washington State Patrol Fingerprint Clearance on file.
8. No uncorrected documented disposition concerns.
9. WEST E or NES taken prior to Student Teaching. Passage of WEST E or NES endorsement test is required for program completion.

Attendance is mandatory at the Student Teacher Application Meeting.

Optional Endorsements

Teacher certification students (elementary and secondary) can also earn an English Language Learner (ELL) and/or Reading Endorsement. These are not stand-alone endorsements but optional endorsements that enhance the skills of Elementary and Secondary candidates.

English Language Learner (ELL) Endorsement: 14 credits

<u>MTSL 304</u> Immigrant and Refugee Perspectives	3 credits
<u>MTSL 401</u> Theory and Practice of Language Teaching	3 credits
<u>MTSL 408</u> Principles of Second Language Acquisition	3 credits
<u>EDTE 466</u> Literacy for English Language Learners	3 credits
<u>MTSL 450</u> Language Awareness	1 credit
<u>MTSL 480</u> TESOL Field Experience	1 credit

Reading Endorsement: 17 Credits

<u>EDTE 231</u> Reading, Writing, & Communication I	3 credits
<u>EDTE 331</u> Reading, Writing & Communication II	3 credits
<u>EDTE 331L</u> Field Experience	1 credit
<u>EDTE 461</u> Reading Diagnosis	3 credits
<u>EDTE 462</u> Child and Adolescent Literature	3 credits
<u>EDTE 464</u> Reading Practicum	1 credit
<u>EDTE 466</u> Literacy for English Language Learners	3 credits

Washington state certification requirements may change. Students are responsible to stay current by checking with their School of Education advisor and the Director of Certification.

Courses:

Teacher Education

EDTE 101 Social and Cultural Foundations of Education credit(s): 3
This course provides an overview of the teaching profession. It is designed as an exploration of teaching as a career choice, serving as an introduction to various philosophical positions

Fulfills the following degree requirement(s): Core: Social Justice

This course introduces students to foundational concepts in linguistics, with particular emphasis on how language, culture, and society intersect and how linguistic choices reinforce or undermine power relations in society. Students will develop an understanding of what constitutes language and how languages create and maintain identities within communities.

This course is designed to introduce the undergraduate teacher candidate to theories of learning. The contributions of behaviorism, humanistic psychology, and cognitive psychology will be examined in order to give a basis for critically analyzing how and why human development and growth occur in the teaching/learning act. Based on the dynamics of respect for individual differences within the learning community, prior learning, and authentic scholarly exploration of historical and current literature, student teacher candidates will be able to articulate, develop, and seek alternatives to their theories-in-use.

Using a variety of frameworks and tools, students will investigate the language and culture of carefully selected communities. Students will learn how to describe events without interpretation and work collaboratively to formulate possible hypotheses about cultures.

This course is an introduction to first and additional language acquisition through the lens of an introductory course in two of the languages and writing systems used in the Spokane region. The purpose of the course is to introduce students to the languages and cultures of minority groups and to explore the ways in which the worldviews of these groups differ from those of the dominant culture. The course will also introduce students to the principal theories of first and second language acquisition.

This course introduces students to foundational concepts in community and place-based education practices, with particular emphasis on theories and strategies that support the co-creation of K-12 and community-based educative experiences anchored in the unique contextual elements of place. Students will investigate and engage in local collective impact efforts that reflect a unique community context.

This one credit course is designed to provide undergraduate teacher candidates with the basic content of Washington State history. An emphasis will be placed on the use of technology, diversity and assessment. The history and geography EALR's/GLE's/PE's will be emphasized. Fall and Spring.

This course is designed to integrate the planning, implementation, and assessment of instruction across content areas at the elementary level with a special emphasis on diversity. The major focus of this course will be meeting the learning needs of a diverse population which

includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds.

Equivalent(s): EDTE 221A

Corequisite(s): EDTE 221L

Prerequisite(s): EDTE 101

EDTE 221L Field Experience

credit(s): 1

Course repeatable for 2 credit(s).

Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. Candidates also gain pedagogical practice by working with students and teaching a lesson. Teacher candidates are required to submit a Field Experience Request form to the Field Experience Office a minimum of a month prior to the semester they are taking the course. This form can be found on Blackboard under Teacher Certification & Field Experience Materials Course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

Equivalent(s): EDTE 305A, **Equivalent(s):** EDTE 305B

Prerequisite(s): EDTE 101(and EDTE 221E (or concurrent) or EDTE 221S (or concurrent))

EDTE 221S Sec Diff Instruct and Assess

credit(s): 3

This course is designed to integrate the planning, implementation, and assessment of instruction across content areas at the secondary level with a special emphasis on diversity.

The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds.

Corequisite(s): EDTE 221L, **Corequisite(s):** EDTE 241

Prerequisite(s): EDTE 101

EDTE 231 Instruct Methods: Reading/Writing/Communication I

credit(s): 3

The primary purpose of this course is to provide opportunities for teacher candidates to understand theoretical constructs related to reading, writing, and communication in classroom curriculum. Teacher candidates will develop pedagogy from an analysis of the processes of natural learning, language acquisition, multiple intelligence, and learning styles. This knowledge will become the framework for instructional methodology for reading, writing, and communication skills.

Equivalent(s): EDTE 401

EDTE 241 Teaching in the Middle School

credit(s): 3

The purpose of this course is to help the prospective middle level/secondary teacher candidate develop in-depth knowledge and understanding of early adolescents. The middle school reform movement and the developmental characteristics and needs of adolescents provide a framework for this course.

Corequisite(s): EDTE 221L, **Corequisite(s):** EDTE 221S

Prerequisite(s): EDTE 101

EDTE 302 Advocacy and Policy

credit(s): 3

This class harnesses the power of language and engagement with communities through the lenses of inquiry and advocacy with a focus on action to bend the arc of the universe to become more moral and just. In it, we learn the basis for types of advocacy, advocacy planning, and how to take action based on your plan.

EDTE 304 Concepts in Science

credit(s): 3

This course presents earth, physical, and space science concepts for elementary teacher candidates.

Equivalent(s): EDTE 404

EDTE 305 Intercultural Competence Development credit(s): 3

This course addresses social justice by introducing students to a developmental process of acquiring cultural self-awareness, developing knowledge and skills that build intercultural competence, and engaging in meaningful reflective self-evaluation. Intercultural Competence involves a set of cognitive, affective, and behavioral skills and characteristics that support appropriate and effective interaction in a variety of cultural contexts (Bennett, J., 2008). This process begins with recognizing new perspectives about personal cultural beliefs, values, and assumptions; and exploring others' cultures and worldviews. The opportunity to understand the worldviews of others will occur through reading and discussion, learning from speakers representing a variety of cultural backgrounds, refugee simulation at World Relief Refugee Resettlement, and reflection.

Equivalent(s): EDTE 221L

EDTE 306 Critical Pedagogical Issues American Education credit(s): 3

This course is designed to examine issues in education from the perspective of Native American students, and to provide educators with knowledge and skills that will increase their comfort level, competency and ability to work in schools where American Indian children and other diverse students are educated. Course content will include an overview of important historical and cultural factors, the study of current methods based on research and experiences of practitioners in the field, and a practicum in the development of effective educational strategies and materials, specifically the Washington State Since Time Immemorial curriculum.

EDTE 315E Classroom Assessment Elem Teachers credit(s): 3

This course will introduce and practice the processes of assessing whether students are meeting desired classroom outcomes, addressing the question, "How do we know our students learned the material?" Multiple methods and types of classroom assessments will be analyzed and evaluated for the purposes of creating a systematic framework that implements, collects, and reviews assessment data. The following assessment components will be discussed, applied and evaluated: timely and appropriate feedback; formative, summative and diagnostic methodologies; classroom assessment instruments; self-assessment applications; clear criteria; scoring guides and rubrics; student voice; and content-specific assessment practices. Fall.

Equivalent(s): EDTE 417

Prerequisite(s): EDTE 221E and EDTE 221L

EDTE 315S Classroom Assessment Secondary Teacher credit(s): 3

This course will introduce and practice the processes of assessing whether students are meeting desired classroom outcomes, addressing the question, "How do we know our students learned the material?" Multiple methods and types of classroom assessments will be analyzed and evaluated for the purposes of creating a systematic framework that implements, collects, and reviews assessment data. The following assessment components will be discussed, applied and evaluated: timely and appropriate feedback; formative, summative and diagnostic methodologies; classroom assessment instruments; self-assessment applications; clear criteria; scoring guides and rubrics; student voice; and content-specific assessment practices. Spring.

Corequisite(s): EDTE 418, **Corequisite(s):** EDTE 418L

EDTE 321 Social Emo Learners in Classroom and Community credit(s): 3
2 time.

This course offers candidates the opportunity to learn communication and intervention skills that can be used within any instructional setting. Supportive behavior and resource management techniques are addressed that result in logical consequence, assisting the student in accepting responsibility for behavior. This course focuses on a multitude of methods and modalities in order to address various learning styles and reduce non-academic stressors. There is a focus on mastery of social and emotional skills in addition to academic ones, as well as adverse childhood experiences (ACEs) and a trauma-sensitive learning environment.

EDTE 331 Instruct Methods: Reading/Writing/Communication II credit(s): 3

The purpose of this course is twofold: one, to prepare teacher candidates to create appropriate lesson plans for literacy instruction and assessment in order to provide opportunities for children to become involved with literacy in a purposeful and meaningful manner. Second, to prepare teacher candidates to become aware and utilize available literary resources, including technology for teaching. An emphasis of this course will be the compatibility of methods of instruction and assessment with regard to Washington State Standards/Common Core Standards. Fall and Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Corequisite(s): EDTE 331L

EDTE 331L Field Experience credit(s): 1

Teacher candidates will have the opportunity to explore first-hand Literacy instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. The course will enable the teacher candidate to observe and participate in instructional decision making, strategies for differentiation, and various assessment modes. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. This form can be found on Blackboard under Teacher Certification & Field Experience Materials Course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

Corequisite(s): EDTE 331

EDTE 390 Directed Study credit(s): 1-4

Course repeatable for 9 credit(s).

Topic to be decided by faculty.

EDTE 400 Elementary Methods: Music credit(s): 1

This course presents theories and techniques appropriate to teaching Music in the elementary school.

EDTE 401 Elem Methods: Math credit(s): 3

This course is designed to prepare or teacher candidates for teaching Mathematics in an elementary classroom. Candidates will learn and apply content specific pedagogy, understand the mathematical practices, plan assessment to monitor student learning and foster a mathematical learning environment within the classroom.

Corequisite(s): EDTE 401L

Prerequisite(s): EDTE 221E and MATH 104

EDTE 401L Field Experience credit(s): 1

Course repeatable for 3 credit(s).

Teacher candidates will have the opportunity to explore first-hand mathematical instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidate to observe and participate in instructional decision-making, strategies for differentiation, and various assessment modes. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. This form can be found on Blackboard under Teacher Certification & Field Experience Materials Course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint

clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

Corequisite(s): EDTE 401

EDTE 402 Elementary Methods: Social Studies credit(s): 3

This course presents theories and techniques appropriate to teaching Social Studies in the elementary school.

EDTE 403 Elementary Methods: Art credit(s): 1

This course presents theories and techniques appropriate for teaching Art in the elementary school.

EDTE 404 Elementary Methods: Science credit(s): 3

This course is designed to prepare teacher candidates for teaching Science in an elementary classroom. Candidates will understand how students learn and develop scientific knowledge, learn and apply content specific pedagogy, plan assessments to monitor student learning, and foster inquiry in the classroom learning environment.

Prerequisite(s): EDTE 221E and EDTE 304 and BIOL 181 and BIOL 181L

EDTE 418 Discipline Specific Literacy credit(s): 3

This course presents the theory and practice for developing interdisciplinary literacy in secondary classrooms including the structure and development of language and its effective expression in specific disciplines are presented in this course. In particular, students gain competencies in working with texts, supporting academic language development, and adapting instruction to make it accessible to English language learners.

Corequisite(s): EDTE 315S, **Corequisite(s):** EDTE 418L

EDTE 418L Field Experience credit(s): 1

Course repeatable for 2 credit(s).

Teacher candidates will have the opportunity to explore the instruction, assessment, and technology practices that are at work in schools. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. This form can be found on Blackboard under Teacher Certification & Field Experience Materials Course. . The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

Corequisite(s): EDTE 315S, **Corequisite(s):** EDTE 418

EDTE 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

EDTE 454D Secondary Meth- Theater Arts credit(s): 3

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.

Corequisite(s): EDTE 454L, **Corequisite(s):** EDTE 460S

EDTE 454E Secondary Methods-English credit(s): 3

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.

Corequisite(s): EDTE 454L, **Corequisite(s):** EDTE 460S

EDTE 454F Secondary Methods-Social Study credit(s): 3

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.

Corequisite(s): EDTE 454L, **Corequisite(s):** EDTE 460S

EDTE 454L Field Experience credit(s): 1

Course repeatable for 6 credit(s).

Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. This course will enable teacher candidates to observe and participate in instructional decision-making, strategies for differentiation, and various assessment models. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. This form can be found on Blackboard under Teacher Certification & Field Experience Materials Course. . The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and . In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file. Fall Only.

Corequisite(s): EDTE 460S

Prerequisite(s): EDTE 454F (or concurrent) or EDTE 454M (or concurrent) or EDTE 454S (or concurrent) or EDTE 454E (or concurrent) or EDTE 454T (or concurrent)EDTE 454D (or concurrent)

EDTE 454M Secondary Methods-Math credit(s): 3

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.

Corequisite(s): EDTE 454L, **Corequisite(s):** EDTE 460S

EDTE 454S Secondary Methods-Science credit(s): 3

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.

Corequisite(s): EDTE 454L, **Corequisite(s):** EDTE 460S

EDTE 454T Secondary Methods-World Lang credit(s): 3

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.

Corequisite(s): EDTE 454L, **Corequisite(s):** EDTE 460S

EDTE 455L Field Experience: Additional Endorsement credit(s): 1

Course repeatable for 2 credit(s).

This is a lab course which will accommodate teacher candidates who add-on an additional endorsement. Teacher candidates are required to complete a Field Experience request form prior to taking this course which can be found on the Gonzaga School of Education website under Field Experience. This course must be taken concurrently with an EDTE 454 Discipline Specific Methods course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and a Character and Fitness form on file is required. Fall only.

Prerequisite(s): EDTE 454E (or concurrent) or EDTE 454F (or concurrent) or EDTE 454D (or concurrent) or EDTE 454M (or concurrent) or EDTE 454S (or concurrent) or EDTE 454T (or concurrent)

EDTE 460E Classroom Management and Communication Elem credit(s): 3

Teacher candidates are provided with strategies to manage the elementary classroom to create a motivated classroom climate, to communicate with teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching.

Prerequisite(s): EDTE 221E and EDTE 221L

EDTE 460S Classroom Management Secondary credit(s): 3

Teacher candidates are provided with strategies to manage the secondary classroom, to create a motivated classroom climate, to communicate with student teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching.

Corequisite(s): EDTE 454L

Prerequisite(s): EDTE 221S and EDTE 221L and EDTE 241

EDTE 461 Reading Diagnosis credit(s): 3

This course provides teacher candidates with the in-depth knowledge and skills to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed. This class incorporates field experience components. Spring only.

EDTE 462 Child and Adolescent Literature credit(s): 3

This course surveys classical and contemporary literary works for children and youth, preschool-early adolescent. Assessment and teaching strategies for the utilization of literature across the K-12 curriculum are presented. Fall only.

EDTE 464 Practicum-Reading credit(s): 1

This course creates and applies literacy instruction assessment strategies in a K-12 classroom setting. A school location is arranged. Practicum requires completion of a form, and department permission and cannot be registered for via Zagweb. 1 credit = 30 contact hours.

EDTE 466 Literacy for English Lang Learner credit(s): 3

This course provides literacy knowledge related to working with English Language Learners. Teacher candidates will create classroom materials for K-12 learners to support their literacy and language development. Students will develop knowledge translated into practical application through the creation of lesson plans, instructional materials and tutoring.

EDTE 469 The Five Themes of Geography credit(s): 3

This course is an introduction to the five themes of geography, location, place, human environment interaction, movement, regions. This course fulfills the geography requirement for a Social Studies endorsement. Spring only.

EDTE 490 Directed Reading credit(s): 1-4

Course repeatable for 9 credit(s).

Directed Reading requires completion of a form, and Department permission.

EDTE 491 Directed Study credit(s): 1-3

Course repeatable for 9 credit(s).

Individualized study that is designed by the professor. Student teacher candidates follow a prescribed course outline.

EDTE 492 Independent Study credit(s): 1-4

Course repeatable for 9 credit(s).

Individualized study that is designed by the student teacher candidate in consultation with the professor. Self-directed learning in a selected area of interest is the process employed.

Professor serves as resource.

EDTE 494 Special Project credit(s): 1-6

Course repeatable 2 time.

Individualized study that is project-based. The study results in a practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation.

EDTE 495 Student Teaching Prof Seminar credit(s): 2

Corequisite(s): EDSE 450

Prerequisite(s): EDTE 496E (or concurrent) or EDTE 496S (or concurrent)

EDTE 496E Elementary Student Teaching credit(s): 12

This is a culminating 16 week capstone experience in which the teacher candidate assumes the full responsibility of an elementary teacher under the direction of a University supervisor and a co-operating teacher. Seminars are provided for student interaction, problem solving, certification requirements, and informational support. Current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

Corequisite(s): EDSE 450, **Corequisite(s):** EDTE 495

Prerequisite(s): EDPE 417 and EDTE 400 and EDTE 402 and EDTE 403 and EDTE 404 and (EDSE 465 or EDTE 460E) and (EDPE 4977A-497C or EDSE 406 or EDTE 331L) and (EDPE 497A-EDPE497D or EDTE 401L) and (EDPE 312 or EDPE 416) and (EDSE 451 or EDTE 331) and (EDSE 452 or EDTE 401)

EDTE 496S Secondary Student Teaching credit(s): 12

This is a culminating 16 week capstone experience in which the teacher candidate assumes the full responsibility of a secondary teacher under the direction of a University supervisor and a co-operating teacher. Seminars are provided for student interaction, problem solving, certification requirements, and informational support. Current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

Corequisite(s): EDSE 450, **Corequisite(s):** EDTE 495

Prerequisite(s): EDPE 417 and EDTE 418 and EDTE 315S and EDTE 460S and (EDPE 497C or EDTE 454L) and EDTE 454D-T

Teaching to English to Speakers of Other Languages

MTSL 200 Language, Society, and Power credit(s): 3

This course introduces students to foundational concepts in linguistics, with particular emphasis on how language, culture, and society intersect and how linguistic choices reinforce or undermine power relations in society. Students will develop and understanding of what constitutes language and how languages create and maintain identities within communities.

Equivalent(s): EDTE 200

MTSL 202 Community and Ethnography credit(s): 3

Using a variety of frameworks and tools, students will investigate the language and culture of carefully selected communities. Students will learn how to describe events without interpretation and work collaboratively to formulate possible hypotheses about cultures.

Equivalent(s): EDTE 202

Prerequisite(s): EDTE 200 or MTSL 200

MTSL 204 Community Languages and Language Acquisition credit(s): 3

This course is an introduction to first and additional language acquisition through the lens of an introductory course in two of the languages and writing systems used in the Spokane region. The purpose of the course is to introduce students to the languages and cultures of minority groups and to explore the ways in which the worldviews of these groups differ from those of the

dominant culture. The course will also introduce students to the principal theories of first and second language acquisition.

Equivalent(s): EDTE 204

Prerequisite(s): EDTE 200 or MTSL 200

MTSL 304 Immigrant and Refugee Perspective

credit(s): 3

Course repeatable for 6 credit(s).

Designed for students interested in sociocultural perspectives on identity and language and their intersection in diverse cultural communities, this course looks at the experience of immigrant populations in the USA and in the Spokane area, through the lens of their cultural and linguistic adjustment. An average of one hour of service per week is expected of all participants in this course.

Fulfills the following degree requirement(s): Core: Global Studies

MTSL 401 Theory and Practice of Lang Teaching

credit(s): 3

This course investigates current theories in second language acquisition and ESL/EFL methodology. Students learn how to apply these methods to the specific needs of language learners while observing, assisting and teaching. The summer offering is an intensive 4 week course where students apply specific methods during a TESOL Field Experience co-requisite course (MTSL 480).

MTSL 404 Introduction to Sociolinguistics

credit(s): 3

This course will examine how communication in ESL education shape relationships with non-members and members of a community. In particular, it will examine how the control of communication in bilingual and ESL education affects cognitive, social-cultural, affective, and linguistic development in bilingual and ESL classrooms. Theories studied in this course will help build an understanding of how to observe and analyze the effects of communication patterns on learning opportunities for ESL students.

MTSL 408 Principle of Sec Lang Acquisition

credit(s): 3-4

This course will investigate some of the major theoretical concepts that have developed in the field of second language learning and teaching with emphases on the concepts of interaction, learner strategies, routines, negotiating meaning, motivation and developmental processes within sociocultural contexts.

MTSL 414 Literacy and English Lang Learner

credit(s): 3

This course will involve discussion and review of relevant research in second-language reading and writing. It also includes a critical investigation of research to implementation in the language classroom.

MTSL 450 Language Awareness

credit(s): 1

This course will cover the basics of syntax along with the common metalanguage that enables teachers to talk about grammar, as well as broader issues of language structure in general.

MTSL 480 TESOL Field Experience

credit(s): 1

Course repeatable for 15 credit(s).

An integral feature of the Theory and Practice of Language Teaching course (MTSL 401) is the TESOL Field Experience which provides a unique opportunity for its participants to work with ESL students of various ages, nationalities, and proficiency levels. Included in this enhanced hands-on experience are opportunities for observation, teaching, and participation in social activities with ESL students.

Corequisite(s): MTSL 401

MTSL 490 Independent Study

credit(s): 1-6

Course repeatable for 12 credit(s).

School of Engineering and Applied Science

Dean: Karlene A. Hoo

Associate Dean: TBD

Engineering is the profession in which a knowledge of natural sciences and mathematics is applied with judgment to develop ways to utilize, economically, sustainably, and with concern for the environment and society, the materials and forces of nature for the benefit of humankind. Engineers and scientists pursue a common goal of introducing new knowledge through research. The new knowledge is applied by the engineers to create new devices and systems. Engineers enjoy a unique professional satisfaction: they can usually point to tangible evidence of their efforts. For example, every bridge, skyscraper, television set, computer, robot, airplane, power plant, or automobile is a lasting testimonial to the engineers responsible for it.

It is difficult, maybe impossible, to imagine contemporary civilization without computing machines and the software that brings them to life. The Department of Computer Science trains students to meet the expanding quantitative needs of society and provides them with the theoretical structures from which practical applications derive. Majors in this department are well-prepared for positions in industry and government demanding quantitative techniques or computer science, and for graduate work.

The over-arching goal of the undergraduate programs in the School of Engineering and Applied Science (SEAS) at Gonzaga University is to provide an education that prepares the student with a baccalaureate degree to be a professional engineer or computer scientist. In addition, the programs provide a base both for graduate study and for lifelong learning in support of evolving career objectives, which include being informed, effective, and responsible participants in the profession and society. It is also an education that is designed to challenge the intellect of the student and help him/her learn the value and reward of analytical and logical thinking.

All departments within the School therefore share a common mission of equipping graduates to enter professional practice. This is summarized by our School's Mission Statement:

The School of Engineering and Applied Science at Gonzaga University produces broadly educated and capable engineers and computer scientists ready to contribute innovative solutions for a better world.

This statement is consistent with the University's mission and specifically implements the following section of that mission statement:

- Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person: intellectually, spiritually, physically, and emotionally
- Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

In both Engineering and Computer Science

- Develop engineered solutions that are well conceived and carefully implemented to meet public and private sector needs.
- Contribute effectively to organizations as leaders and / or as team members.
- Foster personal and organizational success in a dynamic globalized professional environment.
- Improve society by applying Jesuit, humanistic values to their professional and civic responsibilities.

Additional objectives identified with the Computer Science program

- Earn advanced degrees in computer science or professional credentials.
- Contribute to the development of the next generation of information technology either through research or through practice in a corporate setting.
- Bring a critical intelligence, formed through the University's commitment to liberal humanistic learning, to the development of information technology.

A concerned and well-trained faculty, easy access to faculty outside the classroom, and modern facilities provide Gonzaga University students with the knowledge and skills to become productive engineers or computer scientists and to assume leadership roles in business, industry, and government. A

unique feature of the program is the strong emphasis on liberal arts education. A strong and rigorous technical curriculum combined with a broad liberal arts education emphasizing communication skills, critical thinking, and ethics enables Gonzaga graduates to adapt to an ever-changing computing, engineering, social, political, and business environment.

Degree Programs and Accreditation

SEAS offers four-year Bachelor of Science degrees in Civil Engineering (BSCE), Computer Engineering (BSCpE), Electrical Engineering (BSEE), Engineering Management (BSEM), Mechanical Engineering (BSME), and Computer Science (BSCS). The Civil, Computer, Electrical, Mechanical, and Engineering Management degree programs are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The Computer Science degree program is accredited through the Computing Accreditation Commission of ABET.

Center for Engineering Design and Entrepreneurship

Engineering and computer science are rapidly changing professions. The fast pace of technological advances and new approaches to organizing the work place are requiring engineers and software developers to continually update their training. In addition to having a broad range of technical knowledge, today's engineers and software developers are expected to possess excellent interpersonal skills. They must be able to deal with open-ended design problems, to work cooperatively in a team environment, to communicate effectively, and to understand the technical, economic, environmental, and managerial aspects of projects.

The diverse skills required of modern engineers and software developers cannot be learned solely in a classroom or from a textbook. These skills are best learned through a combination of observation, emulation, analysis, and experimentation. This demands a high degree of interaction between the student and experienced engineers and computer scientists. Interpersonal skills are best developed through team work. Industry has discovered that the give-and-take process that characterizes a well-motivated team is a key element to a project's success.

The Center for Engineering Design and Entrepreneurship enhances the experience of students in the engineering and computer science programs at Gonzaga University by promoting interaction between the industrial and academic communities. Student teams, under the guidance of industry engineers and GU faculty, undertake design projects defined by sponsors in both the private and public sectors, or through proposals submitted by student teams. A project team typically consists of three to five students, often from different fields of study in the School of Engineering and Applied Science. Team members must make effective use of available resources to perform and manage the project activities. By working on a real-world problem, each student has the opportunity to make decisions under risk, to work as part of a team, and to interact with professionals in the private and public sectors. Further, working on technical projects that have real value to business, non-profits, and the government, encourages students to acquire new skills.

Gonzaga faculty members, who advise the student teams, are ideally suited as advisors. A faculty advisor lends knowledge and experience to the project team by guiding and counseling the students in the technical and managerial decisions required by the project.

A liaison from the sponsoring organization provides technical direction and advice to the student team, monitors the project's progress, and ensures that the project meets the needs of the sponsor. The liaison also assists the team in making the best use of the sponsor's resources and facilities.

Design projects related to all the SEAS disciplines are sought throughout the year. Sponsors who are supportive of SEAS education provide ideas, resources, and funds for projects. By identifying project topics and the technical areas that are of interest to them, they help direct students to realistic problems that are important to their operations.

At the end of the spring semester, student design teams present their projects and reports, and demonstrate models and prototypes. Industrial sponsors, faculty members, prospective students, and members of the community are invited to attend the event and to interact with the project teams.

Degree requirements for the School of Engineering & Applied Science

In addition to the general [degree requirements](#) of the University, including the University Core Curriculum (see below for engineering-specific adaptations to

the core), students earning all Bachelor's degrees offered by the School of Engineering and Applied Science must complete the following requirements:

1. For engineering programs, completion of the following courses: MATH 258, 259, 260, PHYS 103/103L, and CHEM 101/101L. For computer science majors, please see the program description below.
2. Completion of certain program specific requirements.
3. Attainment of an average cumulative grade point of 2.00 in all SEAS course work taken at Gonzaga University

Please note: Every degree requires a minimum of 128 completed semester credits. No core, major, minor, or concentration courses may be taken under the Pass/Fail option.

The University Core for SEAS Engineering Majors

SEAS engineering majors will fulfill the requirements of the University Core through a combination of courses within the regular University Core curriculum combined with specific courses within Engineering. The engineering-specific substitutions for University Core courses are:

- First-Year Seminar: Fulfilled through ENSC 191
- Writing: Fulfilled through ENSC 191 & 192
- Fine Arts & Design: Fulfilled through ENSC 491 & 492

Additionally, engineering majors will be required to complete two of the following three core broadening courses: History, Literature, and/or Social & Behavioral Science. That is, one core broadening course will be waived. Students who enter with Advanced Placement (AP) or other college credits are strongly encouraged to complete all core broadening requirements.

Please note: Other than the waiver of one core broadening course (i.e., History, Literature, or Social & Behavioral Science), no other core *course* requirements will be waived.

SEAS computer science majors will complete the regular University Core.

Transfer students should consult the General Degree Requirements and Procedures section of this catalog for possible modifications to the Core requirements. Substitutions for discontinued courses are required and must be authorized by the proper University authorities.

Prerequisite to co-requisite override

If a student requires a class in which a prerequisite has been completed but failed, a prerequisite waiver may be available. The requirements for the waiver include:

1. The student must have completed all of the course work for the prerequisite class (yet received an F grade);
2. The prerequisite class is offered in the same semester as the required subsequent class;
3. The student must pass an exam that tests the concepts from the prerequisite class that are required in the subsequent class (this exam is administered by the faculty teaching the subsequent class, and will be completed before the semester in which the subsequent class begins).

If items [1] through [3] are completed, and there is approval from both the Department Chair and Dean, both the prerequisite class and subsequent class may be taken as co-requisites in the same semester. Note that if approved, the prerequisite class cannot be dropped unless the subsequent class is also dropped.

Table of Credits

	Degree	Major	Minor
<u>Civil Engineering</u>	BSCE	130	n.a.
<u>Computer Engineering</u>	BSCpE	136	n.a.
<u>Electrical Engineering</u>	BSEE	134	n.a.
<u>Engineering Management</u>	BSEM	133-137	n.a.
<u>Mechanical Engineering</u>	BSME	138	n.a.
<u>Computer Science</u>	BSCS	128	18

Civil Engineering

Chairperson: Rhonda Young

Professors: N. Bormann (Emeritus), S. Ganzerli, S. Niezgoda, P. Nowak, R. Young

Associate Professors: J. Schultz, M. Muszynski

Assistant Professors: B. Dorie, K. Shimabuku

Lecturer: R. Alkhatib

Civil engineers are problem solvers who utilize sophisticated technologies to find safe and sustainable solutions to a wide variety of the challenges facing our world. A civil engineer plans, designs and supervises construction of numerous infrastructure facilities required by modern society. These facilities exist in both the public and private sectors, and vary in scope and size. Examples of civil engineering projects include bridges, roadways, buildings, transportation systems, irrigation water supply and treatment systems, wastewater collection and treatment systems, flood control and river restoration facilities, solid and hazardous waste management, and environmental restoration. Civil engineers have important roles in analysis, design, management, regulatory enforcement, and policy development. To participate effectively in this broad scope of activities, civil engineers acquire technical and problem solving skills, and the ability to communicate clearly and effectively. Students completing the requirements for a degree in civil engineering have a choice of technical electives from six areas: Environmental Engineering, Geotechnical Engineering, Structural Engineering, Transportation Engineering, Water Resources Engineering and Construction.

The department of Civil Engineering, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied Science section of this catalog, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalog.

The BS in Civil Engineering (BSCE) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

B.S. in Civil Engineering: 130 Credits

First Year

Fall

<u>ENSC 191</u> Engineering First -Year Seminar I

3 credits

<u>MATH 157</u> Calculus and Analytical Geometry I	4 credits
<u>CHEM 101</u> General Chemistry I	3 credits
<u>CHEM 101L</u> General Chemistry I Lab	1 credit
<u>PHIL 101</u> Reasoning	3 credits
<u>COMM 100</u> Communication and Speech	3 credits
<i>Spring</i>	
<u>ENSC 192</u> Engineering First-Year Seminar I	3 credits
<u>ENSC 205</u> Statics	3 credits
<u>MATH 258</u> Calculus and Analytical Geometry II	4 credits
<u>PHYS 103</u> Scientific Physics I	4 credits
<u>PHYS 103L</u> Scientific Physics I Lab and Recitation	1 credit
<u>PHIL 201</u> Human Nature	3 credits
Second Year	
<i>Fall</i>	
<u>CENG 261</u> Introduction to Geomatics	2 credits
<u>CENG 261L</u> Introduction to Geomatics	1 credit
<u>MATH 259</u> Calculus and Analytical Geometry III	4 credits
<u>CENG 252</u> Civil Fluid Mechanics	3 credits
<u>CENG 225</u> Geology	3 credits
Religion Requirement: Christianity and Catholic Traditions	3 credits
<i>Spring</i>	
<u>ENSC 301</u> Mechanics of Materials I	3 credits

<u>ENSC 306</u> Dynamics	3 credits
<u>MATH 260</u> Ordinary Differential Equations	3 credits
<u>MATH 321</u> Statistics for Experimentalists	3 credits
Religion Requirement: World or Comparative Religion	3 credits

Third Year

Fall

<u>CENG 302L</u> Construction Materials Lab	2 credits
<u>CENG 301</u> Structural Analysis I	3 credits
<u>CENG 331</u> Soil Mechanics	3 credits
<u>CENG 331L</u> Soil Mechanics Lab	1 credit
<u>CENG 318</u> Transportation Engineering	3 credits
<u>CENG 351</u> Engineering Hydrology	3 credits
<u>PHIL 301</u> Ethics	3 credits

Spring

<u>CENG 303</u> Environmental Engineering	3 credits
<u>CENG 303L</u> Environmental Engineering Lab	1 credit
<u>CENG 391</u> Civil Engineering Design and Practice	3 credits
<u>CENG 352</u> Hydraulic Engineering	3 credits
<u>CENG 352L</u> Hydraulic Engineering Lab	1 credit
<u>CENG 412</u> Concrete Design	3 credits
Core Broadening Requirement: (History, Literature, Social Behavioral Science)	3 credits

Fourth Year

Fall

<u>ENSC 404</u> Sustainable Systems and Design	3 credits
<u>ENSC 491</u> Senior Design Project I	2 credits
- - - Technical Elective or Core Broadening Requirement (History, Literature, Social and Behavioral Science)	3 credits
- - - Technical Elective	3 credits
- - - Technical Elective	3 credits

Spring

<u>ENSC 400</u> Fundamentals of Engineering Exam***	0 credits
<u>CORE 432</u> Integration Seminar	3 credits
<u>ENSC 492</u> Senior Design Project II	3 credits
---Technical Elective or Core Broadening Requirement (History, Literature, Social and Behavioral Science)	3 credits
- - - Technical Elective**	3 credits
- - - Technical Elective	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits

***** Civil engineering students enrolled in the Hogan Entrepreneurial Program can waive one technical elective.***

****** The Washington State Fundamentals of Engineering Examination must be taken as part of the ENSC 400 course.***

Technical Electives

Courses from the following list satisfy the technical elective requirements. Students work with their faculty advisor to select five technical elective courses to create a specialized plan of study that can be highly specialized or with a broad focus among the civil engineering sub-disciplines: environmental engineering (E), geotechnical engineering (G), structural engineering (S), Transportation (T), and water resources engineering (W).

Typically Offered in Fall

CENG 411 Steel Design (S)
CENG 418 Transportation Systems Design (T)
CENG 420 Structural Dynamics (S)
CENG 421 Stormwater Management (W, E)
CENG 424 Water Treatment Processes (E)
CENG 426 Stream Restoration (W, E)
CENG 473 Foundations Design (G, S)

Typically Offered in Spring

CENG 422 Structural Analysis II (S)
CENG 414 Waste Management (E)
CENG 415 Masonry and Timber Design (S)
CENG 417 Traffic Engineering (T)
CENG 450 Watershed Modeling (W, E)
CENG 464 Ground Behavior for Structures (G, S)

Occasionally Offered

CENG 413 Groundwater (E, G, W)
CENG 416 Hydrogeology (E, G, W)
CENG 427 Infrastructure Design (E, G, T, W)
CENG 428 Urban Design and Development (E)
CENG 432 Hazard Mitigation (E, W, T)
CENG 444 Air Pollution (E)
CENG 454 Biological Treatment Processes (E)
CENG 463 Pavement Design (G, S, T)
MENG 465 Introduction to Finite Elements (G, S)
CENG 440 Gonzaga in Delft: Sustainable Cities (E)

Typically Offered Even-Number Summers

CENG 440 Gonzaga in Delft: Sustainable Cities (E,S,T,W) 3-week study abroad course in the Netherlands

Courses:

CENG 225 Engineering Geology

credit(s): 3

This course emphasizes physical geology, the study of Earth's evolution, morphology, its constituent minerals and rocks. Course topics include Earth processes that span a bewildering range of scales, and show why it is unwise to assume that everyday experiences are relevant. The foundation for the course is a quantitative perspective, beginning with Newton's laws of motion and gravity. Themes include the historical discovery of ideas, the interplay of 'gravity' and material behavior, and a model-deductive approach. The goal is enable student to appreciate the larger geological context of engineering and civil works projects, and the long-term forces which affect them.

Restriction(s):

Must be in the following Major(s): Civil Engineering

CENG 252 Civil Fluid Mechanics

credit(s): 3

Covers fluid properties, hydrostatics, fluid dynamics, conservation of mass, momentum and energy for incompressible fluids, dimensional analysis, civil engineering applications including closed conduit/pipe flow. Stresses the control volume approach and Eulerian description of flow. Fall.

Restriction(s):

Must be in the following Major(s): Civil Engineering

Prerequisite(s): ENSC 205

CENG 261 Introduction to Geomatics

credit(s): 2

Basic principles of surveying data collection, analysis, and application. Measurement of elevations, distances and angles using total stations and global positioning systems. Examples of analysis of errors in measurements; application of surveying data to engineering design using GIS and 3-D models. Fall.

Corequisite(s): CENG 261L

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): MATH 157

CENG 261L Introduction to Geomatics Lab

credit(s): 1

see CENG 261.

Corequisite(s): CENG 261

Restriction(s):

Must not be the following Class(es): Freshman

CENG 301 Structural Analysis I

credit(s): 3

Theory and application of engineering mechanics to the solution of internal forces in statically determinate structures subjected to static and moving loads. Introduction of energy concepts for simple indeterminate structures.

Fall.

Fulfills the following degree requirement(s): MENG - Tech Elective

Prerequisite(s): ENSC 301

CENG 302L Construction Materials Lab

credit(s): 2

Investigation of construction materials and applicable code specifications. Includes site visits to local construction material manufacturers and material testing labs. Materials studied include concrete, timber, brick, block, asphalt, aluminum and steel. Material testing and the technical writing of laboratory reports is stressed. Three hour laboratory per week. Fall. **Prerequisite(s):** ENSC 301

CENG 303 Environmental Engineering credit(s): 3 An overview of the principles of environmental engineering. Topics include material balance, environmental chemistry, risk assessment, air quality, water quality, and water and wastewater treatment.

Restriction(s):

Must be in the following Major(s): Civil Engineering

Corequisite(s): CENG 303L

Prerequisite(s): CHEM 101 or TRAN GCHM, minimum grade: T or TRAN GCHM

CENG 303L Environmental Engineering Lab credit(s): 1

This course emphasizes fundamental environmental chemistry principles and analytical techniques used to study air and water quality and treatment process performance. The course also emphasizes statistical analysis, data interpretation, and reporting requirements associated with environmental engineering. CENG 303 is a co-requisite or pre-requisite for this course.

Corequisite(s): CENG 303

Restriction(s):

Must be in the following Major(s): Civil Engineering

CENG 318 Transportation Engineering credit(s): 3

The course will cover general knowledge in all the transportation fields including; traffic characteristics and flow theory. transportation planning. geometric design of highways, traffic safety, highway materials, and pavement design.

Prerequisite(s): CENG 261

CENG 331 Soil Mechanics credit(s): 3

In this course the properties and behavior of soils (sand, gravel, silt and clay) are studied under various environmental conditions. The study includes weight-volume relations, soil classifications, soil compaction, seepage through porous media, normal effective stress concept, consolidation, shear strength, lateral pressures and slope stability. Laboratory and Field methods for evaluating pertinent properties, generally used for analysis and foundation design. Three hours of lecture and three hours of laboratory per week. Fall.

Prerequisite(s): ENSC 301

CENG 331L Soil Mechanics Lab credit(s): 1

Three hours of laboratory per week.

Corequisite(s): CENG 331

CENG 351 Engineering Hydrology credit(s): 3

This course will form a foundation for the study of the occurrence, distribution, and movement of water on, in, and above the earth. Topics covered include: watersheds, precipitation, evaporation, infiltration, discharge calculations, hydrographs, river and reservoir routing, and drainage design including sanitary and storm sewer design and reservoir sizing. Statistical tools dealing with information in water resources, frequency analysis, confidence intervals for prediction, and risk. Applications to common engineering projects in surface and sub-surface situations are presented. Includes computer applications. Fall.

Prerequisite(s): ENSC 352 or CENG 252

CENG 352 Hydraulic Engineering credit(s): 3

Use of fluid mechanics in the engineering analysis and design of components of hydraulic and water resources systems. Topics covered include: closed conduit flow; pump selection and cavitation; steady, uniform, and gradually varied flow of water in open channels with immobile boundaries and through bridges and culverts; specific energy and transitions; stable channel design; and design hydraulic/stormwater structures. Includes problem solving, a design project, and computer applications. The associated lab course (CENG352L) stresses a variety of practical applications in the hydraulics laboratory including: measuring pipe friction' analyzing pipe networks; developing pump curves and observing cavitation; measuring energy and roughness in uniform open channel flow; analyzing hydraulic jumps; applying hydraulic modeling to culvert design; Civil 3D

applications in stormwater and/or sanitary sewer design; and the development and implementation of a student derived investigation.

Corequisite(s): CENG 352L

Prerequisite(s): ENSC 352 or CENG 252

CENG 352L Hydraulic Engineer Lab

credit(s): 1

see CENG 352.

Corequisite(s): CENG 352

CENG 391 Civil Engineering Design and Practice

credit(s): 3

An integration of topics essential to the practice of civil engineering, including: 1) engineering economics concepts; 2) project management approaches; 3) contract issues and project structures, and 4) general code of conduct of engineers and ethics. Engineering economy topics will include annual cost, present worth, future worth, and rate of return concepts. Students will develop an understanding of the elements of proposals, reports, construction drawings, and specifications. Engineering law, in the context of civil engineering project will be included to further illustrate the four main topics. Spring.

Restriction(s):

Must be the following Class(es): Junior, Senior

CENG 404 Sustainable Systems and Design

credit(s): 3

This course explores the characteristics of sustainable systems and how design practices may encourage sustainability. Topics covered in the course will be selected for applicability to specific regions of the world and may change each year. Basic concepts include: building thermal performance, indoor and outdoor environmental quality, passive and active energy systems, water reclamation strategies, life cycle analysis and current sustainable building rating systems. Sustainable design concepts and methods are also applied to building design site development and infrastructure use.

Prerequisite(s): CENG 391

CENG 411 Steel Design

credit(s): 3

Application of basic principles of mechanics applied to the design of steel members. Design of structural members and connections using the current American Institute of Steel Construction specifications. Load and Resistance Factor Design and Allowable Stress Design procedures. Fall.

Prerequisite(s): CENG 301

Fulfills the following degree requirement(s): CENG - Tech Elective

CENG 412 Concrete Design

credit(s): 3

Theory and application of analytical procedures applied to the design of reinforced concrete structural members. Proportioning of beams, columns, footings, and walls in concrete structures is approached using current American Concrete Institute code specifications. Ultimate Strength Design Procedures. Spring.

Prerequisite(s): CENG 301

CENG 414 Waste Management

credit(s): 3

An overview of solid, hazardous, and industrial waste management. Topics include regulations, contaminant transport, waste sources, waste minimization, recycling, treatment and remediation technologies, landfill design and risk assessment.

Fulfills the following degree requirement(s): CENG - Tech Elective

Prerequisite(s): CENG 303

Analysis and design of masonry and timber structures. Sizing of members in masonry and timber according to applicable building codes.

Prerequisite(s): CENG 301

Fundamentals of hydrogeology: the hydrologic cycle; surface water and ground water interactions; principles of steady-state and transient flow groundwater flow; regional groundwater flow; finite difference solutions to groundwater flow equations. Application of MODFLOW and GIS to groundwater problems. Aquifer tests; ground water law and management; contaminant transport.

Prerequisite(s): ENSC 352

Fundamentals of traffic engineering including traffic flow, capacity analysis, traffic signs and signals, and traffic engineering studies.

Prerequisite(s): CENG 318

Application of national and local standards to transportation system design situations from a multimodal perspective. Course emphasizes geometric design of roadway facilities but also incorporates design considerations for pedestrians, bicycles, and transit.

Prerequisite(s): CENG 318

The analysis and response of structures to dynamic loads. Emphasis is given to dynamic loads due to earthquakes. Basic principles of the seismic design of structures. Prerequisites: CENG 301 and ENSC 306.

CENG 421 Stormwater Management

environmental law, and public policy are presented to solve problems and design projects to manage urban stormwater runoff. Key topics covered include: hydrology of urban watersheds; floodplain management; storm drainage; stormwater detention/retention; water quality improvement; and the design of low impact development best management practices.

Prerequisite(s): CENG 351, CENG 352, and CENG 303

Develop building code loads for structures. Approximate analysis methods for statically indeterminate structures. Matrix methods of structural analysis for 2-D and 3-D structures. Introduction to non-linear behavior of structural members.

Fulfills the following degree requirement(s): CENG - Tech Elective, Fulfills the following degree requirement(s): MENG - Tech Elective

Prerequisite(s): CENG 301

The theory and design of water treatment processes. Develops contaminant fate and transport theory in engineered and natural systems focusing on reactor hydraulics and reaction kinetics. Granular and membrane filtration, coagulation, disinfection, ion exchange, adsorption, and gas transfer processes are designed for water and wastewater treatment systems. Additional topics include water reuse and water treatment for low-income.

remote communities.

Fulfills the following degree requirement(s): CENG - Tech Elective

Prerequisite(s): CENG 303

CENG 426 Stream Restoration credit(s): 3

Course presents fundamentals of stream restoration: Hydrologic, sediment transport, geomorphic, and ecological principles applicable to (1) assessment of stream channel condition, (2) developing approaches to stream management and restoration, and (3) evaluating project performance. Approach emphasizes the inter-related nature of hydrology, hydraulics, sediment transport, geomorphology, fisheries, and aquatic and riparian ecology. Provides students opportunities to literally get their feet wet while making various observations and measurements in field exercises to evaluate physical and ecological stream characteristics assess stream stability.

Fulfills the following degree requirement(s): CENG - Tech Elective

Prerequisite(s): CENG 351 and CENG 352

CENG 427 Infrastructure Design credit(s): 3

Design and construction supervision of the infrastructure required for land development. Topics include roadway geometry, water supply pipelines, sewer pipelines, and storm water drainage. Students will prepare design drawings, project plans, project reports, project specifications, and construction cost estimates that address regulatory requirements.

Fulfills the following degree requirement(s): CENG - Tech Elective

Prerequisite(s): CENG 318 and CENG 352

CENG 428 Urban Design and Development credit(s): 3

This course introduces civil engineering students to fundamental concepts of urban design and development, and prepares them with essentials tools, techniques, and strategies to engage in the urban design process.

Fulfills the following degree requirement(s): CENG - Tech Elective

Restriction(s):

Must be in the following Major(s): Civil Engineering

Prerequisite(s): CENG 261

CENG 432 Hazard Mitigation credit(s): 3

Quantitative Risk Analysis provides engineers with a basis to improve decisions for design and operation of complex projects by incorporating effects of uncertainty. Applications to a variety of engineering problems.

Fulfills the following degree requirement(s): CENG - Tech Elective

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): MATH 321

CENG 440 GU-in-Delft:Sustainable Cities credit(s): 4

Covers the design of urban areas to promote sustainable development including the structural, transportation, energy, water, and food production systems. Use of comparative case studies to explore historical and regional differences in cities and their impacts on the environment and resource consumption.

Fulfills the following degree requirement(s): CENG - Tech Elective

CENG 444 Air Pollution credit(s): 3

An introduction to the field of air pollution and its control. Topics include regulations, air pollution sources, health effects, meteorology, and the theory and design of control techniques.

Fulfills the following degree requirement(s): CENG - Tech Elective

Prerequisite(s): CENG 303

CENG 450 Watershed Modeling credit(s): 3

Basic principles of hydrologic modeling are presented and practices. Key topics covered include watershed delineation, land use change impact on runoff, flooding impact, bridge/culvert

Fulfills the following degree requirement(s): CENG - Tech Elective

Computer Science

Chairperson: Paul De Palma

Professors: S. Bowers, P. De Palma, K. Yerion (Emerita)

Associate Professors: D. Hughes (Emeritus), Y. Zhang

Assistant Professors: A. Crandall, D. Olivares, G. Sprint

Lecturers: J. Crandall, D. Eshner

The Department of Computer Science offers two degrees, a B.S. in Computer Science (BSCS) and a B.A. in Computer Science and Computational Thinking (BACSCT). The department also offers minors and concentrations in Data Science, Software Application Development, and Software Security. The minors are intended for students not in the BSCS or BACSCT programs. The concentrations are intended for students in the BSCS or BACSCT programs. For a description of the BACSCT, see the Undergraduate Catalog entry (College of Arts and Sciences) under “Computer Science and Computational Thinking.”

The B.S. in Computer Science is built on a broad and rigorous foundation of science, mathematics, software engineering, and advanced computer science topics. All students participate in a large software engineering project during their senior years. Each project is completed under the guidance of a faculty advisor and a project sponsor. Advisors are frequently practicing software developers. Project sponsors are often from the computer industry.

Faculty expertise and research interests span a wide range of computer science topics, including networks, machine learning, artificial intelligence, human language processing, computer graphics, database systems, cloud computing, and computer security. Select students can participate in research projects directly with a faculty mentor through independent study courses, a senior thesis, or as a member of a professor’s research group. Students are encouraged to pursue summer research or industry-sponsored internships. Many Computer Science students secure summer research funding through the National Science Foundation’s Research Experience for Undergraduates program. Others intern in the computer industry, some with companies that regularly work with the Department of Computer Science.

The department offers several laboratories and servers, including two general purpose computing labs, a lab for group projects, and two high-performance computing labs. The department sponsors several student organizations,

including the Women in Computing club, the GU Makers and Developers club, and a chapter of Upsilon Pi Epsilon, the international honor society for computer science and related disciplines. The department also sponsors teams that compete in the annual Association for Computing Machinery's Student Programming contest. Many Computer Science students are active in the GU Robotics club.

Computer Science majors can graduate with departmental honors if they have fulfilled all computer science degree requirements, achieved a grade point average of at least 3.50 in their CPSC courses needed for a major in Computer Science, written a senior thesis under the supervision of a Computer Science faculty member, and successfully completed CPSC 495 and 496.

The BS in Computer Science (BSCS) is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

B.S. in Computer Science: 128 credits (89 credits in computer science, mathematics, and science)

I. Computer Science Requirements: 37 credits

Lower Division

<u>CPSC 121</u> Computer Science I	3 credits
<u>CPSC 122</u> Computer Science II	3 credits
<u>CPSC 223</u> Algorithms and Abstract Data Structures	3 credits
<u>CPSC 224</u> Software Development	3 credits
<u>CPSC 260</u> Computer Organization	3 credits

Upper Division

<u>CPSC 321</u> Database Management Systems	3 credits
<u>CPSC 326</u> Organization of Programming Languages	3 credits

<u>CPSC 346</u> Operating Systems	3 credits
<u>CPSC 348</u> Computer Security	3 credits
One of the following two courses:	3 credits
<u>CPSC 351</u> Theory of Computation	
<u>CPSC 450</u> Design and Analysis in Computer Algorithms	
<u>CPSC 491</u> Software Engineering	2 credits
<u>CPSC 491L</u> Senior Design Project Lab I	1 credit
<u>CPSC 492L</u> Senior Design Project Lab II	3 credits
<u>CPSC 499</u> Computers and Society	1 credit

II. Computer Science Technical Electives: 21 credits

Any 200, 300, or 400 level CPSC course excluding CPSC 497. At most 2 courses from CPSC 2xx, 435, and 436.	21 credits

III. Mathematics Requirements: 17 credits

<u>MATH 157</u> Calculus-Analytic Geometry I	4 credits
<u>MATH 231</u> Discrete Structures	3 credits
<u>MATH 258</u> Calculus-Analytic Geometry II	4 credits

Two courses from the following are required:

6 credits

MATH 260 Ordinary Differential Equation

ENSC 371 Advanced Engineering Math

CPSC 455 Chaos and Dynamical Systems

any 300 or 400 level Mathematics course

IV: Science and Mathematics Electives: 14 additional credits

***At least six of the elective science and mathematics credits must be chosen from BIOL, CHEM, or PHYS courses.**

BIOL 105/L Information Flow in Biological Systems and Lab

BIOL 106 Energy Flow in Biological Systems

BIOL 205/L Physiology & Biodiversity and Lab

BIOL 206/L Ecology and Lab

BIOL 207/L Genetics and Lab

CHEM 101/L General Chemistry and Lab

CHEM 205 Inorganic Chemistry

CHEM 230/L Organic Chemistry I and Lab

CHEM 231/L Organic Chemistry II and Lab

CHEM 245/L Biochemistry and Lab

CHEM 310/L Analytical Chemistry and Lab

CPSC 455 Chaos and Dynamical Systems

ENSC 371 Advanced Engineering Math

PHYS 103/L Scientific Physics I and Lab

PHYS 204/L Scientific Physics II and Lab

PHYS 205 Modern Physics

PHYS 208 Computational Physics

PHYS 210 Introduction to Linear Electronics

PHYS 217 Modern Physics Lab

MATH 259 Calculus-Analytic Geometry III

MATH 260 Ordinary Differential Equation

any 300 or 400 level Mathematics course

The Department of Computer Science offers three concentrations listed below:

- Software Security
- Data Science
- Software Application Development

These concentrations are for students majoring in either the BSCS or the BACSCT degrees. A student majoring in one of these programs may pursue any of the three concentrations listed as they are not eligible for a minor in these three areas. The concentration course requirements are identical regardless of the degree a student is seeking.

CS: Concentration in Software Security

<u>CPSC 353</u> Cryptography	3 credits

<u>CPSC 349</u> Cybersecurity Project Lab	3 credits

<i>One of the following four courses</i>	3 credits

<u>CPSC 341</u> Internet of Things	

<u>CPSC 346</u> Operating Systems	

<u>CPSC 447</u> Computer Networks	

<u>CPSC 410</u> Information Theory and Coding	

CS: Concentration in Data Science

<u>CPSC 222</u> Intro to Data Science	3 credits

<u>CPSC 322</u> Data Science Algorithms	3 credits

<i>One of the following three courses</i>	3 credits
<u>MATH 121</u> Introductory Statistics	
<u>MATH 221</u> Applied Statistics	
<u>MATH 321</u> Statistics for Experimentalist	
<i>Two of the following three courses</i>	6 credits
<u>CPSC 323</u> Machine Learning & Intelligent Systems	
<u>CPSC 324</u> Big Data Analytics	
<u>CPSC 475</u> Speech & NLP	
<u>CPSC 325</u> Data Science Project Lab	3 credits
<i>Software Application Development Concentration</i>	
<u>CPSC 331</u> UI/UX Design	3 credits
<u>CPSC 332</u> Web Development	3 credits
<u>CPSC 333</u> Mobile App Development	3 credits
<u>CPSC 334</u> Linux & DevOps	3 credits

The Department of Computer Science offers three minors :

- Software Security
- Data Science
- Software Application Development

The minors are for students not majoring in either the BSCS program or in the BACSCT program. For example, a student majoring in Mathematics could pursue one of the following minors. The minor course requirements are identical regardless of the degree a student is seeking.

Minor in CS: Software Security (24 credits)

<u>CPSC 121</u> Computer Science I	3 credits
<u>CPSC 122</u> Computer Science II	3 credits
<u>CPSC 223</u> Data Structures	3 credits
<i>One of the following two courses</i>	3 credits
<u>CPSC 260</u> Computer Organization	
<u>CPEN 231</u> & <u>CPEN 231L</u> Microcomputer Arch & Assm Prog	
<u>CPSC 348</u> Computer Security	3 credits
<u>CPSC 353</u> Cryptography	3 credits
<u>CPSC 349</u> Cybersecurity Project Lab	3 credits
<i>One of the following four courses</i>	3 credits
<u>CPSC 341</u> Internet of Things	
<u>CPSC 346</u> Operating Systems	

CPSC 447 Computer Networks

EENG 410 Information Theory and Coding

Minor in CS: Data Science (24 credits)

<u>CPSC 121</u> Computer Science I	3 credits

<u>CPSC 122</u> Computer Science II	3 credits

<u>CPSC 322</u> Data Structures	3 credits

<i>One of the following three courses</i>	3 credits

MATH 121 Introductory Statistics

MATH 221 Applied Statistics

MATH 321 Statistics for Experimentalist

<u>CPSC 321</u> Database Management Systems	3 credits

<i>Two of the following three courses:</i>	6 credits

CPSC 323 Machine Learning & Intelligent Systems

CPSC 324 Big Data Analytics

CPSC 475 Speech & NLP

<u>CPSC 325</u> Data Science Project Lab	3 credits

Minor in CS: Software Application Development (24 credits)

<u>CPSC 121</u> Computer Science I	3 credits
<u>CPSC 122</u> Computer Science II	3 credits
<u>CPSC 224</u> Software Development	3 credits
<u>CPSC 331</u> UI/UX design	3 credits
<u>CPSC 332</u> Web Development	3 credits
<u>CPSC 333</u> Mobile App Development	3 credits
<u>CPSC 334</u> Linux & DevOps	3 credits
Any 200-level or higher CPSC elective	3 credits

Courses:

CPSC 105 Great Ideas in Comp Science credit(s): 3

Computer science is the study of what is computable. Students will be introduced to computing technologies and learn how these technologies are applied in today's world. The course will focus on the relationship between computation, technology, and society. Topics could include robotics, artificial intelligence, bio-computing, media computing, technology from the movies, and technology and art. On sufficient demand.

CPSC 107 User Centered Web Site Design credit(s): 3

Introduction to quality design principles and user-centered development techniques used in creating a web site. Topics will include human-computer interaction, graphical design, prototyping, and introduction to web programming. On sufficient demand.

CPSC 110 Special Topics for Non Majors credit(s): 1-3

Course repeatable for 9 credit(s).

Computer Science topics of special interest to students majoring in other disciplines. Sample topics include principles of programming, web programming, and media computing. May not be counted towards a major in Computer Science. On sufficient demand.

Restriction(s):

Must not be in the following Major(s): Comp Sci & Computation Think, Computer Science

Techniques of problem-solving and algorithmic development. An introduction to programming. Emphasis is on how to design, code, debug, and document programs using good programming style. Fall and Spring.

A continuation of CPSC 121. An examination of dynamic memory management and recursion; an introduction to basic data structures and algorithmic analysis. Fall and Spring.

Algorithmic Art sits at the intersection of mathematics, programming, algorithms, and art. The primary goal of the course is to teach computational thinking to liberal arts students. Student motivation is achieved by presenting programming and math concepts in the context of the visual arts. The assignments use the programming environment called Processing which was developed specifically for visual artists. Fall.

This course introduces students to the modeling process and computer simulations. It considers two major approaches: system dynamics models and agent-based models. A variety of software tools will be explored. Applications will be chosen from ecology, medicine, chemistry, biology, and others. Spring.

This course provides an introduction to the underlying ideas, concepts, and techniques used in data science. Students gain skills in statistical and computational thinking, and their practical application to real-world, data-driven problem solving and decision making. The course teaches important concepts and skills in both statistical reasoning and computer programming for the purpose of analyzing real-world data sets. Examples are drawn from diverse areas such as economics, social science, health and wellness, climate science, and education. Students gain experience using the Python programming language, Python's standard libraries for data science applications and computational notebooks (e.g., using Jupyter). The course also raises important social questions concerning privacy, social inequality, and professional ethics related to data science and its applications.

Algorithm analysis using Big-O notation, sorting, heaps, balanced binary search trees, and hash tables. MATH 231 is a co-requisite or pre-requisite for this course. Fall and Spring.

This course covers topics in object oriented programming, user interface design and development, and software construction including program design, development tools, and

basic concepts in software engineering. Students work on hands-on development assignments and projects throughout the semester. Fall and Spring.

Prerequisite(s): CPSC 122

CPSC 260 Computer Organization credit(s): 3

This course covers basic topics in the design of modern computer systems. Topics include digital logic, computer system components, machine-level code, memory organization and management, computer arithmetic, assembly-language programming, and basic connections between high-level and low-level languages (C and assembly). This course also serves as a foundation for courses on networking, security, operating systems, and computer architecture, where a deeper understanding of systems-level issues is required. Fall and Spring.

**** Students who have taken and received credit for CPEN 231 may not also receive credit for CPSC 260. ****

Prerequisite(s): CPSC 122

CPSC 290 Directed Reading credit(s): 0-3

Individual exploration of a topic not normally covered in the curriculum.

CPSC 310 Special Topics credit(s): 3

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

Prerequisite(s): CPSC 122

CPSC 311 Special Topics credit(s): 3

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

Prerequisite(s): CPSC 122

CPSC 312 Special Topics credit(s): 3

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

Prerequisite(s): CPSC 122

CPSC 313 Special Topics credit(s): 3

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

Prerequisite(s): CPSC 122

CPSC 314 Special Topics credit(s): 3

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

Prerequisite(s): CPSC 122

CPSC 315 Special Topics credit(s): 1-3

Course repeatable for 9 credit(s).

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

Prerequisite(s): CPSC 122

CPSC 321 Database Management Systems credit(s): 3

Introduction to relational database concepts and techniques. Topics include the relational model, database design, SQL, transactions, file and index organization, and using databases within software applications, Fall.

Fulfills the following degree requirement(s): CPEN - Tech Elective

Equivalent(s): CPSC 421

Prerequisite(s): CPSC 122 or CPSC 222

CPSC 322 Data Science Algorithms credit(s): 3

This course provides a detailed overview of the processes and techniques used in creating data science applications. Emphasis is placed on popular algorithms for the analysis, classification, and mining of relational data. Students learn to implement data science algorithms and techniques over real-world data sets through assignments and projects in Python. Topics include data preparation and cleaning, summary statistics, basic data visualization techniques, feature selection, discretization, k nearest neighbors, naive bayes, decision trees, ensemble methods, apriori rule mining, and k-means clustering. On sufficient demand.

Prerequisite(s): CPSC 122 or CPSC 222

CPSC 323 Machine Learning and Intelligent Systems credit(s): 3

This course provides a detailed overview of topics in machine learning with an emphasis on algorithms and techniques for unstructured and complex data sets. Students implement and apply machine learning algorithms to examples drawn from time series, image, audio, textual, and numerical data. Topics include regression analysis, support vector machines, genetic algorithms, neural networks and heuristic search. Concepts and issues in building intelligent systems and the role of machine learning are also discussed. On sufficient demand.

Prerequisite(s): CPSC 322 or CPSC 223

CPSC 324 Big Data Analytics credit(s): 3

This course covers tools and techniques used in applying statistical and machine learning approaches to large, real-world data sets. Through hands-on assignments and projects, students learn popular programming models and toolkits for performing large-scale data analyses. The course also explores distributed and high-performance frameworks that can be used in data-intensive applications for filtering, clustering, and classifying data. Advanced analytic approaches discussed include data sketching, principal component analysis, recommendation algorithms, topic modeling, Bayesian networks, and deep learning. On sufficient demand.

Prerequisite(s): CPSC 322 or CPSC 223

CPSC 325 Data Science Project Lab credit(s): 3

This course provides an overview of how to design a data science system and deploy the system into a production environment. Students complete a semester-long project that involves researching a data science problem, proposing a solution to the problem, implementing the solution, and deploying the solution as a hosted web application. Emphasis is placed on working with web-based application programming interfaces, gathering and processing data, researching and implementing common machine algorithms for data mining and classification, and securely deploying models in the cloud. Spring.

Prerequisite(s): CPSC 322(and CPSC 323 or CPSC 324)

CPSC 326 Organization of Program Languages credit(s): 3

Examination of the structures and concepts of procedural, functional, and logic-based programming languages. Spring.

Prerequisite(s): CPSC 223

CPSC 331 UI/UX Design credit(s): 3

Exploration of theories and principles related to human-computer interaction, user experience design, and user interface design. Development of techniques and practices for designing and evaluating software usability. Spring.

Prerequisite(s): CPSC 122

CPSC 332 Web Development credit(s): 3

Techniques of web-based software application development. Introduces programming languages and frameworks for web programming. Emphasis on web programming basics using well-established approaches including the basics of full-stack web development. Fall.

Prerequisite(s): CPSC 122

CPSC 333 Mobile App Development credit(s): 3

This course provides an introduction to mobile application development. The primary aim of this course is to provide students with a thorough introduction to designing and building native and/or cross-platform apps for mobile devices. The platform, frameworks/libraries, and development tools used in this course vary and are dependent on the current demand in industry. Topics include object-oriented programming, design patterns, user interface design and implementation, data storage, working with application programming interfaces, threading, camera and photos, and location and maps. Additional topics are covered based on trending mobile app features. (Fall)

Prerequisite(s): CPSC 122

This course covers topics of using and managing Linux OSEs from the command line, virtual machines, containers, DevOps philosophy, continuous integration, continuous deployment, and Git. Students work on hands-on development assignments and projects throughout the semester. Spring.

CPSC 341 Internet of Things credit(s): 3

Prerequisite(s): CPSC 122

Study of operating systems internals. Topics include concurrent programming, memory management, file system management, scheduling algorithms, and security. Fall.

Prerequisite(s): CPSC 122 and CPSC 260(or CPEN 231 and CPEN 231L)

Study of security and information assurance in stand-alone and distributed computing. Topics include ethics, privacy, access control methods and intrusion detection. Fall.

Equivalent(s): CPSC 448

CPSC 349 **Cybersecurity Project Lab** **credit(s): 3**

Prerequisite(s): CPSC 260(or CPEN 230 and CPEN 230L)

Study of automata, languages, and computability theory. Regular grammars, finite state automata, context-free grammars, pushdown automata, Turing machines, decidable and undecidable problems, and problem reduction. Fall, odd years.

Must be the following Class(es): Junior, Senior

CPSC 353 Applied Cryptography credit(s): 3

Equivalent(s): CPSC 453

CPSC 410 Advanced Topics credit(s): 3

Prerequisite(s): CPSC 223

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

Prerequisite(s): CPSC 223

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

CPSC 413 Advanced Topics credit(s): 3

Prerequisite(s): CPSC 223

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

CPSC 415	Advanced Topics	credi

Topics that reflect the current interests and expertise of the faculty. On sufficient demand.

Introduction to the use of graphics primitives within a higher level language to produce two and three-dimensional images; underlying mathematical operations used to implement standard graphics packages; practical experience with current graphics systems. Fall, even years.

Prerequisite(s): CPSC 223 and MATH 231

Introduction to fundamental concepts in the design and implementation of computing systems. Topics include fundamentals of computer design, performance and cost, instruction set architecture, computer arithmetic, data path control, processor technology, pipelining, memory system (caches, virtual memory). Spring.

Prerequisite(s): CPSC 260(or CPEN 231 and CPEN 231L)

Parallel Programming platform; principles of parallel algorithm design; basic communication operations' analytical modeling of parallel programs; programming using the message-passing paradigm (MPI); programming on shared address space platforms (POSIX Thread and OpenMP); and other advanced topics. On sufficient demand.

Prerequisite(s): CPSC 260(or CPEN 231 and CPEN 231L)

Investigation of the role of computers in the provision of medical services; study of the nature of clinical data, medical information exchange standards, data storage, retrieval, integration and analysis and privacy issues; medical decision-making support; design of healthcare information systems' genomic medicine and its techniques. On sufficient demand.

Prerequisite(s): CPSC 260(or CPEN 231 and CPEN 231L)

Study of main components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Spring, odd years.

Prerequisite(s): CPSC 223 and CPSC 260(or CPEN 231 and CPEN 231L)

Advanced study of computer algorithms not covered in CPSC 223 along with principles and techniques of computational complexity. Topics could include dynamic programming, B-trees, minimum spanning trees, Floyd and Warshall algorithms, various string matching algorithms, computational geometry, exponential growth of round-off errors, NP-completeness and reducibility. Spring, odd years.

Fulfills the following degree requirement(s): CPEN - Tech Elective

Restriction(s):

Must not be the following Class(es): Freshman

Prerequisite(s): CPSC 223 and MATH 231

Introduction to the study of discrete nonlinear dynamical systems and their chaotic behavior. The course will focus on investigations through computer experiments- both numerical and graphical- and the corresponding mathematical analysis of the observed behavior. A significant portion of the course will be devoted to designing graphics programs. In the humanistic tradition of Gonzaga, students will also learn the historical development of the modern science of chaotic dynamical systems. On sufficient demand.

Computational approaches to language processing: text normalization, N-grams, sentiment classification, part-of-speech tagging, parsing, semantic analysis, and applied phonetics. Fall, even years.

Individual exploration of a topic not normally covered in the curriculum. Arrangement with an instructor.

A survey of approaches used in software engineering focusing on software development processes, requirements engineering, estimation, scheduling, risk analysis, testing, version control, and project management. Students apply the techniques and practices learned in their senior design projects, including the development of a detailed project plan and a functional software prototype. Fall.

First semester of a two semester senior design project in which students work in teams to develop a large software product. Teams meet weekly with their faculty project advisors. Fall.

Second semester of a two semester senior design project in which students work in teams to develop a large software product. Teams meet weekly with their faculty project advisors. Spring.

Prerequisite(s): CPSC 491 and CPSC 491L

credit(s): 1

First of a two semester senior thesis project. Requires arrangement with a faculty supervisor.

Restriction(s):

Must be in the following Major(s): Computer Science

Must be the following Class(es): Senior

credit(s): 1

Second of a two semester senior thesis project. Requires arrangement with a faculty supervisor.

Restriction(s):

Must be in the following Major(s): Computer Science

Must be the following Class(es): Senior

Prerequisite(s): CPSC 495, minimum grade: S

credit(s): 0-3

Computer Industry Internship.

Restriction(s):

Must be the following Class(es): Senior

credit(s): 1

This course discusses ethical, societal, security and legal issues in computing, including their relationship to professional development. Topics are examined within the context of students' senior design projects. Fall.

Corequisite(s): CPSC 491, **Corequisite(s):** CPSC 491L

Restriction(s):

Must be in the following Major(s): Comp Sci & Computation Think, Computer Science

Must be the following Class(es): Senior

Prerequisite(s): CPSC 223 and CPSC 224

Electrical Engineering and Computer Engineering

Chairperson: Vladimir Labay

Professors: G. Allwine (Emeritus), R. Birgenheier (Emeritus), G. Braileanu (Emeritus), Y. Ji, V.A. Labay, S. Schennum, C. Talarico, C. Tavora (Emeritus)

Associate Professor: J. Tadrous

Assistant Professor: M. Zhang

Lecturer: R. Cox

The purpose of the electrical engineering (EE) and computer engineering (CpE) programs is to develop knowledgeable and competent engineering professionals who exemplify the humanistic, Catholic, and Jesuit tradition of education, and who are committed to social justice, service to others, life-long learning, ethical and moral responsibility, and concern for the environment. The integration of the Gonzaga University core curriculum as an essential part of the EE and CpE curricula gives the programs their distinct and desirable characteristics.

Roughly half of the credits in either the EE or the CpE program are devoted to engineering topics and design. Both programs include four technical electives to allow students to pursue specialization in one or more areas of electrical engineering and/or computer engineering. During their final year, students complete a design project, which involves both technical and non-technical aspects of an engineering problem, under faculty supervision. The senior design project culminates in a comprehensive written report and an oral presentation.

Career Opportunities

Graduates of our EE and CpE programs are well prepared to embark on careers in electrical engineering or computer engineering, or to further their education at graduate schools of their choice. Our graduates find employment with a broad segment of industry, as well as with governmental agencies. Employment opportunities include the design of electronic products, design of electrical systems, development of computer, hardware, software/firmware, computer applications, research and development, engineering consulting,

electrical utilities, manufacturing, marketing, operations and maintenance, administration, and teaching. Moreover, electrical and computer engineers traditionally engage in interdisciplinary fields, such as aerospace engineering, national defense systems, global communication systems, biomedical engineering, instrumentation, transportation systems, energy conversion, robotics, and industrial automation. Many of our graduates have distinguished themselves at some of the best graduate schools in the USA. Moreover, a substantial number of our graduates have achieved high positions in academia, business, and government.

Electrical Engineering

Electrical engineering is the profession that applies mathematics, the basic sciences, technology, and problem-solving skills to the design, construction, operation, and maintenance of electrical and electronic products, equipment, services, and information systems. Electrical engineers find innovative ways to use electricity, information, computers, and electronics to make people's lives better. Traditionally, electrical engineering involves the areas of communication systems, computer systems, control systems, electric power systems, electronics, and signal processing.

Communication systems process and transfer information from one point to another. This information includes audio and video data, as well as digital data used in computers. Computer systems includes computer design, as well as the areas of hardware and software used to control processes and equipment. Control systems use electronic circuits to regulate processes to meet specific objectives and requirements. Electric power systems generate, transmit, and distribute electricity to residential, commercial, and industrial establishments. Electronics engineers design and develop devices, components, and circuits that are used in computers, appliances, automobiles, and countless other areas. Signal processing systems transform electrical and electromagnetic signals to more usable form in such applications as computerized tomography (CT) scan and magnetic resonance imaging (MRI).

The department of Electrical and Computer Engineering, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied Science section of this catalog.

The BS in Electrical Engineering (BSEE) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

B.S. in Electrical Engineering: 134 credits

First Year

Fall

<u>CHEM 101</u> General Chemistry I	3 credits
<u>CHEM 101L</u> General Chemistry I Lab	1 credit
<u>ENSC 191</u> Engineering First-Year Seminar I	3 credits
<u>MATH 157</u> Calculus and Analytical Geometry I	4 credits
<u>PHIL 101</u> Reasoning	3 credits
<u>COMM 100</u> Communication and Speech	3 credits

Spring

<u>ENSC 192</u> Engineering First-Year Seminar II	3 credits
<u>ENSC 205</u> Statics	3 credits
<u>MATH 258</u> Calculus and Analytical Geometry II	4 credits
<u>PHYS 103</u> Scientific Physics I	4 credits
<u>PHYS 103L</u> Scientific Physics I Lab	1 credit
<u>PHIL 201</u> Human Nature	3 credits

Second Year

Fall

<u>CPEN 230</u> Introduction to Digital Logic	3 credits

<u>CPEN 230L</u> Introduction to Digital Logic Lab	1 credit
<u>CPSC 121</u> Computer Science I	3 credits
<u>EENG 201</u> Circuit Analysis I	3 credits
<u>EENG 201L</u> Circuit Analysis I Lab	1 credit
<u>MATH 259</u> Calculus and Analytical Geometry III	4 credits
Religion Requirement: Christianity and Catholic Traditions	3 credits
<i>Spring</i>	
<u>CPEN 231</u> Microcomputer Architecture and Assembly Programming	3 credits
<u>CPEN 231L</u> Microcomputer Architecture and Assembly Programming Lab	1 credit
<u>EENG 202</u> Circuit Analysis II	3 credits
<u>MATH 260</u> Ordinary Differential Equations	3 credits
<u>PHYS 204</u> Scientific Physics II	4 credits
<u>PHYS 204L</u> Scientific Physics II Lab	1 credit
Religion Requirement: World or Comparative Religion	3 credits
Third Year	
<i>Fall</i>	
<u>EENG 301</u> Electromagnetic Fields and Materials	4 credits
<u>EENG 303</u> Electronics Design I	3 credits
<u>EENG 303L</u> Electronics Design I Lab	1 credit
<u>EENG 311</u> Signals and Systems	4 credits
Ethics core requirement	3 credits

Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<i>Spring</i>	
<u>EENG 304</u> Electronics Design II	3 credits
<u>EENG 304L</u> Electronics Design II Lab	1 credit
<u>EENG 322</u> Probabilistic Methods for Electrical Engineering	3 credits
<u>EENG 340</u> Introduction to Electric Power Engineering	3 credits
<u>EENG 340L</u> Introduction to Electric Power Engineering Lab	1 credit
<u>EENG 391</u> Engineering Design	1 credit
Core Integration Seminar (432)	3 credits
Fourth Year	
<i>Fall</i>	
<u>EENG 411</u> Introduction to Control Systems	3 credits
<u>EENG 421</u> Introduction to Communication Systems	3 credits
<u>EENG 425</u> Communication and Controls Lab	1 credit
<u>ENSC 491</u> Senior Design Project I	2 credits
Technical elective ¹	3 credits
Technical elective ¹	3 credits
<i>Spring</i>	
<u>ENSC 492</u> Senior Design Project II	3 credits
<u>ENSC 355</u> Thermal Science	3 credits
<u>ENSC 400</u> Fundamentals of Engineering Examination	0 credits
Technical elective ¹	3 credits

Technical elective ¹	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits

Note¹: Approved EENG or CPEN elective courses

Technical Electives in Electrical Engineering

Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. The student's advisor must approve the selection and must contain courses from at least two of the following specializations: 1. Electromagnetics, Circuits, Electronics and Filters, 2. Control Systems and Automation, 3. Communication Systems and Signal Processing, 4. Electric Power and Power Systems Engineering, and 5. Computer Engineering. Please see your advisor for current course offerings.

Electrical Engineering

- EENG 401 Low Power Bioelectronics
- EENG 402 Electromagnetic Waves and Materials
- EENG 403 Passive and Active Filter Design
- EENG 406 VLSI Circuits and Systems
- EENG 412 Digital Control Systems
- EENG 424 Digital Signal Processing
- EENG 427 Wireless Systems
- EENG 428 Wireless Systems II
- EENG 441 Analysis of Power Systems
- EENG 442 Electric Power Distribution System Engineering
- EENG 443 Analysis of Electrical Machines
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Computer Engineering

- CPSC 423 Object-Oriented Modeling and Design
- CPSC 428 Real-Time Computer Systems Engineering
- CPSC 431 Computer Architecture

- CPSC 435 Parallel Computing
- CPSC 436 Biomedical Informatics and Computing
- CPEN 342/CPEN 342L Embedded Computer Systems
- CPEN 430/CPEN 430L Digital System Design

Courses:

EENG201 Circuit Analysis I credit(s): 3

Fundamental electrical laws; network theorems. Basic circuit elements: resistance, inductance, capacitance, independent and controlled sources, and op-amps. Techniques of circuit analysis; steady-state and transient responses; first-order and second-order circuits; complex numbers; sinusoidal analysis. Three lecture hours per week. MATH 258 and PHYS 103 are co-requisites or pre-requisites for this course.

Corequisite(s): EENG 201L

Prerequisite(s): MATH 258 (or concurrent) and PHYS 103 (or concurrent)

EENG201L Circuit Analysis I Lab credit(s): 1

Three laboratory hours per week. Taken concurrently with EENG 201.

Corequisite(s): EENG 201

EENG202 Circuit Analysis II credit(s): 3

Continuation of EENG 201. Sinusoidal steady-state analysis; RMS value; real, reactive, and complex powers; balanced three-phase circuits; second-order circuits; frequency response; Bode plots; resonance; complex frequency; transfer functions; two-port circuits; magnetically coupled circuits; transformers.

Prerequisite(s): EENG 201

EENG301 Electro Fields and Materials credit(s): 4

Application of vector calculus to static and time-varying electric and magnetic fields; electromagnetic properties of conductors, insulators, dielectrics, and ferromagnetic materials; Maxwell's equations; electromagnetic waves; transmission lines. Four lecture hours per week. EENG 202 is a co-requisite or pre-requisite for this course.

Prerequisite(s): EENG 201 and PHYS 204 and MATH 259

EENG303 Electronics Design I credit(s): 3

Introduction to electronics design concepts; semiconductor devices and their associated electrical behavior; amplifier modeling, design, and trade-offs; practical designing, building, testing, and analyzing of electronic circuits. Three lecture hours per week. EENG 202 is a co-requisite or pre-requisite for this course.

Prerequisite(s): EENG 201

EENG303L Electronics Design I Lab credit(s): 1

Three hours laboratory per week. Taken concurrently with EENG 303.

Corequisite(s): EENG 303

EENG304 Electronics Design II credit(s): 3

Continuation of EENG 303. Frequency response and distortion; tuned circuits; operational amplifiers; power amplifiers; feedback concepts and oscillators; digital circuits; astable circuits; data conversion; practical design and application of electronic circuits. Three lecture hours per week.

Corequisite(s): EENG 304L

Prerequisite(s): EENG 303 (or concurrent) EENG 303 (or concurrent)

EENG304L Electronics Design II Lab credit(s): 1

Three laboratory hours per week. Taken concurrently with EENG 304.

Corequisite(s): EENG 304

EENG311 Signals and Systems credit(s): 4

Signals and systems; types of signals; properties of systems; convolution integral; Fourier series; Fourier transform and applications; Laplace transform and applications; Sampling Theorem. Four lecture hours per week. EENG 202 and MATH 260 are co-requisites or pre-requisites for this course.

Prerequisite(s): EENG 201 and MATH 260 (or concurrent)

EENG322 Probabilistic Methods Elect Engineering **credit(s): 3**

Introduction to probability; random variables; multiple random variables; elements of statistics; applications in electrical and computer engineering. Three lecture hours per week.

Prerequisite(s): MATH 258 and EENG 311 (or concurrent)

EENG340 Introduction Electric Power Engineering **credit(s): 3**

Magnetic circuits; principles of electromechanical energy conversion; transformers; synchronous machines; three-phase induction machines; D.C. machines; transmission lines; power system modeling; power flow analysis. Three lecture hours per week.

Fulfills the following degree requirement(s): CPEN - Tech Elective

Corequisite(s): EENG 340L

Prerequisite(s): EENG 201 and EENG 202 (or concurrent)

EENG340L Introduction Electric Power Engineering Lab **credit(s): 1**

Three hours of laboratory per week. Taken concurrently with EENG 340.

Fulfills the following degree requirement(s): CPEN - Tech Elective

Corequisite(s): EENG 340

EENG391 Engineering Design **credit(s): 1**

Preparatory course for EENG 491 Senior Design Project. Fundamentals of the engineering design process fundamentals: project requirements analysis and specification, system design, detailed design, testing and written and oral presentations. Project management: tasks, schedules, budget, critical items and fall back options. Ethics and professionalism. One lecture hour per week.

Restriction(s):

Must be the following Class(es): Junior, Senior

Prerequisite(s): EENG 202 (or concurrent)

EENG401 Lower Power Bioelectronics **credit(s): 3**

Physics and technology of semiconductor devices; Carrier transport phenomena; p-n junctions; Metal semiconductor junctions; Device operation based on junction physics; Process technologies; Some simulations using modern software. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective

Equivalent(s): CPEN 401

Prerequisite(s): CPEN 230 and EENG 303

EENG402 Electromagnet Waves and Materials **credit(s): 3**

Continuation of EENG 301. Time varying fields; electromagnetic waves and transmission lines; metallic waveguides and resonators; principles of photonics; antennas. Three lectures hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective

Prerequisite(s): EENG 301

EENG403 Passive and Active Filter Design **credit(s): 3**

Properties of network functions; properties and realizations of LC and RC driving point functions; passive realizations of transfer functions; Butterworth, Chebyshev, and Bessel filter approximations; design techniques for low-pass, high-pass, band-pass, and band-elimination filters. Basic building blocks for active filters; direct and cascade realizations approaches. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective

Prerequisite(s): EENG 311

EENG406 VLSI Circuits and Systems credit(s): 3

Structural design of digital integrated circuits in MOS technology; layout, design rules, fabrication techniques; use of computer automated design and simulation tools, and high-level description language. Three lecture hours per week. EENG 304 is a co-requisite or pre-requisite for this course.

Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective

Equivalent(s): CPEN 406

Prerequisite(s): CPEN 230 and EENG 303

EENG410 Information Theory and Coding credit(s): 3

Discussion of the concepts of information transmission theory including entropy, redundancy, the noisy channel model and channel capacity. Basics of source coding including compression limits and Huffman codes. Linear block code discussion involving Hamming distance, error detection/correction capabilities, generator/parity-check matrices, syndromes and error correction. Well-known block codes such as Hamming codes and the Golay code. Basics of finite field algebra and BCH codes including Reed-Solomon codes. Convolutional codes and the Viterbi decoding algorithm. Concatenated codes and the NASA Deep Space Network telemetry system. Fall.

Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective

Restriction(s):

Must be the following Class(es): Junior, Senior

EENG411 Introduction to Control Systems credit(s): 3

Analysis and design of linear closed-loop systems; stability; design based on root locus and root contours. A package of computer programs is used for homework and design problems. Three lectures hours per week.

Fulfills the following degree requirement(s): CPEN - Tech Elective

Corequisite(s): EENG 421, **Corequisite(s):** EENG 425

Prerequisite(s): EENG 303 (or concurrent)

EENG412 Digital Control Systems credit(s): 3

Classical and modern control system analysis and design techniques. Sampling; stability; frequency response; root locus; state variables in discrete time; controllability; observability; state variable feedback; pole placement and observers. A package of computer programs is used for homework and a design project. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): MENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective

Prerequisite(s): EENG 411 or MENG 411

EENG413 Automation credit(s): 2

Use of programmable controllers to automate manufacturing processes and equipment; ladder logic and state based control languages; controller architecture and systems software; structured design using Grafcet; interactive graphic operator interface design; safety considerations; sensors and instrumentation; single loop controllers. Two lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective

Prerequisite(s): CPSC 121(and EENG 311 or MENG 301)

EENG413L Automation Lab credit(s): 1

Three laboratory hours per week. Taken concurrently with EENG 413 (ENSC413).

Fulfills the following degree requirement(s): EENG - Tech Elective

Equivalent(s): ENSC 413L

EENG421 Introduction Communication Systems **credit(s): 3**

Basic concepts in communication systems: correlation and power spectral density; pulse modulation; amplitude modulation; angle modulation; effects of noise. Three lecture hours per week.

Fulfills the following degree requirement(s): CPEN - Tech Elective

Corequisite(s): EENG 411, **Corequisite(s):** EENG 425

Prerequisite(s): EENG 311 and EENG 322

EENG422 Digital Communication Systems **credit(s): 3**

Statistical Communications: random processes; formatting and baseband transmissions; bandpass modulation and demodulation; communication link analysis; block and convolutional channel coding; modulation and coding tradeoffs. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective

Restriction(s):

Must be the following Class(es): Senior

Prerequisite(s): EENG 421

EENG424 Digital Signal Processing **credit(s): 3**

Discrete Fourier Transform and circular convolution; Fast Fourier Transform; use of windows in spectral estimation; filter approximations; design and realization of IIR and FIR digital filters; effects of finite word size; sampling rate conversion. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective

Prerequisite(s): EENG 311

EENG425 Communication-Control Lab **credit(s): 1**

Experimental investigation of concepts and subsystems used in communications and controls. Three hour laboratory per week. Taken concurrently with EENG 411 and EENG 421.

Corequisite(s): EENG 411, **Corequisite(s):** EENG 421

EENG427 Wireless Systems **credit(s): 3**

Fundamentals of RF stages of modern wireless systems including antennas, propagation, fading, noise, receiver design, modulation methods and bit error rates. Components of wireless systems, including filters, amplifiers, mixers, oscillators, and phase-locked loops. Initial coverage includes transmission lines, S-parameters, impedance matching, and random processes. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective

Prerequisite(s): EENG 202

EENG428 Wireless Systems II **credit(s): 3**

Advanced topics in modern RF/microwave wireless component design including microstrip transmission lines, filters and amplifiers. Mixer, oscillator and phase-locked loop basics. Digital modulation methods and bit error rates. Introduction to information capacity. Receiver design. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective

Prerequisite(s): EENG 427

EENG441 Analysis of Power Systems **credit(s): 3**

Per unit system; transmission line parameters; power system models; generators, transformers, lines, loads; power flow problem and solution methods; symmetrical components; symmetrical and unsymmetrical fault analysis; use of computer software package to solve power-flow and short-circuit problems. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective

Prerequisite(s): EENG 340

EENG442 Electric Power Distribution System Engineering credit(s): 3

Distribution system planning; load characteristics; distribution transformer applications; design of sub-transmission lines, substations, primary and secondary distribution systems; voltage regulation; capacitor applications; protection. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective

Prerequisite(s): EENG 340

EENG443 Analysis of Electrical Machines credit(s): 3

D.C. machine dynamics; D.C. motor starters and controllers; synchronous machine steady-state and transient performance; polyphase induction machine dynamics; A.C. motor starters and controllers; transformer applications; fractional horsepower A.C. motors; power electronics. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective

Prerequisite(s): EENG 340

EENG444 Computational Methods for Power System credit(s): 3

Power system matrices;-bus and Z-bus matrices; computer programming considerations: sparsely, triangular factorization; computer solutions of power flow fault circulations; protective relays; protection of generators, transformers, and transmission lines; stability concepts; transient stability, computer simulations. Three lecture hours per week.

Fulfills the following degree requirement(s): EENG - Tech Elective

Restriction(s):

Must be the following Class(es): Senior

Prerequisite(s): EENG 441

EENG481 Special Topics Electrical Engineering credit(s): 1-3

Course repeatable for 9 credit(s).

Courses of special interest may be offered from time to time. Prerequisites will depend on the nature of the material offered and will be announced.

Computer Engineering

Computer Engineering (CpE) combines the disciplines of electrical engineering and computer science. It encompasses computer hardware, software, and systems. The study of computer engineering is not limited to general purpose computers, but also covers embedded computer systems that control a vast multitude of devices and functions from automotive ignitions to cellular phones and various industrial controls, medical instruments, robotics, consumer electronics. Computer hardware design involves logic design, digital electronics, computer architecture, and integrated circuit design. Computer software involves the design of programs in various languages using structured and object-oriented techniques to control devices

and systems. Computer systems involve the combination of hardware, software and operating system that will provide the most effective realization of a system.

Computer engineers are continually developing newer and faster computers, and they find new applications for computers every day to fill the needs of society. The computer engineer must have a broad understanding not only of computer systems, but also of basic engineering fundamentals to apply computer technology to the solution of real engineering problems.

The courses and laboratories offered in the CpE program are organized into the three disciplines of hardware, software, and system design. Technical electives that are chosen from various fields of specialization (e.g., communications, computers, controls, electronics, and power) enable CpE seniors to apply their computer engineering knowledge in selected areas in their professional career.

The department of Electrical and Computer Engineering, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied Science section of this catalog.

The BS in Computer Engineering (BSCpE) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

B.S. in Computer Engineering: 136 credits

First Year

Fall

<u>CHEM 101</u> General Chemistry I	3 credits
<u>CHEM 101L</u> General Chemistry I Lab	1 credit
<u>ENSC 191</u> Engineering First Year Seminar	3 credits
<u>MATH 157</u> Calculus and Analytical Geometry I	4 credits
<u>PHIL 101</u> Reasoning	3 credits
<u>COMM 100</u> Communication and Speech	3 credits

Spring

<u>CPSC 121</u> Computer Science I	3 credits
<u>ENSC 192</u> Engineering First Year Seminar	3 credits
<u>MATH 258</u> Calculus and Analytical Geometry II	4 credits
<u>PHYS 103</u> Scientific Physics I	4 credits
<u>PHYS 103L</u> Scientific Physics I Lab	1 credit
<u>PHIL 201</u> Human Nature	3 credits

Second Year***Fall***

<u>CPEN 230</u> Introduction to Digital Logic	3 credits
<u>CPEN 230L</u> Introduction to Digital Logic Lab	1 credit
<u>CPSC 122</u> Computer Science II	3 credits
<u>EENG 201</u> Circuit Analysis I	3 credits
<u>EENG 201L</u> Circuit Analysis I Lab	1 credit
<u>MATH 231</u> Discrete Structures	3 credits
Religion Requirement: Christianity and Catholic Traditions	3 credits

Spring

<u>CPEN 231</u> Microcomputer Architecture and Assembly Programming	3 credits
<u>CPEN 231L</u> Microcomputer Architecture and Assembly Programming Lab	1 credit
<u>EENG 202</u> Circuit Analysis II	3 credits
<u>MATH 259</u> Calculus and Analytical Geometry III	4 credits

<u>PHYS 204</u> Scientific Physics II	4 credits
<u>PHYS 204L</u> Scientific Physics II Lab	1 credit
Third Year	
<i>Fall</i>	
<u>CPSC 223</u> Abstract Data Structures	3 credits
<u>EENG 303</u> Electronics Design I	3 credits
<u>EENG 303L</u> Electronics Design I Lab	1 credit
<u>EENG 311</u> Signals and Systems	4 credits
<u>MATH 260</u> Ordinary Differential Equations	3 credits
Ethics core requirement	3 credits
<i>Spring</i>	
<u>CPEN 342</u> Embedded Computer Systems	3 credits
<u>CPEN 342L</u> Embedded Computer Systems Lab	1 credit
<u>EENG 304</u> Electronics Design II	3 credits
<u>EENG 304L</u> Electronics Design II Lab	1 credits
<u>EENG 322</u> Probabilistic Methods for Electrical Engineers	3 credits
<u>EENG 391</u> Engineering Design	1 credit
Religion Requirement: World or Comparative Religion	3 credits
Core Integration Seminar (432)	3 credits
Fourth Year	
<i>Fall</i>	
<u>CPEN 430</u> Digital System Design	3 credits

<u>CPEN 430L</u> Digital System Design Lab	1 credit
<u>CPSC 346</u> Operating Systems	3 credits
CPEN/CPSC Technical elective	3 credits
<u>ENSC 491</u> Senior Design Project I	2 credits
Technical elective ¹	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
Spring	
<u>CPSC 431</u> Computer Architecture	3 credits
<u>ENSC 492</u> Senior Design Project II	3 credits
<u>ENSC 400</u> Fundamentals of Engineering Examination	0 credits
CPEN/CPSC Technical elective ¹	3 credits
Technical elective ¹	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
Note ¹ : Approved EENG, CPEN or CPSC elective courses	

Technical Electives in Computer Engineering

Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. Approved electrical and computer engineering and computer science courses with a EENG, CPEN or CPSC designation may be used as electives. The student's advisor must approve the selection. However, a maximum number of two approved computer science courses with a CPSC course designation may be used to satisfy computer engineering technical elective degree requirements. Please see your advisor for current course offerings.

Computer Engineering and Computer Science

- CPEN 435 Parallel Computing
- CPEN 436 Biomedical Informatics and Computing
- CPSC 423 Object-Oriented Modeling and Design
- CPSC 427 Artificial Intelligence
- CPSC 428 Real-Time Computer System Engineering
- CPSC 435 Parallel Computing
- CPSC 436 Biomedical Informatics and Computing
- CPSC 321 Database Management Systems
- CPSC 446 Advanced Operating Systems
- CPSC 348 Computer Security
- CPSC 450 Advanced Algorithms

Electrical Engineering

- EENG 340/EENG 340L Introduction to Electric Power Engineering
- EENG 401 Electronics III
- EENG 403 Passive and Active Filter Design
- EENG 406 VLSI Circuits and Systems
- EENG 411 Introduction to Control Systems
- EENG 412 Digital Control Systems
- EENG 413/EENG 413L Automation
- EENG 421 Introduction to Communication Systems
- EENG 422 Digital Communication Systems
- EENG 424 Digital Signal Processing

Courses:

CPEN 230 **Introduction Digital Logic** **credit(s): 3**

Number systems and codes, Boolean Algebra, Logic gates and flip-flops. Verilog HDL. Combinational and sequential Logic Design using CPLDs. Three lecture hours per week.

Corequisite(s): CPEN 230L

CPEN 230L Introduction Digital Logic Lab credit(s): 1

Three laboratory hours per week. Taken concurrently with CPEN 230.

Corequisite(s): CPEN 230

CPEN 231 Microcomputer Arch and Assembly Program credit(s): 3

Study of components of simple computer systems: CPU's memory, registers, busses, computer control, microprogramming, assembly language programming. Three lecture hours per week.

Corequisite(s): CPEN 231L

Prerequisite(s): CPSC 121

CPEN 231L Microcomputer Arch and Assembly Program Lab **credit(s): 1**
 Three laboratory hours per week. Taken concurrently with CPEN 231.
Corequisite(s): CPEN 231

CPEN 342 Embedded Computer Systems **credit(s): 3**
 The micro controller as an engineering component. Hardware expansion with analog and digital devices. Board level design of real-time systems. Design of user-friendly interactive displays. Design project. Troubleshooting with logic analyzer and in-circuit emulation. Three lecture hours per week.
Equivalent(s): CPEN 442
Prerequisite(s): CPEN 231 and EENG 304 (or concurrent)

CPEN 342L Embedded Computer Systems Lab **credit(s): 1**
 Three laboratory hours per week. Taken concurrently with CPEN 342.
Corequisite(s): CPEN 342

CPEN 430 Digital System Design **credit(s): 3**
 Modern methods of digital design realization. Technology independence. Designs utilizing gate arrays and custom integrated circuits. Use of high level design software. Extensive use of Verilog hardware design language for system description, simulation and implementation. Three lecture hours per
 Fulfills the following degree requirement(s): EENG - Tech Elective
Corequisite(s): CPEN 430L
Prerequisite(s): CPEN 230 and CPSC 121

CPEN 430L Digital System Design Lab **credit(s): 1**
 Three laboratory hours per week. Taken concurrently with CPEN 430.
 Fulfills the following degree requirement(s): EENG - Tech Elective
Corequisite(s): CPEN 430

CPEN 435 Parallel and Cloud Computing **credit(s): 3**
 Parallel Programming platforms; principles of parallel algorithm design; basic communication operations; analytical modeling of parallel programs; programming using the message-passing paradigm (MPI); programming on shared address space platforms (POSIX Thread and OpenMP); and other advanced topics. On sufficient demand.
 Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective
Prerequisite(s): CPEN 231

CPEN 436 Biomedical Informatics and Comp **credit(s): 3**
 Investigation of the role of computers in the provision of medical services; study of the nature of clinical data, medical information exchange standards, data storage, retrieval, integration and analysis and privacy issues; medical decision-making support; design of healthcare information systems; genomic medicine and its techniques. On sufficient demand.
 Fulfills the following degree requirement(s): EENG - Tech Elective, Fulfills the following degree requirement(s): CPEN - Tech Elective
Prerequisite(s): CPEN 231

CPEN 481 Special Topics **credit(s): 1-3**
 Course repeatable for 9 credit(s).
 Courses of special interest may be offered from time to time. Prerequisites will depend on the nature of the material offered and will be announced.

Engineering Management

Chairperson: Gary R. Weber

Professors: S. Bowers, P. McKenny (Emeritus), P. Nowak, P. Ferro, S. Schennum

The Engineering Management Program was developed to address a growing need for individuals that possess both engineering and management skills. Courses taken in the Engineering Management Program are intended to provide students with a broad understanding of the practice and concepts of engineering, and make them adaptive leaders that are ready to address challenges caused by rapid changes in technology. The program provides graduates an opportunity to select from a wide range of career paths, and sufficient preparation for entry into the M.B.A. Program - which can be completed in an additional calendar year. (See “B.S. in Engineering and M.B.A.” for information.)

The Engineering Management program attracts students whose talents and interests are broader than those required for a traditional engineering design and analysis position, and also those that have yet to decide on a particular field of engineering specialization. The program is especially well suited to the typical engineering student attracted to Gonzaga University since it makes use of engineering and leadership skills they develop at GU, with their interest in helping others and making a valuable contribution to society. By combining a strong engineering background with a General Business Minor from the School of Business Administration, students develop a skill-set that is sought after by employers.

In practice, engineering managers combine management expertise and leadership skills with their engineering background to lead teams in various technical fields. Areas of employment typically include engineering project management and supervision, product development, production planning, engineering design and manufacturing, product quality and reliability, materials management, production processes, inventory management, system analysis, industrial plant management, technical sales and marketing, and a range of other positions in a wide variety of industries. As such, your

Engineering Management degree will provide you with flexibility in terms of future employment opportunities.

Engineers typically work in teams, create innovative devices, and add value to the products we use in everyday life. Many engineers rise to the highest levels in business organizations to become global leaders and innovators, start companies like Boeing, Google, Hewlett Packard, Intel, and Yahoo, or use their engineering training as a springboard to other fields. They succeed in fields as diverse as investment banking, law, and medicine, and also play a leading role in addressing many world problems' including global warming, clean water shortage, power shortages, poverty, nuclear proliferation, and new medical devices and equipment.

Our Engineering Management program provides students with a foundation in the critical skills required to be successful in their chosen career. The program contains a set of common engineering courses that provide a solid basis in engineering principles, augmented by relevant courses on the process of management as it applies to technically-based projects. Students also develop a technical concentration by taking a set of courses from one of five tracks - Civil, Computer, Electrical, and Mechanical Engineering, or Computer Science. Each technical track draws from a wide selection of interests within a particular engineering discipline. Technical proficiency is increased and management skills strengthened by combining qualitative approaches and quantitative techniques in a balanced curriculum. This combination of management and engineering skills is highly sought after by industry today.

Gonzaga's School of Engineering and Applied Science is in a unique position to offer this Engineering Management program. Students receive a wealth of engineering knowledge in small class sizes with caring faculty that possess an array of industrial experience. Graduates from the program will be competent and conversant in the basic scientific and engineering principles, and able to formulate concepts, develop system designs, and apply engineering problem solving skills to their solutions. They will be able to see the "big picture" and interact with other engineers to develop practical, technologically achievable solutions within the constraints of time, cost, and resources. They will also be able to mediate between design team members, particularly in their ability to interpret requirements, explain designs and describe features for the non-technical members of the team.

The Engineering Management Department, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied

Science section of this catalog, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalog.

The BS in Engineering Management (BSEM) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

B.S. in Engineering Management: 133-137 credits

* Students select a single track and take all courses in prescribed order. Contact Department Chair or your advisor for specific details.

Lower Division

CENG 261 Geomatics	2 credits
CENG 261L Geomatics Lab	1 credit
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit
ENSC 191 Engineering First Year Seminar	3 credits
ENSC 192 Engineering First Year Seminar	3 credits
ENSC 205 Statics	3 credits
ENSC 244 Computer Methods for Engineers	3 credits
MATH 157 Calculus and Analytical Geometry I	4 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
MATH 259 Calculus and Analytic Geometry III	4 credits
MATH 260 Ordinary Differential Equations	3 credits
MENG 221 Materials Engineering	3 credits

PHYS 103 Scientific Physics I	4 credits
PHYS 103L Scientific Physics I Lab	1 credit
PHYS 204 Scientific Physics II	4 credits
PHYS 204L Scientific Physics II Lab	1 credit
<i>Upper Division</i>	
ENSC 306 Dynamics	3 credits
One of the following two courses:	3 credits
ENSC 355 Thermal Science	
<u>CENG 252</u> Civil Fluid Mechanics (CE Track students only)	
ENSC 400 Fundamentals of Engineering Examination	0 credits
ENSC 405 Engineering Project Management	3 credits
ENSC 491 Senior Design Project I	2 credits
ENSC 492 Senior Design Project II	3 credits
MATH 321 Statistics for Experimentalists	3 credits
Technical Electives*	21-24 credits
* Students select a single track and take all courses in prescribed order. Contact Department Chair or your advisor for specific details.	
Required minor in General Business	
<i>Lower Division</i>	
ACCT 263 Accounting Analysis	3 credits
BMIS 235 Management Information Systems	3 credits
ECON 200 Economic Analysis (2 nd Core Broadening Requirement)	3 credits

Upper Division

BFIN 320 Principles of Finance	3 credits

MGMT 350 Principles of Management	3 credits

MKTG 310 Principles of Marketing	3 credits

One of the following two courses:	3 credits

OPER 340 Operations Management

BUSN 283 Business Law

Note to students:

(1) Students are encouraged to take HIST 211: Introduction to Native American History to fulfill their core history requirement.

Engineering Science

Mechanical Engineering

Chairperson: Dr. Massimo. "Max" Capobianchi

Professors: K. Ansari, M. Capobianchi, T. Chen, P. Ferro, G. Hordemann (Emeritus)

Associate Professors: M. Baumgardner, T. Fitzgerald, J. Marciniak

Assistant Professors: H. Khare, G. Weber

Lecturers: D. McDonald, A. Toghraee, J. Weston,

Mechanical Engineering is that branch of engineering that encompasses the study of forces, motion, energy, materials, manufacturing, and design

in order to apply them to the creation of mechanical devices and systems that serve society (e.g., engines, refrigerators, machines, tools, etc). This is accomplished through a process of problem description, creative idea generation, design, analysis, judgment, planning, and production that typically involves a host of professionals who may all have been educated as mechanical engineers. For example, mechanical engineers may be involved in product design, analysis, and testing, in developing manufacturing processes, in defining product requirements and troubleshooting customer problems, in project management, and in research and education.

The profession serves many diverse fields and industries such as the aerospace, pharmaceutical, automotive, biomedical engineering, and power generation industries, to name just a few. In fact, any device or system that involves energy or movement probably involved one or more mechanical engineers in its creation. Some exciting, rapidly developing fields and emerging technologies of interest to mechanical engineers include fuel cells (the use of chemical fuel and an oxidant to directly produce electricity), rapid prototyping (the use of computer-controlled machines to fabricate complete objects in one step directly from computer models), mechatronics (the integration of mechanical systems and electronic sensing and control), biomedical engineering (the application of engineering to problems in medicine and biology), nanoengineering (the creation of materials and devices at the nanometer level, i.e., at the atomic, molecular, or supramolecular levels), and MEMS (Microelectromechanical Systems-the integration of mechanical, chemical, and/or electronic systems at the chip level).

The Department of Mechanical Engineering at Gonzaga University develops men and women who are both competent engineers and educated, responsible human beings. The development of these two characteristics in students is affected by course work from both the liberal arts and the profession. Thus, these two aspects are interwoven, being a single, integrated fabric having many threads contributed by many curricula. This synthesis is expressed by the engineering program educational objectives that are listed in the School of Engineering and Applied Science section of this catalog, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalog.

Diversity of opportunity and professional breadth are hallmarks of the mechanical engineering profession. This translates into a need for a thorough grounding in a variety of mathematical, scientific, and engineering

fundamentals. Thus, the Mechanical Engineering Program at Gonzaga University prepares the student in the areas of mathematics, chemistry, physics, mechanics, thermodynamics, fluid mechanics, heat transfer, materials, manufacturing, design, control theory, experimentation, and economics. These fundamentals are enhanced with exposure to important engineering tools such as: mathematical techniques; computer programming; computer applications including computer aided design (CAD), computer aided manufacturing (CAM), finite element analysis (FEA), and computational fluid dynamics (CFD); and the use of equipment, instruments, and software typically found in manufacturing and laboratory situations. Since teamwork is an essential aspect of the modern practice of mechanical engineering, the Mechanical Engineering Program gives considerable attention to building personal communication skills through team design projects, reports, and presentations. Furthermore, as a critical component of the program, all students engage in design courses beginning in their Sophomore year, culminating in a two-semester capstone design experience in the Senior year. That experience typically entails requiring student design teams, led jointly by faculty and practicing engineers, to solve real industrial design problems. Finally, the degree requirements also include the opportunity for breadth as well as concentration in particular engineering applications through a group of technical electives taken in the senior year (the list of allowed technical electives is given below). The department also has a five-year plan available for students wishing to proceed at a slower pace or for those planning to add a minor in business or in a liberal arts subject such as physics, music, or art. Information and a suggested course package is also available for students planning to enroll in the Gonzaga-in-Florence Engineering Semester program.

The following curriculum details the course requirements for each semester. In addition to these courses, all students must take the Fundamentals of Engineering Examination prior to graduation (see ENSC 400, “Fundamentals of Engineering Exam” course in the Spring semester of the Senior year). Finally, students who follow a curriculum sequence other than that listed below should meet with their Academic Advisors at their first opportunity in order to resolve any scheduling conflicts that may arise due to off-schedule course availability and/or course pre- and co-requisite structure. In all cases, students must comply with the pre- and co-requisite requirements in order to be granted admission into courses.

The BS in Mechanical Engineering (BSME) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

B.S. in Mechanical Engineering: 138 credits

First Year

Fall

<u>CHEM 101</u> General Chemistry I	3 credits
<u>CHEM 101L</u> General Chemistry I Lab	1 credit
<u>ENSC 191</u> Engineering First Year Seminar	3 credits
<u>ENSC 191L</u> Engineering First Year Seminar Lab	0 credits
<u>MATH 157</u> Calculus - Analytical Geometry I	4 credits
<u>COMM 100</u> Communication and Speech	3 credits
<u>PHIL 101</u> Reasoning	3 credits
<u>COMM 100</u> Communication and Speech	3 credits

Spring

<u>ENSC 205</u> Statics	3 credits
<u>ENSC 192</u> Engineering First Year Seminar	3 credits
<u>ENSC 192L</u> Engineering First Year Seminar Lab	0 credits
<u>MATH 258</u> Calculus - Analytical Geometry II	4 credits
<u>PHYS 103</u> Scientific Physics I	4 credits
<u>PHYS 103L</u> Scientific Physics I Lab	1 credit
<u>PHIL 201</u> Human Nature	3 credits

Second Year

Fall

<u>MENG 221</u> Materials Engineering	3 credits

<u>MENG 291</u> Introduction to Mechanical Engineering Design	2 credits
<u>MENG 291L</u> Introduction to Mechanical Engineering Design Lab	1 credit
<u>MATH 259</u> Calculus - Analytical Geometry III	4 credits
<u>PHYS 204</u> Scientific Physics II	4 credits
<u>PHYS 204L</u> Scientific Physics II Lab	1 credit
RELI XXX Christianity and Catholic Traditions	3 credits
<i>Spring</i>	
<u>ENSC 244</u> Computer Methods for Engineers	3 credits
<u>ENSC 306</u> Dynamics	3 credits
<u>MATH 260</u> Ordinary Differential Equations	3 credits
<u>MATH 321</u> Statistics for Experiment	3 credits
Ethics core requirement	3 credits
RELI XXX World or Comparative Religion	3 credits
Third Year	
<i>Fall</i>	
<u>MENG 321</u> Thermodynamics I	3 credits
<u>ENSC 301</u> Mechanics of Materials I	3 credits
<u>MENG 301</u> Manufacturing Processes	2 credits
<u>MENG 301L</u> Manufacturing Processes Lab	1 credit
<u>ENSC 371</u> Advanced Engineering Math	3 credits
<u>ENSC 352</u> Fluid Mechanics	3 credits

1st Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
Spring	
<u>EENG 201</u> Circuit Analysis I	3 credits
<u>EENG 201L</u> Circuit Analysis I Lab	1 credit
<u>ENSC 300</u> ⁽¹⁾ Engineering Economics	2 credits
<u>MENG 322</u> Thermodynamics II	3 credits
<u>MENG 330</u> Machine Design	3 credits
<u>MENG 341</u> Heat Transfer	3 credits
2nd Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
Fourth Year	
Fall	
<u>ENSC 491</u> Senior Design Project I	2 credits
<u>MENG 411</u> Instrumentation Systems	3 credits
<u>MENG 411L</u> Instrumentation Systems Lab	1 credit
<u>MENG 434</u> Vibration Engineering	3 credits
<u>MENG 461</u> System Dynamics and Control	3 credits
- - - - Technical Elective	3 credits
Core Integration Seminar (432)	3 credits
Spring	
<u>ENSC 400</u> ⁽²⁾ Fundamentals of Engineering Examination	0 credits
<u>ENSC 492</u> Senior Design Project II	3 credits

<u>MENG 412</u> Mechanical Measurements	3 credits
<u>MENG 412L</u> Mechanical Measurements Lab	1 credit
- - - - - Technical Elective	3 credits
- - - - - Technical Elective	3 credits

⁽¹⁾ ENSC 300 is waived under the following circumstances:

Students enrolled in the Hogan Entrepreneurial Leadership program: ENSC 300 is waived.

Students pursuing the General Business or Analytical Finance minor: ENSC 300 is waived after completing both (ECON 200 or (ECON 201 and ECON 202)) and BFIN 320

Students Pursuing the B.S. in Engineering and M.B.A. program: ENSC 300 is waived after completing both (ECON 200 or (ECON 201 and Econ 202)) and BFIN 320.

The above courses are not intended to be options for the ENSC 300 course. Hence, students who are not in one of the above programs are required to take ENSC 300. Also, students who comply with one of the above criteria must complete all of the courses required to waive ENSC 300 prior to enrolling in any course for which ENSC 300 is a pre-requisite.

⁽²⁾ Students must show proof of having taken the examination in the State of Washington, as part of the requirements of this course.

Technical Electives

The courses used to satisfy the technical elective requirements must normally be selected from the following list. However, students may take other courses for technical elective credits but only with the prior approval of both the student's academic advisor and the chair of the Department of Mechanical Engineering. The actual technical elective courses offered from the list below varies from year to year and the department may on occasion offer one or more pre-approved technical elective courses that are not listed below. Courses other than MENG courses may have pre and/or co-requisites that are outside of the normal mechanical engineering

MENG 435 Applications in Vibrations
MENG 442 Advanced Heat Transfer
MENG 443 Combustion
MENG 445 Heating, Ventilating, and Air Conditioning
MENG 446 Energy Auditing
MENG 447 Advanced Energy Systems
MENG 451 Computational Dynamics
MENG 456 Design for Manufacturing
MENG 465 Introduction to Finite Elements
MENG 467 Designing with Polymers and Composites
MENG 468 Biomaterials & Biomechanical Engineering
MENG 477 Material Selection for Design
CENG 301 Structural Analysis I
CENG 422 Structural Analysis II
EENG 412 Digital Control Systems
PHYS 307 Optics
PHYS 402 Advanced Mechanics
PHYS 450 Statistical Physics

MENG 221 Materials Engineering **credit(s): 3**

Prerequisite(s): CHEM 101 or TRAN GCHM, minimum grade: T

MENG 291 Introduction to Mechanical Engineering Design credit(s): 2

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specifications of the School of Engineering and Applied Science (SEAS). Specifications are available on the SEAS web site.

Corequisite(s): MENG 291L

Prerequisite(s): ENSC 192

MENG 291L Introduction to Mechanical Engineering Design Lab **credit(s): 1**

Hands on use of SOLIDWORKS CAD system to create 3-D models and 2-D drawings of machinery elements and assemblies. Laboratory assignments are coordinated with lecture content from MENG 291. Student projects will focus on the creation of machinery elements and assemblies in a team environment.

Corequisite(s): MENG 291

MENG 301 Manufacturing Processes **credit(s): 2**

Overview of manufacturing processes and how they influence design decisions. Emphasizes design for manufacturability, process comparison, and process specification.

Corequisite(s): MENG 301L

Restriction(s):

Must be the following Class(es): Junior, Post-Bacc, Senior

Prerequisite(s): MENG 221

MENG 301L Manufacturing Processes Lab **credit(s): 1**

Laboratory experiences with machine tools and manufacturing processes. Calculations and problem solving that reinforce lecture topics.

Corequisite(s): MENG 301

Restriction(s):

Must be the following Class(es): Junior, Post-Bacc, Senior

MENG 321 Thermodynamics I **credit(s): 3**

The first and second laws of thermodynamics; thermophysical properties of matter, ideal gases and their mixtures; concept of entropy as applied to thermal systems.

Prerequisite(s): MATH 259

MENG 322 Thermodynamics II **credit(s): 3**

Second Law analysis, power and refrigeration cycles, mixtures, combustion, and high speed flow. Applications of first and second law analysis to engineering systems.

Prerequisite(s): MENG 321

MENG 330 Machine Design **credit(s): 3**

Application of stress analysis and theories of failure to basic machine elements. Design of elements under static and fatigue loading. Design involving mechanical elements such as shafts, columns, flywheels, springs, and welds.

Prerequisite(s): ENSC 301

MENG 341 Heat Transfer **credit(s): 3**

One and multidimensional steady conduction, transient conduction, internal and external forced convection, natural convection, radiation heat transfer, boiling and condensation, heat exchangers.

Equivalent(s): MENG 441

Prerequisite(s): MENG 321 and ENSC 352 and MATH 260

MENG 411 Instrumentation Systems **credit(s): 3**

Basic concepts of measurement and analysis of measurement uncertainties and experimental data. Study of transducers and investigation of data acquisition, signal conditioning, and data processing hardware typically utilized in performing mechanical measurements.

Corequisite(s): MENG 411L

Prerequisite(s): EENG 201 and ENSC 371 and MATH 321

MENG 411L Instrumentation Systems Lab **credit(s): 1**

Laboratory exercises supporting the topics covered in MENG 411.

Corequisite(s): MENG 411

MENG 412 Mechanical Measurements **credit(s): 3**

Study of the techniques used for measuring displacement, velocity, acceleration, force, pressure, flow, temperature, and strain. Investigation of the proper application and the associated limitations of the techniques and of the required instruments. The topics are studied within the context of obtaining experimental solutions to engineering problems in thermodynamics, heat transfer, fluid mechanics, mechanics, and strength of materials.

Corequisite(s): MENG 412L

Prerequisite(s): MENG 411 and MENG 341

MENG 412L Mechanical Measurements Lab **credit(s): 1**

Laboratory exercises supporting the topics covered in MENG 412.

Corequisite(s): MENG 412

MENG 434 Vibration Engineering **credit(s): 3**

Elements of vibrating systems. Free, forced harmonic and transient vibrations of single-degree-of-freedom systems with and without damping. Vibration isolation and control. Two-degree-of-freedom systems. Application of matrix techniques.

Prerequisite(s): ENSC 306 and ENSC 371

MENG 435 Applications in Vibrations **credit(s): 3**

Continuation of MENG 434. Practical applications of vibration theory to topics such as: Control and suppression of vibrations in machinery; vibration isolation and damping treatments; dynamic vibration absorbers; balancing of rotating and reciprocating machinery; critical speed evaluation of flexible rotors; ground vehicle response to road profile excitation and evaluation of ride performance; vibration in electronic equipment and prevention of vibration failures; aircraft vibration and flutter; and response of structures to earthquakes.

Fulfills the following degree requirement(s): MENG - Tech Elective

Prerequisite(s): MENG 434

MENG 442 Advanced Heat Transfer **credit(s): 3**

Advanced heat transfer topics with emphasis on industry applications. Small length scale heat transfer problems, contact resistance, multidimensional transients, boiling and condensation heat transfer, and design of heat exchangers.

Fulfills the following degree requirement(s): MENG - Tech Elective

Prerequisite(s): MENG 341

MENG 443 Combustion **credit(s): 3**

Combustion processes including explosions, detonations, flame propagation, ignition, and generation of pollutants in moving and stationary energy conversion systems. Focused on fundamental combustion theory in the context of internal combustion engines and, to a lesser degree, the subsequent effect of those emissions on the atmosphere, climate, and human health. Specific focus may vary from year to year.

Fulfills the following degree requirement(s): MENG - Tech Elective

Prerequisite(s): MENG 322

MENG 445 Heating Vent and Air Condition **credit(s): 3**

Introduction to the techniques used in the analysis and design of heating, ventilating, and air conditioning (HVAC) systems. Topics include the arrangement of typical air conditioning systems (i.e. all air systems, air and water systems, etc.), moist air processes, comfort and health criteria for indoor air quality, heating and cooling loads, piping system design, building air distribution, and operational principles and performance parameters of typical components (i.e., cooling towers, air washers, heating and cooling coils, etc.)

Fulfills the following degree requirement(s): MENG - Tech Elective

Prerequisite(s): MENG 341

MENG 446 Energy Auditing **credit(s): 3**

This course provides a practical application of thermodynamics and heat transfer concepts with regard to commercial building systems (HVAC, lighting, automated controls, etc.). Students will learn how building systems use electric and natural gas energy, how to identify and make recommendations for how these systems can be made more efficient, and learn calculation methods to quantify these energy savings into useful metrics for clients.

Fulfills the following degree requirement(s): MENG - Tech Elective

Prerequisite(s): MENG 322 and MENG 341

This course is designed for students to understand the basic engineering principles of clean, renewable, and advanced energy conversion technologies. This course features an overview of various energy sources, their characteristics, and in-depth coverage of engineering technologies of converting these sources to electricity. Students should understand the engineering principles and limitations of each energy conversion technology. They will gain the ability to choose appropriate energy conversion techniques based on the application and energy resource availability.

Prerequisite(s): MENG 322 and MENG 341

A programming intensive course in applied numerical methods that will be explored using student-lead projects. Fundamental topics will include a variety of tools that arise in many types of problems, such as numerical linear algebra, multivariable root finding, and solving ordinary differential equations. Applications and projects may include simulation and prediction of system models, numerical solution of classical partial differential equations, studies in nonlinear dynamics, and optimization.

Prerequisite(s): ENSC 244 and ENSC 371

Principles of Design for Manufacturing (DFM) are taught in the context of manufacturing engineering. Tool design, part features, tolerances and material processing parameters are discussed as examples to demonstrate how overall manufacturing costs are affected. Communication within the supply chain, upstream and downstream, are emphasized to achieve design and manufacturing costs goals. Traditional and nontraditional manufacturing (e.g. additive manufacturing) examples are used to show how DFM principles may be employed in globalized manufacturing. Recommendations from Bralla, Design for Manufacturing, are covered. Value engineering, outsourcing, reshoring, maquiladoras and other manufacturing trends are discussed.

Prerequisite(s): MENG 221

Principles of feedback control. Mathematical modeling and analysis of dynamic physical elements and systems. . Linearization to approximate dynamics with linear time-invariant models. Transient and steady-state response of first and second-order systems. Use of Laplace transforms. System response with zeros and additional poles. Transfer functions and block diagrams. Stability criteria and steady-state errors. Root locus and frequency response methods.

MENG 465 Introduction to Finite Element

problem is discussed and plane elements are presented. The Isoperimetric formulation is introduced. Modeling and accuracy in linear analysis is considered. Utilizes a commercial finite element program in problem solving. One hour lecture and two hour computer Laboratory each week.

Prerequisite(s): ENSC 301

Background of composites, stress-strain relations for composite materials, extension and bending of symmetric laminates, failure analysis of fiber-reinforced materials, design

Assistant Professor: B. Dorie

The following Engineering Science courses are service courses for all majors within the School of Engineering and Applied Science:

Courses:

ENSC 191 **First Year Seminar** **credit(s): 3**

An introduction to multiple aspects of engineering as well as the university intellectual life. A primary focus is on programming and the use of computers within the engineering disciplines. Through a focus on hands-on projects performed in teams, the course introduces students to commonalities and differences among the engineering disciplines, modes of inquiry, project design, teaming, skills in professional/technical writing, persuasive arguments (based on evidence, logic and critical thinking), innovation, and the use of multiple languages (English, computing, graphic) to communicate technical ideas to colleagues and clients. Fall.

Fulfills the following degree requirement(s): Core: First Year Seminar

Corequisite(s): ENSC 191L

Restriction(s):

Must be in the following College/School(s): School of Engineering and Applied Science

ENSC 191L **First Year Seminar Lab** **credit(s): 0**

See ENSC 191.

Corequisite(s): ENSC 191

ENSC 192 **First Year Seminar** **credit(s): 3**

A continuation of the concepts introduced in ENSC 191. Spring.

Fulfills the following degree requirement(s): Core: Writing, Fulfills the following degree requirement(s): Core: Writing Enriched

Corequisite(s): ENSC 192L

Restriction(s):

Must be in the following College/School(s): School of Engineering and Applied Science

ENSC 192L **First Year Seminar Lab** **credit(s): 0**

See ENSC 192.

Corequisite(s): ENSC 192

ENSC 193 First Year Seminar: credit(s): 3

The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

Fulfills the following degree requirement(s): Core: First Year Seminar

Restriction(s):

Must not be in the following College/School(s): School of Engineering and Applied Science

ENSC 205 Statics credit(s): 3

A vector treatment of systems of forces and moments in equilibrium. Topics include centroids, distributed loads, effects of friction; analysis of trusses and frames and calculations of moments of inertia. PHYS 103 is a co-requisite or pre-requisite for this course.

Prerequisite(s): PHYS 103 (or concurrent)

ENSC 244	Computer Methods for Engineers	credit(s): 3

Course developing facility in the solution of engineering problems by numerical methods using digital computers. A practical treatment of the computational tools for solving linear and non-

linear algebraic equations, and ordinary differential equations. Techniques of numerical differentiation, integration, regression analysis, and interpolation. Use of mathematics computer software.

Prerequisite(s): MATH 260 (or concurrent)

ENSC 290 Directed Study

credit(s): 1-3

Course repeatable for 12 credit(s).

Topic to be decided by faculty.

ENSC 300 Engineering Economics

credit(s): 2

Techniques of evaluating engineering decisions in the economic realm. Selected topics include: annual cost, present worth, future worth, rate of return, and benefit cost ratio analysis in engineering project alternatives.

Prerequisite(s): MATH 258

ENSC 301 Mechanics of Materials I

credit(s): 3

Behavior of materials, elementary theories of stress and strain, generalization of these theories to stress distribution, and deformation and instability in structural members.

Prerequisite(s): ENSC 205

ENSC 306 Dynamics

credit(s): 3

A vector treatment of kinematics and kinetics. General motion of a particle, energy and momentum methods for particles and rigid bodies.

Prerequisite(s): ENSC 205

ENSC 352 Fluid Mechanics

credit(s): 3

Fluid properties, fluid statics, fluids in motion, momentum and energy equations, dimensional analysis, boundary layers, flow in conduits, drag and lift.

Prerequisite(s): ENSC 205

ENSC 355 Thermal Science

credit(s): 3

First and second law of thermodynamics applied to closed and open systems; introduction to conduction, convection, and radiation heat transfer. For non-mechanical engineering majors only.

Restriction(s):

Must not be in the following Major(s): Mechanical Engineering

ENSC 371 Advanced Engineering Math

credit(s): 3

Application of advanced mathematical techniques to problems of interest to engineers and scientists. Analytical methods involving topics such as ordinary and partial differential equations, special functions, and complex valued functions.

Prerequisite(s): MATH 260

ENSC 400 Fund of Engineering Exam

credit(s): 0

Proctoring of the practice examination for Students in preparation for the Fundamental of Engineering Exam (1st exam toward professional licensing), and of the School of Engineering and Applied Sciences assessment surveys (dates and times are announced during the semester). Also requires Students to take the Washington State Fundamentals of Engineering (FE) Examination. Students must show proof of having taken the examination as part of the requirements of this course.

Prerequisite(s): EENG 491 or MENG 491 or ENSC 491 or CENG 491 or CPSC 491

ENSC 405 Engineering Project Management

credit(s): 3

Current tools used to manage engineering and technical projects. Topics covering both theory and practice: Definition of a project; Management and organization; Project planning, including chartering, project scope management, project time (schedule) management, project cost management, quality management, communications, project risk management, and procurement/contract management; Project control; and Project completion/termination.

Restriction(s):

Must be the following Class(es): Junior, Senior

credit(s): 2

Use of programmable controllers to automate manufacturing processes and equipment. Ladder logic and state based control languages. Controller architecture and system software.

Structured design using Grafcet. Interactive graphic operator interface design. Safety

considerations. Sensors and instrumentation. Single Loop Controllers

Fulfills the following degree requirement(s): MENG - Tech Elective

Prerequisite(s): ENSC 244(and EENG 411 or MENG 461)

credit(s): 1

Must be taken concurrently with ENSC 413. Three hour lab per week.

credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: “Imagining the possible: What is our role in the world?” by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students’ future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

credit(s): 1-6

Course repeatable for 12 credit(s).

Special topics in engineering. Admission is based on satisfying any specified pre-requisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.

Fulfills the following degree requirement(s): MENG - Tech Elective

Restriction(s):

Must be the following Class(es): Junior, Senior

credit(s): 1-6

Special Topics
Special topics in engineering. Admission is based on satisfying any specified pre-requisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.

credit(s): 1-3

Course repeatable for 12 credit(s).

Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in engineering science. Prerequisite: permission of Department Chair and Dean. Fall and Spring.

Fulfills the following degree requirement(s): MENG - Tech Elective

credit(s): 1-3

Course repeatable for 9 credit(s).

Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in engineering science. Prerequisite: permission of Department Chair and Dean. Fall and Spring.

credit(s): 1-6

Course repeatable for 12 credit(s).

Special topics in engineering. Admission is based on satisfying any specified pre-requisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.

Fulfills the following degree requirement(s): MENG - Tech Elective

Restriction(s):

Must be the following Class(es): Junior, Senior

credit(s): 1-6

Special topics in engineering. Admission is based on satisfying any specified pre-requisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.

Restriction(s):

ENSC 487 Special Topics in Engineering

credit(s): 1-6

Special topics in engineering. Admission is based on satisfying any specified pre-requisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.

Restriction(s):

ENSC 488 Special Topics in Engineering

credit(s): 1-6

Special topics in engineering. Admission is based on satisfying any specified pre-requisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.

Restriction(s):

ENSC 489 Special Topics in Engineering

credit(s): 1-6

Special topics in engineering. Admission is based on satisfying any specified pre-requisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.

Restriction(s):

ENSC 490 Directed Study

credit(s): 0-3

Directed study of a specific topic in engineering. Admission is based on satisfying any specified pre-requisite, co-requisite and/or restrictions particular to that topic in this course. Fall and Spring.

ENSC 491

Effective senior design project of an interdisciplinary or specialized nature involving both technical and non-technical aspects of an engineering problem for students in any of the engineering majors. Fall.

credit(s): 2

Fulfills the following degree requirement(s): Core: Fine Arts and Design

Restriction(s):

Must be the following Class(es): Senior

ENSC 492 Senior Design Project II

credit(s): 3

Ongoing completion of an elective senior design project of an interdisciplinary or specialized nature involving both technical and non-technical aspects of an engineering problem for students in any of the engineering majors. Spring.

Fulfills the following degree requirement(s): Core: Communication and Speech, Fulfills the following degree requirement(s): Core: Writing Enriched

Corequisite(s): ENSC 400

Restriction(s):

Must be the following Class(es): Senior

Prerequisite(s): ENSC 491

ENSC 497 Internship**credit(s): 0-6**

Course repeatable 8 time.

Work experience directly related to the student's major area of study. Internship requires completion of an application form, a 3.00 GPA and permission from department. Zagweb registration is not available. Fall, Spring and Summer.

Restriction(s):

Must be in the following College/School(s): School of Engineering and Applied Science

Master of Business Administration and B.S. in Engineering

To meet the need for business knowledge and skills as an enhancement to the technical engineering degree, students with an aptitude for engineering and the capacity to assume management responsibilities may complete a program which leads to the B.S. in one of the disciplines of engineering and Master of Business Administration (MBA). Earning both the Bachelor's of Engineering Management and the MBA takes five years of full-time study. Students choosing this program must complete their bachelors degree with the required General Business Minor before being admitted to the Graduate School of Business.

The General Business Minor is preparation for the MBA.

Engineering students who complete BFIN 320 and ECON 200 may have ENSC 300 waived. Additional information about the M.B.A. program can be found in the graduate catalog.

For more information on the MBA program, please contact the Marketing & Recruiting Specialist for the Graduate School of Business and/or the School of Business page.

The School of Nursing and Human Physiology

Dean: TBD

Assistant Dean: Jennifer Towers

Welcome to the School of Nursing and Human Physiology (SNHP), which was established in 2013 in response to a growing need and brings together three departments with long histories at Gonzaga: Human Physiology, Nurse Anesthesia, and Nursing. Consistent with the mission of Gonzaga University, our message is that of making a difference through excellence in education and scholarly pursuits in the Jesuit, Catholic tradition.

Students choosing to enroll in one of our undergraduate programs will be taught by faculty with exemplary records in teaching, research, and service. Many faculty maintain clinical schedules to enrich their integration of theory and practice in the classroom. Their research and scholarly work inform and enhance their teaching and result in improvements in individual and population health. Service is an important component of what we do as it provides the school with the opportunity to fulfill the Jesuit commitment to social justice through working to address the needs of society's most vulnerable.

Human Physiology offers a BS degree for undergraduates as a first step in pursuing a graduate career at other institutions in the physiological sciences or clinically related professions, such as medicine, dentistry, or physical therapy, to name a few.

Nursing builds on a solid foundation in the liberal arts, behavioral sciences, and nursing theory and is informed by ethical principles. Graduates are prepared to practice as generalist nurses with their practice grounded in the principles and processes of safe, competent, and ethical care; effective communication; leadership; and professionalism.

Undergraduate Degree Programs in the School of Nursing and Human Physiology

- Human Physiology (B.S.)
- Nursing (B.S.N); undergraduate prerequisites for R.N. to M.S.N. degree are listed in the Undergraduate Catalogue)
-

Degree Requirements for the School of Nursing and Human Physiology

Students must complete the general degree requirements of the University, including the University Core curriculum, and the requirements of their major.

Please note: No core, major, minor, or concentration courses may be taken under the Pass/Fail option.

Nursing students are referred to the relevant Department of Nursing Student Handbook for a more detailed overview of requirements and expectations. There are separate handbooks for the BSN and graduate (MSN and DNP) programs.

Human Physiology

Chairperson: David Thorp

Professors: D. Thorp

Associate Professors: R. McCulloch, P. Crosswhite

Assistant Professors: E. Donovan, B. Wilkins, C. Wutzke

Senior Lecturer: J. McKenzie

Lecturer: J. Deckert

The Bachelor of Science degree in Human Physiology provides an introduction to the physical and life sciences, followed by a concentrated study of human structure and function spanning the hierarchy of structure and function from molecules to the entire organism. Acute physiological responses and chronic adaptations to normal activity, exercise, disease and aging are emphasized. Laboratory experiences are used to introduce students to the methods of investigation and evaluation of human structure and function. The degree is unique within the University because it emphasizes the scientific basis and mechanisms of human function, adaptation, aging, health and disease, and performance. Because several courses may double-count for both the University Core Curriculum and the Human Physiology degree, the total credits needed to complete the University Core and Human Physiology degree is 104 credits. This can be further reduced by 6 credits if social justice and global studies requirements are carefully selected. Therefore, Human Physiology majors have a minimum of 24 additional elective credits to complete a minor and/or specific prerequisite courses for graduate or professional school.

Because prerequisites for admission to different graduate programs vary, students are advised to obtain the specific prerequisites from programs and schools of interest as early in their academic career as possible.

B.S. Major in Human Physiology: 63 credits

Science Core: 29 credits

<u>BIOL 105</u> Information Flow in Biological Systems	3 credits
<u>BIOL 105L</u> Information Flow in Biological Systems Lab	1 credit
<u>CHEM 101</u> General Chemistry	3 credits
<u>CHEM 101L</u> General Chemistry Lab	1 credit
<u>CHEM 230</u> Organic Chemistry	4 credits
<u>CHEM 230L</u> Organic Chemistry Lab	1 credit
<u>MATH 148</u> or <u>higher</u>	3 credits
<u>PHYS 101</u> General Physics I	4 credits
<u>PHYS 101L</u> General Physics I Lab	1 credit
<u>PHYS 102</u> General Physics II	4 credits
<u>PHYS 102L</u> General Physics II Lab	1 credit
One of the following two courses:	3 credits
<u>PSYC 101</u> General Psychology	
<u>SOCI 101</u> Introduction to Sociology	

Lower Division: 17 credits

<u>HPHY 205</u> Experimental Design and Statistics	3 credits
<u>HPHY 210</u> Scientific Writing	3 credits
<u>HPHY 241</u> Human Anatomy and Physiology I	3 credits
<u>HPHY 241L</u> Human Anatomy and Physiology I Lab	1 credit
<u>HPHY 242</u> Human Anatomy and Physiology II	3 credits
<u>HPHY 242L</u> Human Anatomy and Physiology II Lab	1 credit
<u>HPHY 274</u> Musculoskeletal Dynamics and Physiology	3 credits

Upper Division: 23 credits

<u>HPHY 375</u> Biomechanics	3 credits
<u>HPHY 375L</u> Biomechanics Lab	1 credit
<u>HPHY 376</u> Exercise Physiology	3 credits
<u>HPHY 376L</u> Exercise Physiology Lab	1 credit
<u>HPHY 441L</u> Guided Experimental Design	1 credit
<u>HPHY 442L</u> Guided Research	1 credit
<u>HPHY 499</u> Culminating Experience	1 credit

HPHY 300-400 level electives

(three credits may be lower division science credits if approved by the department)

Courses:

HPHY 190 Directed Study credit(s): 1-3

Course repeatable for 3 credit(s).

Topic to be decided by faculty. Course may be repeated to total not more than 2 credits. By permission from department only. Fall, Spring, and Summer.

Equivalent(s): EXSC 190

HPHY 205 Experimental Design and Stats credit(s): 3

Relationships among research, research design, measurement, and data analysis provide the context for an introduction to basic concepts of research design and data analysis. Students will learn how to interpret statistics in peer-reviewed research and how to apply statistical methods to analyze data and address research questions in the sciences. Fall.

Restriction(s):

Must not be in the following Major(s):

HPHY 210 Scientific Writing credit(s): 3

An introduction to the fundamentals of writing scientific reports and manuscripts of experimental research, with special emphasis on research in human physiology. Spring.

Fulfills the following degree requirement(s): Core: Writing Enriched

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): HPHY 205

HPHY 215 GIF: Food Equity and Health credit(s): 3

This course is designed to explore students' understanding of how the three macronutrients are digested and absorbed, and the various roles they play in our body. Using this as a basis of understanding, the course will explore how the distribution and access to food impacts human health in the context of a global setting. Students will engage with how food equity and sustainability is a global issue and how socioeconomic and health outcomes are inherently linked to food access. Summer.

HPHY 241 Human Anatomy and Physiology credit(s): 3

An introduction to the fundamentals of anatomical and physiological science, emphasizing basic cell processes as well as homeostasis and control. Basic cell processes include compartmentation of cells and tissues, bioenergetics, membrane dynamics, communication, integration, and homeostasis. Topics include cells, tissues, metabolism, the endocrine system, the nervous system, and muscle. Fall.

Equivalent(s): EXSC 241

Corequisite(s): HPHY 241L

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): CHEM 101 and CHEM 101L and BIOL 105

HPHY 241L Human Anatomy and Physiology Lab credit(s): 1

This laboratory covers physiology and both microscopic and gross anatomy of the skeletal system, muscular system, nervous system, and integumentary system. Fall.

Equivalent(s): EXSC 241L

Corequisite(s): HPHY 241

Restriction(s):

Must not be in the following Major(s):

HPHY 242 Human Anatomy and Physiology II credit(s): 3

This course is a continuation of HPHY 241 emphasizing integration of function. Topics include the cardiovascular, respiratory, renal and immune systems as well as fluid, electrolyte, acid base balance. Spring.

Equivalent(s): EXSC 242

Corequisite(s): HPHY 242L

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): HPHY 241

HPHY 242L Human Anatomy and Physiology Lab II credit(s): 1

This laboratory covers the anatomy and physiology of the cardiovascular, respiratory, digestive, urinary and reproductive systems as well as vision, hearing, and equilibrium. Spring.

Equivalent(s): EXSC 242L

Corequisite(s): HPHY 242

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): HPHY 241L

HPHY 244 Nutrition and Metabolism credit(s): 3

An introduction to the study of the role macro and micro nutrients including carbohydrates, fat, protein, vitamins, minerals, and water play in bioenergetics. Additional topics include the anatomy and physiology of digestion, absorption, and the microbiome. Spring.

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): HPHY 241 and HPHY 241L

HPHY 274 Musculoskeletal Dynamics and Physiology credit(s): 3

An introduction to the basic principles of kinesiology with emphasis on osteology, arthrology, and the mechanical interactions between the muscles and joints of the body. Spring.

Equivalent(s): HPHY 374

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): HPHY 205 and PHYS 101 and PHYS 101L and HPHY 241 and HPHY 241L

HPHY 304 Practice in Lab Teaching credit(s): 1

Course repeatable for 2 credit(s).

Students gain experience in assisting in teaching and directing human physiology laboratory sections. The student must have successful completion of the lab for which the student will be a teaching assistant. By permission from department only. May be repeated for different lab courses (e.g., 241L and 242L) with departmental permission to total not more than 2 credits. Fall, Spring, Summer.

Equivalent(s): EXSC 304

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): HPHY 242 and HPHY 242L

HPHY 375 Biomechanics credit(s): 3

An introduction to the physical laws and mechanical aspects governing human motion which covers analysis of internal and external forces acting on the human body and the effects of these forces. Topics include kinematics and kinetics of human motion, function of the musculoskeletal system, and mechanical analysis of movement. Fall.

Corequisite(s): HPHY 375L

Prerequisite(s): HPHY 205 and HPHY 210 and HPHY 242 and HPHY 242L and HPHY 274 and MATH 148 or higher and PHYS 102 and PHYS 102L

HPHY 375L Biomechanics Lab credit(s): 1

An introduction to techniques and experimental methods used in the study of human motion.

Corequisite(s): HPHY 375

HPHY 376 Exercise Physiology credit(s): 3

A course dealing with the nature and function of neuromuscular activity, circulation, metabolism, respiration and acid-base balance as they relate to exercise and performance. Fall.

Corequisite(s): HPHY 376L

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): HPHY 205 and HPHY 210 and HPHY 242 and HPHY 242L and MATH 148 or higher and PHYS 102 and PHYS 102L

HPHY 376L Exercise Physiology Lab credit(s): 1

Laboratory study and techniques dealing with the evaluation of physiological capacities involved in rest, exercise, neuromuscular interactions, metabolism, respiration, and circulation. Fall.

Corequisite(s): HPHY 376

Restriction(s):

Must not be in the following Major(s):

HPHY 390 Directed Study credit(s): 1-2

Course repeatable for 2 credit(s).

Topic to be decided by faculty. Course may be repeated to total not more than 2 credits. By permission from department only. Fall, Spring, Summer.

HPHY 401 Assessment of Health and Function credit(s): 3

The course covers the purposes, methods, and guidelines related to assessment of health, fitness, and function. Fall or Spring on need.

Corequisite(s): HPHY 401L

Prerequisite(s): HPHY 376 (or concurrent) and HPHY 376L (or concurrent)

HPHY 401L Assess of Health and Function Lab credit(s): 1

Students will develop skill in administering selected field and laboratory tests for assessing different components of health, fitness, and function. Fall or Spring on need.

Corequisite(s): HPHY 401

credit(s): 3

Restriction(s):

Prerequisite(s): HPHY 376 and HPHY 376L

credit(s): 3

Prerequisite(s): HPHY 376

credit(s): 3

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

credit(s): 1

Restriction(s):

Prerequisite(s): (HPHY 375 and HPHY 375L)(and HPHY 376 and HPHY 376L)

credit(s): 1

Restriction(s):

Prerequisite(s): HPHY 441L

credit(s): 3

Prerequisite(s): HPHY 376

This course is designed to provide an overview of the concepts and theories foundational to the control of movement. Topics include the organization and application of neural signals, integration of internal and external feedback, and application of neuromuscular control principles in unimpaired and pathological populations. Fall or Spring on need.

An in-depth study of specific topics in environmental physiology, including the cellular and systemic responses and adaptations of various organ systems to environmental stress. Fall or Spring on need.

An introduction to the causes and structural and functional changes that occur with aging. Relevant terminology, methodologies, and theories of aging will be covered. Fall or Spring on need.

This course will emphasize advanced physiological mechanisms of human cells including signal transduction pathways, cell cycle regulation, and immune function. These topics will also emphasize the pathophysiology of chronic human diseases that represent a challenge to modern society including cancer, human immunodeficiency virus, and autoimmune disorders. Fall or Spring on need.

This course is designed to provide an introduction to the broad field of biomedical engineering. Special focus will be placed on topics such as mechanical properties of biological tissues, biomaterials and their physiological interactions, biocompatibility, biomedical implants, medical imaging, robotics and prosthetics, and biomedical ethics. Fall or Spring on need.

An in-depth review of current research literature on specific topics in human physiology. This course prepares students to study, critically review and evaluate, and discuss results of human physiology research. Fall and Spring.

Topic to be decided by faculty. Course may be repeated to total not more than 2 credits. By permission from department only. Fall, Spring and Summer.

An introduction to some of the experimental techniques used in research in human physiology. Course content may vary with instructor. Course may be repeated to total not more than 2

credits. By permission from department only. Fall, Spring and Summer.

Equivalent(s): EXSC 492

HPHY 497 Internship

credit(s): 0-6

Course repeatable for 6 credit(s).

This course is designed to provide students with the opportunity to receive 0 to 6 course credits for professional work experience in a human physiology-related field. The location, duration, learning activities, and specific learning objectives are decided upon through a written agreement established among the student, internship supervisor and the department. This course may be repeated to total not more than 3 credits and is graded as Satisfactory/Non-Satisfactory. By permission from the department only. Credits for this course do not count toward HPHY required elective credits. Fall, Spring, and Summer.

Restriction(s):

Must be in the following Major(s): Human Physiology

Prerequisite(s): HPHY 242 and HPHY 242L

HPHY 498 Directed Research

credit(s): 1-2

Course repeatable for 2 credit(s).

This course provides the motivated student with the opportunity to conduct or assist with a research project under the direction of a human physiology faculty member. Course may be repeated to total not more than 2 credits. Fall, Spring and Summer. By faculty permission only.

Equivalent(s): EXSC 498

HPHY 499 Culminating Experience

credit(s): 1

Required of all HPHY majors in their senior or final year. Spring.

Restriction(s):

Must be in the following Major(s): Human Physiology

Must be the following Class(es): Senior

Prerequisite(s): HPHY 441L and HPHY 442L

Nursing

Associate Dean, Academic Affairs: Christine Sloan

Chair: Jennifer Garrity

Professors: S. Boysen (Emeritus), N. Crogan, M. McFarland (Emeritus), J. Ramirez, J. Tiedt

Associate Professors: C. Kottwitz, L. Murphy (Emeritus), J. Owens, B. Senger, M. Shaw

Assistant Professors: K. Colarafi, M. DeNysschen, E. Hennessey, K. Manion, J. Rock, M. Schiavenato, C. Sloan

Senior Lecturers: N. Beckham, J. Derzay, D. Smith

Lecturers: A. Argyle, J. DeCaro, S. Edwards, S. Ellefson, J. Garrity, C. Henesh-Lyle, D. Jacobson, M. Nash, H. Newton, D. Ogorek, D. Peck, L. Pratt, T. Redman, K. Slater

Introduction

Grounded in Jesuit and Nursing values, the pre-licensure BSN program offered by the Department of Nursing prepares students to be able to practice as registered nurses in a variety of settings. Students learn to promote health, to care for patients with acute and chronic illnesses, and to support patients and their families at the end of life. The BSN program builds on the curricular themes of servant leadership, social justice, community, and reflective practice. The concept of Complex Adaptive Systems (CAS) serves as the organizing framework for the curriculum. One application of this concept is that students initially care for individuals with more predictable healthcare needs. As they progress in the program, they learn to care for individuals, families, and populations with increasingly more complex healthcare needs in highly complex organizational settings.

Program Overview

Students are admitted to the pre-licensure BSN program as freshmen. At the time they submit their applications to Gonzaga University, nursing applicants must indicate "Nursing" as their first academic interest on the Common Application. Nursing applicants are also required to complete "Section V" of the Common Application Gonzaga Student Supplement. Those not admitted into nursing as freshmen may not become a nursing major at Gonzaga. As

freshman nursing majors, students begin the process of completing the GU core requirements and the nursing pre-requisite courses.

Due to constraints on availability of clinical placements, it may take nine semesters to complete the Bachelor of Science in Nursing (BSN) program. The Nursing faculty tries to accommodate student requests to complete the program in eight semesters, but the eight semester time frame is not guaranteed. Students apply for their preferred time frame (eight or nine semester) placement during the second semester of their freshman year and are notified of their placement by the end of that same academic year. If demand for completion in eight semesters exceeds available clinical placements and/or limits on class sizes, students will be placed based on their ranked grade point average in the nursing pre-requisite courses and progression in the program. Students who are major-ready by the end of their sophomore year but are placed in the nine-semester time frame for the program may take a leave of absence in the fall semester of their junior year. The nine-semester time frame is supported by financial aid in the same way as the eight-semester option, and it provides students with opportunities to pursue a minor or to participate in a study abroad program.

Once students begin their upper division nursing courses, they also complete a series of practicum courses that introduce them to professional nursing practice in a variety of healthcare settings. The program also prepares students to take the National Council Licensing Examination (NCLEX) after graduation, which is a requirement for licensure as a registered nurse.

Admission Requirements

Admission to the pre-licensure BSN program is competitive and selective. Students are admitted to the pre-licensure BSN program as freshmen. The decision to admit a student to the BSN program as a freshman is based on consideration of the student's overall portfolio including:

1. Cumulative GPA and grade trends
2. Four years of math and science courses
3. SAT/ACT scores
4. Work or volunteer experience in healthcare
5. One academic letter of recommendation
6. Written essay as well as responses to short answer questions on the application

Information regarding admission to Gonzaga's Nursing Program will follow notification of acceptance to the University by approximately one month.

During their first two years at Gonzaga, students need to maintain a cumulative GPA of 3.0 or better and achieve a minimum grade of "C" (2.0) in all of the nursing prerequisite courses and their respective labs. If a student receives less than the required minimum grade of "C" in any of the nursing prerequisite courses taken at Gonzaga or taken at any other college/university as a substitution, the student may only retake two of these courses one time only. Continuation to the upper division BSN program is contingent upon maintaining a cumulative GPA of 3.0 and successful completion of nursing prerequisite courses.

Bachelor of Science in Nursing: 130 credits

Sample Freshman Year

Fall

<u>BIOL 105</u> Information Flow in Biological Systems	3 credits
<u>ENGL 101</u> Writing	3 credits
<u>MATH 121</u> Statistics	3 credits
<u>NURS 100</u> Nursing Perspectives	1 credit
<u>PHIL 101</u> Reasoning	3 credits
<u>SOCI 101</u> Introduction to Sociology	3 credits

Spring

<u>BIOL 105L</u> Information Flow in Biological Systems Lab	1 credit
<u>CHEM 101</u> General Chemistry	3 credits
<u>CHEM 101L</u> General Chemistry Lab	1 credit
<u>COMM 100</u> Communication and Speech	3 credits
<u>PSYC 101</u> General Psychology	3 credits
First Year Seminar (193)	3 credits

Sophomore Year

Fall

<u>HPHY 241</u> Anatomy and Physiology I	3 credits
<u>HPHY 241L</u> Anatomy and Physiology I Lab	1 credit
<u>NURS 251</u> Determinants of Health	3 credits
<u>PHIL 201</u> Philosophy of Human Nature	3 credits
Core Broadening Requirement: (Literature)	3 credits
Core Fine Art	3 credits

Spring

<u>BIOL 170</u> Microbiology	3 credits
<u>BIOL 170L</u> Microbiology Lab	1 credit
<u>HPHY 242</u> Anatomy and Physiology II	3 credits
<u>HPHY 242L</u> Anatomy and Physiology II Lab	1 credit
<u>HPHY 244</u> Nutrition and Metabolism	3 credits
<u>NURS 210</u> Growth and Development	3 credits
Broadening Requirement: (History)	3 credits
RELI Christianity and Catholic Traditions	3 credits

Junior Year

Fall

<u>NURS 311</u> Professional and Therapeutic Communication	2 credits
<u>NURS 314</u> Assessing and Promoting Wellness	4 credits
<u>NURS 315</u> Practicum I: Healthy Individuals, Families, and Communities	5 credits
<u>NURS 316</u> Pathophysiology and Pharmacology I	4 credits
<u>PHIL 301</u> Ethics	3 credits

Spring

<u>NURS 351</u> Care of Individuals and Families	4 credits
<u>NURS 352</u> Practicum II: Care of Individuals and Families	5 credits
<u>NURS 356</u> Pathophysiology and Pharmacology II	3 credits
<u>NURS 404</u> Research and Information Management	3 credits
RELI World or Comparative Religion	3 credits

Senior Year

Fall

<u>NURS 402</u> Acute and Chronic Alterations in Health Status	4 credits
<u>NURS 403</u> Practicum III: Acute/Chronic Alterations in Health	6 credits
<u>NURS 418</u> Complexity in Health Care Organizations	2 credits
<u>PHIL 455</u> Healthcare Ethics	3 credits

Spring

<u>NURS 465</u> Professional Nursing within a Complex Adaptive System	3 credits
<u>NURS 466</u> Community and Populations as Clients	3 credits
<u>NURS 467</u> Practicum IV: Community and Populations as Clients	2 credits
<u>NURS 468</u> Practicum V: Member of the Nursing Profession	3 credits
<u>NURS 469</u> Nursing Leadership and Management	2 credits

RN to MSN Program

(for Registered Nurses)

The RN to MSN program offers the licensed registered nurse with an associate's degree in nursing the opportunity to earn a master's degree in nursing in less time and with fewer credits than would be required if completing separate BSN and MSN degrees. The MSN is the degree awarded, and there is no option for earning a separate BSN degree. In an effort to meet the needs of working registered nurses, the program is offered in a distance delivery format. Students complete five courses (15 credits) that "bridge" them to the master's level courses.

Once the "bridge" courses have been successfully completed, students progress immediately to the master's level courses provided they maintain a minimum cumulative GPA of 3.0. At the master's level, there is an emphasis on preparation for an advanced role as a nursing leader. Students take the core MSN courses and then complete the Nursing Leadership in Healthcare (NLH) track or concentration. Grounded in Jesuit and Nursing values, the program builds on the curricular themes of servant leadership, social justice, community, and reflective practice. The concept of Complex Adaptive Systems (CAS) serves as the organizing framework for the curriculum.

Admission Requirements RN to MSN Program

At the time of application to the RN to MSN program, the applicant also applies for admission to Gonzaga University. The applicant must have an associate's degree in nursing from an accredited college and must submit one official transcript from each college or university. The decision to admit an applicant to the RN to MSN program is based on consideration of the individual's overall portfolio including:

1. Cumulative GPA of 3.0 or better (4.0 scale)
2. Evidence of a current unencumbered RN license
3. One official transcript from every college or university attended. Only degrees and courses from regionally accredited institutions will be accepted.
4. Current curriculum vitae (CV)
5. Two letters of recommendation from individuals such as employers, colleagues, or professors who can attest to the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for advanced study.
6. Typewritten statement that describes the applicant's:
 - a) Interest in the RN to MSN Program and specific MSN option, i.e., Nursing Leadership in Healthcare
 - b) Professional goals
 - c) Personal and professional strengths
 - d) Professional experiences
7. Non-native English speakers are required to provide proof of English proficiency. Gonzaga University accepts the following:
 - a) Score of 6.5 or better on the IELTS, or
 - b) Official TOEFL score of at least 88 ibt or 580 pbt, or

- c) Completion of an associate's degree in nursing from an institution where English is the primary medium of instruction.

Degree Requirements

The RN to MSN program requires the completion of five "bridge" courses (15 credits) with a minimum GPA of 3.0 in order to progress to MSN-level course work.

Bridge Courses: 15 Credits

<u>PHIL 280</u> Person and Conduct (Nursing)	3 credits
<u>NURS 320</u> Statistics	3 credits
<u>NURS 406</u> Nursing Research	3 credits
<u>NURS 463</u> Community Health	3 credits
<u>NURS 464</u> Community Health Practicum	3 credits

The master's-level courses are listed in the Graduate Catalog.

Courses:

NURS 100 Nursing Perspectives credit(s): 1
This course introduces students to the profession of nursing and seeks to develop in the student the necessary skills and characteristics for successful participation in nursing education at Gonzaga University. The background of nursing and nursing theories, the diverse roles and scope of practice governing nurses in health care, appraisal of healthcare information, the use of technology for research, and the responsibility of nurses in addressing contemporary healthcare issues will be explored. Students are introduced to the mission, ethos, and academic honesty policy of the university and the relationship to nursing, thereby increasing self-awareness and clarifying personal beliefs and goals for professional practice.

Restriction(s):

Must be in the following Major(s): Nursing

NURS 210 Growth and Development credit(s): 3
Examines multiple dimensions of individual and family growth and development across the lifespan. Within each developmental stage students examine areas of language, cognition, social-emotional growth and physical development. This course highlights developmental milestones at each stage of the lifespan. Genetic, gender, and cultural influences are considered.

Prerequisite(s): PSYC 101, minimum grade: C and NURS 100, minimum grade: C

NURS 251 Determinants of Health credit(s): 3
This course introduces the ecological framework of health and focuses on one's physical and social environments and access to health care as determinants of health, health disparities, and health inequities. Students will gain an understanding of factors that contribute to illness versus

wellness, as well as factors that affect health outcomes and recovery from illness. Students will learn basic community assessment skills, including how to use and interpret basic epidemiological measures.

Fulfills the following degree requirement(s): Core: Social Justice

Prerequisite(s): SOCI 101, minimum grade: C and MATH 121, minimum grade: C and NURS 100, minimum grade: C

NURS 311 Prof and Therapeutic Communication credit(s): 2

This course is designed to provide the learner a theoretical foundation for effective communication. Using the lens of complex adaptive systems and servant leadership, selected models of communication, health and illness, health communication, conflict resolution and negotiation are explored for their implications for nursing practice. Diversity issues affecting perception of health/illness and influencing verbal and nonverbal communication are examined. Media and internet influence on health care and the profession of nursing are included. Theory-based strategies to improve communication skills throughout the health care continuum are stressed.

Prerequisite(s): NURS 100, minimum grade: C and NURS 210, minimum grade: C and NURS 251, minimum grade: C

NURS 314 Assessing and Promoting Wellness credit(s): 4

Complex adaptive systems, as they relate to body systems, individuals (children, adolescents, adults, and older adults), and families are used as a guiding framework. Theoretical and research-based content in individual and family health and development throughout the life span is emphasized. Students learn foundational skills for the health assessment and care of individuals and family. The student integrates functional health patterns, physical assessment findings, and family concepts to formulate nursing diagnoses and a nursing plan of care. The nursing role in health promotion and health education is emphasized.

Corequisite(s): NURS 315, **Corequisite(s):** NURS 316

Prerequisite(s): NURS 100, minimum grade: C and NURS 210, minimum grade: C and NURS 251, minimum grade: C

NURS 315 Practicum I: Assess/Promo Wellness credit(s): 5

Students will use knowledge from Nurs 314 to assess and promote wellness for healthy individuals and families in community settings. Students participate in learning activities in the Learning Resource Center, in a variety of community-based settings, and in post clinical conferences. The course celebrates the body, mind, and spirit of the student in nursing and recognizes that learning transforms. In the process of transformation, reflection provides the key to understanding.

Corequisite(s): NURS 314, **Corequisite(s):** NURS 316

Prerequisite(s): NURS 100, minimum grade: C and NURS 210, minimum grade: C and NURS 251, minimum grade: C

NURS 316 Pathophysiology and Pharmacology I credit(s): 4

This is the first of a two course pathophysiology and pharmacology series in the BSN curriculum. The course is designed to improve the learner's understanding of how alterations in normal human anatomic structure and physiology function may impact various organ systems, body homeostasis, and medication management. A student-center case-based active learning model will be utilized to exemplify basic and clinical pharmacology principles for common outpatient disease processes. Nursing pharmacology fundamentals, including principles of drug administration, pharmacokinetics, pharmacodynamics, adverse drug effects, drug interactions, and medication errors are introduced. These principles form the foundation for applied pharmacology case studies. Drug class prototypes will be reviewed using an organ system case-based pathophysiologic approach to therapeutics. The case studies illustrate key pathophysiologic and pharmacology concepts thus providing students an opportunity for critical

thinking, synthesis, integration, and application of course material to therapeutic decision making, planning, and managing care for individuals.

Corequisite(s): NURS 314, **Corequisite(s):** NURS 315

Restriction(s):

Must be in the following Major(s): Nursing

Prerequisite(s): NURS 100, minimum grade: C and NURS 210, minimum grade: C and NURS 251, minimum grade: C

NURS 320 Stats for Health Professions credit(s): 3

This online course provides an introduction to descriptive and inferential statistics. It includes the statistical procedures used most frequently to analyze quantitative data for health science and nursing research. Emphasis is placed on the conceptual understanding and correct application of statistical tests, as well as the correct interpretation of statistical results. Some mathematical calculation will be necessary. The ultimate goal will be for the learner to understand statistical reasoning and become familiar with the correct use and interpretation of statistics.

Restriction(s):

Must be in the following Major(s): Nursing

NURS 351 Care of Individual and Family credit(s): 4

This course focuses on the development of nursing competence in planning and managing care for individuals and families with alterations in health status. The course stresses the integration of physiological, pathophysiological, pharmacological and developmental concepts as the foundation for professional nursing practice. Theoretical foundations for the provision of care to individuals and families with alterations in health related to fluid and electrolyte balance and to the reproductive, urinary tract/renal, musculoskeletal, and digestive systems, and some of the more common mental health problems are addressed. Use of theory and research based assessment strategies and nursing interventions required to provide care to these individuals/families in health care organizations are emphasized. Critical thinking and diagnostic reasoning are stressed.

Corequisite(s): NURS 352, **Corequisite(s):** NURS 356

Prerequisite(s): NURS 314, minimum grade: C and NURS 315, minimum grade: C and NURS 316, minimum grade: C (or concurrent)

NURS 352 Practicum II: Care Individual and Family credit(s): 5

Using knowledge from NURS 351, this course focuses on the provision of care for individuals and families with health care needs related to fluid-electrolyte disturbances, the endocrine, reproductive, urinary tract/renal, musculoskeletal, and digestive systems. Emphasis is placed on the development of self-discovery and the meaning of experience as a reflective practitioner. Students participate in learning activities in the Learning Resource Center, in a variety of clinical settings within healthcare organizations, and in post-clinical conferences.

Corequisite(s): NURS 351, **Corequisite(s):** NURS 356

Prerequisite(s): NURS 314, minimum grade: C(and NURS 315, minimum grade: C or NURS 315, minimum grade: S) and NURS 316, minimum grade: C

NURS 356 Pathophysiology and Pharmacology II credit(s): 3

This is the second of a two course pathophysiology and pharmacology series in Gonzaga's BSN curriculum. This course builds on the content and concepts learned in the NURS 316 pathophysiology and Pharmacology I course. It is designed to address more complex pathophysiologic processes which are often encountered in hospitalized acute care patients. A student centered case-based active learning method will be utilized to exemplify advanced clinical pharmacology principles for common inpatient disease processes. Drug class prototypes will be reviewed using an organ system case-based pathophysiologic approach to therapeutics. The case studies illustrate key pathophysiologic and pharmacology concepts thus providing

students an opportunity for critical thinking, synthesis, integration, and application of course material to therapeutic decision making, planning, and managing care for individuals.

Corequisite(s): NURS 351, **Corequisite(s):** NURS 352

Prerequisite(s): NURS 314, minimum grade: C and NURS 315, minimum grade: C and NURS 316, minimum grade: C

NURS 402 Care of Individuals and Families credit(s): 4

Focuses on the continued development of nursing competence in planning and managing care for individuals and families with complex alterations in health status. Stresses integration of physiological, pathophysiological, psychological, and pharmacological concepts as essential to professional nursing practice. Emphasis is placed on development of focused assessment skills needed to provide care to individuals and families with health care needs related to the cardiovascular, neurological, endocrine, pulmonary, renal, and mental health systems.

Corequisite(s): NURS 403

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): NURS 351, minimum grade: C and NURS 352, minimum grade: C and NURS 356, minimum grade: C

NURS 403 Practicum III: Acute/Chronic Alt Health credit(s): 6

This course focuses on providing care for individuals and families with chronic and complex health care needs related to the cardiovascular, neurological, endocrine, pulmonary, renal and mental health systems. Examines internal resources (such as faith or spiritual health) as a source of nourishment when making decisions--especially those involving ethics, urgency, reaction and immediacy. Students participate in learning activities in the Resource & Simulation Center, in a variety of clinical settings within healthcare organizations, and in post-clinical conferences.

Corequisite(s): NURS 402

Restriction(s):

Must not be in the following Major(s):

Prerequisite(s): NURS 351, minimum grade: C(and NURS 352, minimum grade: C or NURS 352, minimum grade: S) and NURS 356, minimum grade: C

NURS 404 Research and Info Management credit(s): 3

Provides an introduction to quantitative and qualitative research principles and methodologies, including evaluation of research studies and application to practice. Critical analysis of nursing and health care research is emphasized. Stresses research design, sampling, data collection strategies and ethical considerations in research.

Fulfills the following degree requirement(s): Core: Writing Enriched

Restriction(s):

Must be in the following Major(s): Nursing

Must be the following Class(es): Junior, Senior

Prerequisite(s): MATH 121, minimum grade: C

NURS 406 Nursing Research credit(s): 3

This course provides an introduction to quantitative and qualitative research principles and methodologies, including evaluation of research studies and application to practice. Critical analysis of nursing and health care research is emphasized. The course stresses research design, sampling, data collection strategies, and ethical considerations in research.

Restriction(s):

Must be in the following Major(s): Nursing

Prerequisite(s): NURS 320, minimum grade: C

NURS 418 Complexity in Health Care Org credit(s): 2

This course considers quality, safety and error reduction within complex healthcare organizations in the United States. Healthcare policy, health care transitions, interdisciplinary

health care and social-cultural implications are explored. The nursing role in the delivery and maintenance of safe, quality care of the patient and family are emphasized using current competency models.

Restriction(s):

Must be in the following Major(s): Nursing

Prerequisite(s): NURS 351, minimum grade: C and NURS 352, minimum grade: C

NURS 432 Core Integration Seminar: credit(s): 3

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

Fulfills the following degree requirement(s): Core: Core Integration Seminar

Prerequisite(s): Core: Ethics requirement and Core: World Comparative Religion requirement

NURS 463 Community Health credit(s): 3

Designed for the licensed registered nurse, this course introduces community-as-partner model as a guide for providing cost-effective, accessible care for families, groups, and populations. Emphasis will be placed on cultural competence, the use of complex adaptive systems to understand the interaction among and between systems within community health practice, epidemiological concepts in the development of effective health policy/programs, and ethical dilemmas inherent in the community-as-partner model of practice.

Corequisite(s): NURS 464

Restriction(s):

Must be in the following Major(s): Nursing

NURS 464 Community Health Practicum credit(s): 3

This practicum emphasizes the use of the community-as-partner model to guide community health practice. Students will explore the various dimensions of a healthy community as they actively participate in community health practice that emphasizes assessing, planning, implementing, and evaluating cost-effective, accessible care for families, groups, and populations within a complex adaptive system. Students will expand their cultural competence, apply epidemiological concepts in the development of effective health policy/programs, and gain an appreciation of the ethical dilemmas inherent in the community-as-partner model of practice.

Corequisite(s): NURS 463

Restriction(s):

Must be in the following Major(s): Nursing

NURS 465 Prof Nurse Practice Complex Adaptive Sys credit(s): 3

Considers nursing leadership roles within complex adaptive systems and examines transition to the professional role. Servant leadership principles are connected to nursing leadership.

Corequisite(s): NURS 466, **Corequisite(s):** NURS 467, **Corequisite(s):** NURS 469

Restriction(s):

Must be in the following Major(s): Nursing

Prerequisite(s): NURS 418, minimum grade: C

NURS 466 Population Focused Health credit(s): 3

This course will address communities and populations as the clients for nursing interventions. The focus of this course is interventions used to promote and improve population health. A particular emphasis will be interpreting assessment and epidemiological data to identify and prioritize community/population problems and selecting appropriate interventions for an identified population health problem. Learners also will be introduced to selected principles and

theories that underlie population-focused interventions. Program planning and evaluation processes and strategies will be considered. Use the criteria of effectiveness, efficiency, equity, security, and liberty to analyze a public health policy.

Corequisite(s): NURS 465, **Corequisite(s):** NURS 467

Restriction(s):

Must be in the following Major(s): Nursing

Prerequisite(s): NURS 402, minimum grade: C and NURS 403, minimum grade: C and NURS 404, minimum grade: C and NURS 251, minimum grade: C

NURS 467 Practice IV: Partner Pop Health Practicum credit(s): 2

This is a project-based practicum course. Students will work in an assigned community agency to develop a comprehensive plan for addressing an identified population health problem. This course will give students experience in working in evolving population-focused indirect, nursing roles as a project developer/leader and consultant. Practicum experiences will be intentionally designed to give students experience collaborating with professionals from a variety of other helping disciplines. Students will be expected to interact with their assigned agency and its clients on a regular basis.

Restriction(s):

Must be in the following Major(s): Nursing

Prerequisite(s): NURS 251, minimum grade: C and NURS 402, minimum grade: C and NURS 403, minimum grade: C and NURS 404, minimum grade: C

NURS 468 Practicum V: Member of Nurse Profess credit(s): 3

This capstone course is designed to facilitate the transition from the role of student nurse to that of a professional nurse through an intensive practicum experience in a clinical setting of the student's choice. With the guidance/supervision of an experienced registered nurse preceptor, the student has the opportunity to synthesize and apply knowledge and skills gained in the Bachelor of Science in Nursing (BSN) program, demonstrate competencies for entry level nursing practice, and practice nursing leadership within a complex adaptive system (CAS). There is continued emphasis on the significance of reflection as a way of gaining the insights needed to achieve safe, high quality, client-centered practice and effective, ethical leadership. Students examine their own clinical practice and leadership in light of the characteristics of servant leadership. Each student develops an individualized learning contract in collaboration with faculty and the clinical preceptor; the learning contract articulates the student's goals and specific strategies for meeting them. EACH STUDENT PRACTICUM REQUEST WILL BE SUBJECT TO REVIEW BY FACULTY TO DETERMINE FINAL CLINICAL PLACEMENT.

Restriction(s):

Must be in the following Major(s): Nursing

Prerequisite(s): NURS 315, minimum grade: S and NURS 352, minimum grade: S and NURS 403, minimum grade: S

NURS 469 Nursing Leadership and Management credit(s): 2

This course focuses on the professional nursing roles of the nurse leader/manager as a change agent, advocate, and role model for others in the health care setting. The course addresses the management skills of scheduling, budgets, delegation, and information technology, and explores health care policy, finance and regulatory environments. In addition, this course addresses the nurse leader's role in maintaining clinical expertise, effective communication, flexibility, collaboration and conflict resolution.

Prerequisite(s): NURS 418, minimum grade: C

NURS 490 Clinical Internship credit(s): 1-3

Course repeatable for 15 credit(s).

Assists nurses in period of transition from nursing student to registered nurse or from one practice setting to another. Adaptation to role transition fostered through preceptorship with

expert clinical RN and through interaction with faculty. Opportunities to both practice and master current knowledge and skills and acquire new ones.

Restriction(s):

Must not be in the following Major(s): Must be in the following Major(s): Nursing

NURS 492 Clinical Update Level I-III credit(s): 1-5

Course repeatable for 12 credit(s).

Opportunity to pursue a nursing project or topic of choice with guidance of a faculty member.

NURS 496 Independent Practicum credit(s): 1-4

Course repeatable for 12 credit(s).

Opportunity to explore a clinical field or an expanded nursing role with guidance of a faculty member and a clinical preceptor.

Restriction(s):

Must be in the following Major(s): Nursing (Post RN)

NURS 497 Internship credit(s): 0-6

Course repeatable for 6 credit(s).

Requires completion of a form, department permission and cannot be registered for via Zagweb.

NURS 498 Special Topics credit(s): 1-3

for 6 credit(s).

Seminars designed to address special topics in nursing and health care, based on student and faculty interests. Prerequisite: permission. Fall, Spring, Summer - On sufficient demand.

NURS 499 Special Topics credit(s): 1-3

Course repeatable for 12 credit(s).

Seminars designed to address special topics in nursing and health care, based on student and faculty interests. Prerequisite: permission. Fall, Spring, Summer - On sufficient demand.

School of Leadership Studies

Dean: Rosemarie Hunter

Mission

The School of Leadership Studies strives to create, educate, and support leaders; contribute to the health of people, communities, and organizations; and to be of service in meeting the learning needs of a complex society.

Our programs embody the University's Mission and the Ignatian spirit on which Gonzaga University is founded. Ethics, excellence, spirit, and community are guiding values for all aspects of the School. Faculty scholarship and research contribute positively to the professions, the global community, and the classroom.

Through a spirit of inquiry and lifelong learning, our students expand their capacity to transform thinking, and engage in ethical problem solving and decision making. New knowledge is acquired in a learning environment of respect and high standards.

Program in the School of Leadership Studies

Comprehensive Leadership Program

Comprehensive Leadership Program

Director: Josh P. Armstrong, Ph.D.

Program Coordinator: Kristin Telin, M.A.

The Comprehensive Leadership Program (CLP) at Gonzaga University provides selected undergraduate students with the opportunity to develop core knowledge and skills for leadership. The CLP fosters the development of individuals who lead for the common good. This interdisciplinary, experiential program exposes undergraduates to, and prepares them for, leadership experiences in the world. Students will explore power, authority and influence through three dimensions of leadership: self-awareness, relationship with others, and leadership for the common good.

Students who complete this undergraduate leadership minor will:

- gain knowledge and understanding of foundational leadership theories and demonstrate the ability to apply theories in the practice of leadership
- construct an evolving personal philosophy of leadership that demonstrates self-knowledge and theoretical understanding
- develop an understanding of organizational change processes, team dynamics, emotional intelligence, and conflict management within the practice of leadership
- acquire knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the uses of power between groups

Undergraduates take the Minor in Leadership Studies in conjunction with their chosen major in any academic field, including business, engineering, nursing, computer science, biology, chemistry, education and the liberal arts.

Admission to the Comprehensive Leadership Program is competitive and the application takes place during the fall of a student's first year, and is based on demonstrated leadership and desire to study leadership through written essays, individual interviews, and group interviews.

Requirements

Students in the Comprehensive Leadership Program complete the requirements for a Bachelor's degree in business, engineering, the arts and sciences, nursing and human physiology, or education, etc., along with a Minor in Leadership Studies. Students must satisfy the University and college core curricula relevant to their major.

The courses listed below constitute the Minor in Leadership Studies for undergraduate students. The program is designed flexibly so that students with any major can graduate in four years. Waivers and substitutions for department requirements may be granted to meet special academic needs. In addition, the University waives the fees for credits in excess of the usual eighteen-credit per semester limit for qualified students, up to 21 hours per semester when taking an LDRS course in that semester.

CLP students will complete the following Leadership Studies LDRS courses that amount to 15 credit hours, and select 6 credit hours from the interdisciplinary list of courses, one of which must be an LDRS course.

Master of Arts in Communication and Leadership Studies (COML) and Master of Arts in Organizational Leadership (ORGL) 4+1 Pathway Program:

Majors interested in pursuing a Master of Arts in Communication and Leadership Studies (COML) or a Master of Arts in Organizational Leadership (ORGL) may apply to the graduate program at the end of the academic year immediately preceding their final year of undergraduate study. Those who meet the COML or ORGL admissions standards will be granted provisional acceptance. During their final year of undergraduate study, these students will be able to enroll in up to six graduate-level COML or ORGL credits in addition to their undergraduate course load, with no additional or separate charge for graduate credits. "4+1" students will be limited to a maximum of 18 credits per semester, including graduate credits, in each of the two semesters of their final year of undergraduate study.

Leadership Studies Minor: 21 credits

Leadership Studies Common Courses: 15 credits

First Year

LDRS 200 Foundations of Leadership 3 credits

Second Year

LDRS 315 Theories of Leadership & Organizations 3 credits

LDRS 325 The Practice of Leadership 3 credits

Third Year

LDRS 375 Leading Across Cultures 3 credits

Fourth Year

LDRS 450 Contemporary Issues in Leadership 3 credits

Interdisciplinary Electives for Leadership Minor 6 credits

BENT 490 Creativity, Innovation and Entrepreneurship

COMM 401 Communication and Leadership

COMM 430/INST 430 Intersectional Communication

COMM 440/INST 440 Rhetoric of Social Change

ECON 311 Global Economic Issues

ENSC 405 Engineering Project Management

INST 344 International Organizations

INST 350 International Ethics

LDRS 355 Intercultural Experience on Leadership

LDRS 390 Outdoor Leadership

LDRS 392 Women in Leadership

LDRS 394 Leadership and Storytelling

LDRS 395 Service and Leadership

WGST 303 isms: Racism, Classism, Sexism

751

course will involve simulations, case studies, role plays, exercises and discussions designed to give students opportunities to practice and cultivate essential leadership skills. Spring.

Restriction(s):

Must be in the following Major(s): Leadership Studies

Prerequisite(s): LDRS 200

LDRS 350 Intercultural Perspective Leadership credit(s): 1

Understand and practice key concepts of leadership theory through an international experience. The leadership theories explored include servant leadership, social change model, and adaptive leadership in Zambia, Africa. Spring

LDRS 355 Intercultural Experience on Leadership credit(s): 3

This course seeks to understand and practice key concepts of leadership theory through an international experience, develop and promote an ethic of accompaniment through our community development projects, develop intercultural competencies as they strive to be global leaders, and develop self-awareness and critical thinking skills through experiential education and critical reflection of our international service. Summer

Fulfills the following degree requirement(s): Core: Global Studies

LDRS 375 Leading Across Cultures credit(s): 3

Through this course, students will gain knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the uses of power between groups. To develop cultural competency, leaders need to know: themselves, others, the relevant issues, and have an appreciation and curiosity for working with others. Students will connect global leadership concepts to practice and engage in a number of activities, discussions, and self-assessment instruments to increase their self-awareness of leadership styles, abilities, strengths, and limitations. Fall.

Restriction(s):

Must be in the following Major(s): Leadership Studies

Prerequisite(s): LDRS 315 and LDRS 325

LDRS 390 Outdoor Leadership credit(s): 3

Course repeatable for 6 credit(s).

This course is designed to look into the models of outdoor education known as Adventure Education and Expeditionary Learning. Both Adventure Education and Expeditionary Learning came out of the Outward Bound movement of the 1940's in England and later in the 1960's in the USA. While the concepts are based in the foundational tenants of outdoor education, Adventure Education and Expeditionary Learning focus on the concept of adventure and the context of the "expedition" as the container in which learning takes place. This is a leadership seminar, but it is also a seminar about risk, adventure, decision-making, education and outdoor competency - it will be about teaching, learning and leading through adventure.

Restriction(s):

Must not be in the following Major(s):

LDRS 392 Women and Leadership credit(s): 3

This course will look at gender differences in leadership styles and efficacy as well as specific issues women face in attaining and retaining leadership positions. Through readings, discussions, and projects that critically examine images and gender stereotypes of women leaders, the course is designed to give students practical skills they can use to be better communicators and leaders. Spring.

LDRS 394 Leadership and Storytelling credit(s): 3

Course repeatable for 6 credit(s).

This course offers students an opportunity to explore the growing synergy between two research areas: leadership, and narrative or story. Spring.

Restriction(s):

Must not be in the following Major(s):

credit(s): 0-3

In this course we will explore the links between community service, social action (activism) and public leadership, which we define as making a difference in one's community, organization, government, state and/or nation. The goal of the course is to bring students to a deeper understanding of their role as servant leaders in the communities they not only find themselves living and working in, but also those they wish to affect in humane ways. Spring.

Must not be in the following Major(s):

credit(s): 3

This course provides critical study and preparation for the East LA spring break immersion experience by exploring contemporary expressions of kinship, leadership, and social change. Readings, reflections, and assignments explore societal and structural issues related to homelessness, mass incarceration, gang violence and immigration reform. Students will understand and practice the skills and vision necessary to promote community engagement and social change both locally and in East LA. Students must go to East LA Spring Break, open to all undergraduates by application.

credit(s): 3

The course initiates a thoughtful consideration of the nature of leadership as depicted in film. Spring.

Must not be in the following Major(s):

credit(s): 3

Through exploring contemporary issues in leadership, this course is designed to be a capstone experience of integrating leadership knowledge and skills. This course will provide students with an understanding of the principles of Servant Leadership (Greenleaf, 1970, 1998, 2001) and an exploration of adaptive leadership theory and practice (Heifetz, 1994, 2001, 2009). These two leadership theories in tandem provide a uniquely Jesuit approach to leadership, with servant leadership cultivating the heart, while adaptive leadership provides an avenue for the head and hands. A focal point of the course is on helping students begin to develop a vision of their vocation as leaders by participating in real-time, case-in-point examples of adaptive leadership. As a capstone to the Minor in Leadership Studies, students will practice their leadership skills and knowledge in a legacy project and construct a learning portfolio from their coursework. Fall

Must be in the following Major(s): Leadership Studies

credit(s): 1-3

Topic of course to be determined by department and instructor.

credit(s): 1-3

Course content to be determined by the instructor.

credit(s): 1 or 3

This course is designed to give students a hands-on experience in leadership. The course affords students the opportunity to use the skills and knowledge learned through the CLP in real-world internship context. The course materials cover theories behind experiential education, mentorship and internship education. The class time allow opportunity to process and reflect on the student' internship experience.

Community-Engaged Learning

In accordance with its Jesuit mission to educate men and women for others, community-engaged learning (also referred to as service-learning) at Gonzaga University encourages students to deepen their understanding of community and social justice through exploring links between service and academic work. Community-engaged learning has been incorporated into Gonzaga courses for over twenty-five years. One of the nation's most impressive movements in higher education, community-engaged learning unites classroom theory and rigor with direct experience and thoughtful action in the larger civic community.

Over 100 community-engaged learning courses sections are offered to Gonzaga students every year. Community-engaged learning courses can be found in almost every academic department and the Law School. Departments including business, philosophy, psychology, religious studies, education and others, are committed to integrating community service as an instrument to achieve academic goals. A typical community-engaged learning course involves 20 hours of outside service that reinforces the course content. Students interested in taking community-engaged learning courses can find them on ZAGWEB through the "community engaged learning" attribute search.

Academic community-engaged learning differs from community service in that the service is performed in the context of an academic course. This researched high impact teaching and learning practice contributes to success both inside and outside of the classroom. The students' community-based experiences enhance and build upon the learning that is being done in the classroom. These experiences both enhance student learning, as well as help to develop an ethic of service. Students are asked to reflect upon their experiences and to apply these insights to the course material.

Gonzaga's community-engaged learning program is managed by the Center for Community Engagement with guidance from the faculty-led Community Engaged Learning Advisory Board (CELAB). The Center provides resources for students and faculty, placements in the community, and a network of campus and community connections.

Gonzaga in Florence

Dean: Jason Houston, Ph.D.

Expand your global perspective. Enlarge your thinking. Make lifelong, life-changing memories. Study away with Gonzaga in Florence and let yourself be inspired by the people, culture, language, and history you'll come to love.

Gonzaga in Florence is the flagship off-site academic program of Gonzaga University. Established in 1963, our school offers comprehensive academic coursework with a particular emphasis on immersive learning. Participants come from Gonzaga as well as several approved, U.S. partner institutions. For over half a century, Gonzaga in Florence has led the way among American universities in Italy, and continues to play a key role in study away for both students and faculty.

Florence stands proud as a cultural capital of the world- the intellectual and artistic center of the Middle Ages and the Renaissance. The first Zag to study away in Florence was St. Aloysius Gonzaga, who lived here as a student in the 16th century. Today, Florence's many libraries, museums, churches and monuments give students a unique frame of reference with which to understand the historic influences that have shaped European civilization. Florence firmly holds its place as one of Europe's first global cities, drawing students, artists, and intellectuals for over 500 years.

Gonzaga in Florence is located in the center of Florence, just a stone's throw from the *Duomo* and looks onto the *Giardino dei Semplici*, a 16th-century garden created by the Medici family. We work and study just steps away from the San Marco monastery, filled with Fra Angelico's priceless frescoes, and the Galleria dell'Accademia, where Michelangelo's regal David stands.

Our *palazzo*, the Mozilo Center, provides the space and tools we need for intensive learning and activities. Faculty teach with updated technology; Wi-Fi is robust throughout the building. The Martin Library collection contains more than 10,000 volumes in a dedicated space and reading room. For research, students can connect to the Foley Library resources and databases on Gonzaga University's campus in Spokane. A student lounge and basic fitness center

are located on the lower level. The newly renovated grounds provide outdoor classroom, study, and recreation spaces in every season.

Consider a semester or year with us at Gonzaga in Florence. We can't wait to welcome you to your home away from home in Italy.

For more information about Gonzaga in Florence, visit www.gonzaga.edu/gif.

Graduate Programs

Gonzaga University offers graduate degree programs in the following academic areas:

College of Arts and Sciences

- Master of Arts in Philosophy
- Master of Arts in Theology and Leadership

School of Business Administration

- Master of Accountancy
- Master of Accountancy/Juris Doctor
- Master of Business Administration
- Master of Business Administration in American Indian Entrepreneurship
- Master of Business Administration/Bachelor of Science in Engineering
- Master of Business Administration/Juris Doctor
- Master of Science in Taxation

School of Education

- Master of Arts in Sports and Athletic Administration
- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in Marriage and Family Counseling
- Master of Arts in School Counseling
- Master of Arts in Teaching English to Speakers of Other Languages
- Master of Counselling (site based)
- Master of Education in Educational Leadership
- Master of Education in Special Education
- Master of Teaching
- Education Specialist in School Psychology
- Doctor of Educational Leadership

School of Engineering and Applied Science

- Master of Engineering in Transmission and Distribution Engineering

School of Nursing and Human Physiology

- Master of Science in Nursing
- Doctor of Nurse Anesthesia Practice

- Doctor of Nursing Practice

School of Leadership Studies

- Master of Arts in Communication and Leadership Studies
- Master of Arts in Organizational Leadership
- Doctor of Philosophy in Leadership Studies

Although graduate study involves a quantitative extension of knowledge, it is not a mere continuation of undergraduate or professional training. Intellectual achievement at the graduate level is different in kind, for the graduate student is expected to deepen and master knowledge by a personal and independent grasp of it in its sources and evidence, in its basic meanings and interrelationships.

In addition to offering the previously noted graduate degrees, the Provost & Senior Vice President may periodically approve a new or interdisciplinary graduate degree within an academic specialty. For detailed information on any graduate program, such as curriculum, tuition and admission procedures, students should consult the graduate catalog and contact the academic area responsible for that specific graduate program.

Health Professions Pathways Program

Faculty Lead: Kevin Measor

Staff Lead: Katherine Brackmann

The Health Professions Pathways Program (H3P) is a non-academic program that provides comprehensive resources and a support network for students interested in pursuing a career and graduate study in the health professions (Dentistry, Medicine, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Public Health, Veterinary Medicine, and other health professions). The Health Professions Pathways Program works collaboratively with various academic departments, faculty advisors, and with offices such as Career & Professional Development and Academic Advising & Assistance to ensure that students have the appropriate advising for their academic, co-curricular, and application needs. Resources available through the Health Professions Pathways Program include:

- Individualized support through 1:1 appointments
- Workshops and other events to help students gain knowledge about health professions
- Resources and connections for gaining experience in the health care field
- Tips for preparing for admission to graduate school programs in the health professions
- Engagement with the pre-health community at Gonzaga
- Mentorship opportunities within the Gonzaga alumni network
- Committee letters of recommendation for graduate and professional school

Along with the Health Profession Pathways Program, students are encouraged to engage and find support with one of the many pre-health or science-related student organizations on campus including the Health Sciences Club, Human Physiology Club, Pre-Dental Club, Gonzaga Science Scholars, Gonzaga Women in Medicine, Society for Advancement of

Chicanos/Hispanics and Native Americans in Science, and Health Equity Circle.

Academic Preparation

Most health professions graduate programs do not require specific undergraduate majors. Students are encouraged to choose a major that they are genuinely interested in studying. This will increase the likelihood of academic success, which is often a big factor in graduate school admissions.

Health professions programs each determine their own admissions prerequisite coursework, but most require a strong foundation in the basic sciences along with coursework in the humanities, which can be found in the University Core Curriculum. In consultation with their academic advisors, students can expect to complete a basic science curriculum that includes Biology, Chemistry, Physics, and Math. Additional science courses may be necessary based on specific program requirements.

Co-Curricular Preparation

Admission to health professions graduate programs is competitive. Schools look for candidates that have distinguished themselves in their academics, leadership, and service and gained the skills necessary to be effective members of their professions. Health professions graduate programs assess cognitive abilities primarily through GPA and standardized admission tests. Students have the opportunity to demonstrate a commitment to their chosen field and highlight personal attributes and experiences by submitting an application, writing several essay questions, requesting letters of recommendation, and participating in interviews. Hands-on experience in healthcare settings is vital to both the preparation and admission processes. This clinical experience exposes students to the complex duties expected of today's healthcare professionals and enables them to make informed career decisions.

At Gonzaga, students interested in pursuing a career in the health professions are encouraged to focus their academics, interests, co-curricular activities toward proficiency in six core competencies. These competencies reflect the qualities that health professions programs look for in candidates and embody the values of Gonzaga's Jesuit and humanistic tradition. The Gonzaga University Health Professions Pathways Program Core Competencies are: Application & Integration of Science, Healthcare, and Behavior; Critical Thought & Creative Inquiry; Cultivation of Collaborative Networks; Effective &

Professional Communication; Inclusive & Ethical Service to Others and Reflective Commitment to Growth.

Application Resources

As part of the Health Professions Pathways Program, the Committee on Health Science Careers provides committee letters as a service to eligible students and alumni seeking admission to health professions programs, most commonly medical and dental schools. While not required by Gonzaga University applicants, the committee letter is highly recommended as it serves as a holistic evaluation of the candidate's proficiency in the core competencies. The committee letter often fulfills multiple letters of recommendation requirements for admission, but it is important for applicants to confirm requirements for each school to which they apply.

Students may take the following course to assist them in their application to health professions graduate programs:

UNIV 421	Health Professions Preparation	1 credit

For further information on the Health Professions Pathways Program, or preparation for health professions careers, visit www.gonzaga.edu/h3p or email h3p@gonzaga.edu.

Hogan Entrepreneurial Leadership Program

Director: Dan Stewart, Ph.D.

The Hogan Entrepreneurial Leadership Program is a three-year undergraduate minor that immerses students in the fundamental concepts and practices of creating new enterprises in the private and public sectors. Students complete the Entrepreneurial Leadership minor in conjunction with their chosen major in any academic field, including business, engineering, computer science, biology, chemistry, math, education, and the liberal arts. The program has four distinguishing features:

1. An honors program model that attracts outstanding students.
2. Curriculum in the student's major and in entrepreneurial leadership
3. Co-curriculum that immerses students in entrepreneurial organizations and practices through guest lecturers, internships, site visits, mentor relationships, and a student-managed consulting lab
4. Emphasis on Jesuit educational ideals of ethical leadership and commitment to the common good

Admission to the Hogan Entrepreneurial Leadership Program is competitive and based on the student's grade point average, and demonstrated leadership, creativity, and community service.

Requirements

Students in the Hogan Entrepreneurial Leadership Program complete the requirements for a Bachelors degree in business, engineering, the arts and sciences, professional studies, or education, along with a minor in Entrepreneurial Leadership. Students must satisfy the University and college core curricula relevant to their major.

The courses listed below constitute the minor in Entrepreneurial Leadership for students majoring in arts and sciences, business administration or accounting, education, and engineering. The program is designed flexibly so that students with any major can graduate in four years. Waivers and

substitutions for department requirements may be granted to meet special academic needs. In addition, the University waives the fees for credits in excess of the usual eighteen-credit per semester limit for qualified students, up to 21 hours per semester.

An approved internship is required for completion of the minor in Entrepreneurial Leadership. Approved internships will consist of a minimum work requirement of 180 hours, and may be completed in any field and at any time, pending instructor approval. This requirement is fulfilled via the ENTR 497 course, which may be taken for credit or as a zero-credit option.

In addition to the Hogan ENTR courses, Hogan students must also complete coursework in accounting and economics. This coursework depends on the major field of study. These courses may be completed at any time prior to second semester of the student's junior year, including the pre-Hogan freshman year.

The following course requirements for the Entrepreneurial Leadership minor amount to 18 credit hours for business administration majors and up to 24 credit hours for all other majors, exclusive of double-counted or shared course content.

Second Year

<u>ENTR 201</u> Idea to Solution	3 credits

<u>ENTR 202</u> Solution to Execution	3 credits

Third Year

<u>ENTR 301</u> Strategic Leadership	3 credits

<u>ENTR 302</u> Strategic Thinking	3 credits

Fourth Year

<u>ENTR 401</u> Senior Incubation*	3 credits

<u>ENTR 402</u> Ethics and Moral Leadership	3 credits

*** Engineering majors fulfill this requirement with Senior Design.**

Co-Requisite courses (may be completed at any time during years 1-2)

Arts and Sciences and Engineering Students:

One of the following two Accounting courses: 3 credits

ACCT 260 Principles of Accounting I¹

ACCT 263 Accounting Analysis

One of the following three Microeconomics courses: 3 credits

ECON 200 Economic Analysis

ECON 270H Honors Economics

ECON 201 Microeconomics¹

Business Administration Students:

ACCT 260 Principles of Accounting I¹ 3 credits

ACCT 261 Principles of Accounting II¹ 3 credits

ECON 201 Microeconomics¹ 3 credits

¹ satisfies Business Administration common curriculum requirements

To maintain good standing in the Hogan Program, students must maintain a 3.0 or higher grade point average (GPA) both overall and in their Hogan (ENTR) courses.

In addition to the course work above, Entrepreneurial Leadership students participate in a variety of co-curricular activities introducing them to entrepreneurial organizations, leaders, and practices.

The Honors Program

Director: Linda Tredennick

Associate Director: Karen Petruska

The Honors Program at Gonzaga is an energetic community of students and scholars dedicated to flourishing in our new and changing world. The program provides students with innovative and immersive educational experiences designed to empower them to lead lives of meaning, service, and leadership into the future.

Academics

The Honors educational experience begins with a three-day immersion experience, in which students meet each other and begin to bond as a cohort, as well as learn to orient themselves in Spokane, at Gonzaga, and as Honors students. Students then take the Honors First Year Block, a rich, integrated, and interdisciplinary learning experience shared by all students entering the Honors program. Students are introduced to the complex structure and problems of contemporary society while also honing the foundational academic skills of critical reasoning, analysis, and communication. Ideas and experiences are shared across collaboratively-taught, student-centered, and interdisciplinary courses.

Throughout their time at Gonzaga, Honors students have reserved seats in Honors Designated courses: innovative and exciting courses taught by award-winning faculty. In addition, Honors Colloquia are designed for Honors students; these courses are collaboratively taught and interdisciplinary examinations of complex, timely, and urgent topics facing our global society. Examples of topics covered in Honors Colloquia are: identity formation and identity politics, race and representation, climate change, educational policy and advocacy, poverty, and homelessness.

Finally, Honors students complete their undergraduate career with the Honors capstone experience. Students imagine and then design a personalized project that both integrates their undergraduate learning and allows them experience which will meaningfully contribute to their future goals. These projects may take the form of researched, academic writing, an internship,

creative inquiry – whatever is best suited to the individual students interests and goals.

The Honors program has a wide experience with a number of study abroad programs catering to various fields of interest, including engineering, the physical sciences, and business. Honors students are strongly encouraged to spend a semester abroad.

Student Development

One of the most important elements of the Honors program is the community, friendship, and mentorship it provides. Crimont Hall is the home of the Honors Living-Learning Community, but also provides a quiet, library-style study lounge, a lounge for socializing and relaxing, kitchens, recreational equipment, academic space, and access to Honors Faculty. Throughout the year, the program hosts many events, including socials for the Bigs/Littles (student mentorship) program, open mic nights, lectures, open houses for families and the Gonzaga community, and the annual Haunted House. The two all-program retreats, Christmas party, and Senior brunch are always highlights of the academic year.

Admission

Students can apply for the Honors program as they apply for admission to Gonzaga. A few students are also accepted at the end of their first year at Gonzaga. Acceptance is based not only on evidence of previous academic achievement, but also on promise of future success. The application process values extra-curricular interests, intellectual curiosity and engagement, and ability to bring diverse perspectives and experiences to the program. For more information, one can contact the Honors Program office at 509-313-6547.

University Core Requirements

Honors students are responsible for completing the following University Core Requirements either through an Honors course or through the general catalogue: Literature, Christian and Catholic Traditions, World/Comparative Religion, Fine Arts, Scientific Inquiry, History, Math, Human Nature, Ethics. The completion of these course requirements with an HONS course subject will fulfill both the Honors program requirement and the University core requirement towards the completion of a students degree.

Honors Program Requirements

Students must take the following course to complete their Honors degree

<u>HONS 100</u> Multi-modal Communications	3 credits
<u>HONS 193</u> First Year Seminar	3 credits
<u>HONS 432</u> Honors Core Integration Seminar	3 credits
<u>HONS 499</u> Honors Senior Project	3 credits

In addition, students must complete five Honors Designated courses. These courses are cross-listed with regular University courses, and can fulfill core or major requirements.

HONS designated courses 15-16 credits

Science Inquiry (3 credits)

HONS 104 Science Inquiry (2-3 credits)

HONS 104L Science Inquiry Lab (1 credit)

HONS 201 Honors Human Nature (3 credits)

HONS 217 Honors Special Topics: Math (3 credits)

HONS 220 Honors Christian Catholic Traditions (3 credits)

HONS 221 Honor World or Global Religion (3 credits)

HONS 241 Honors World Civilization (3 credits)

HONS 243 Honors United States History (3 credits)

HONS 247 Honors Special Topics History (4 credits)

HONS 267 Honors Special Topics in Art (3 credits)

HONS 287 Honors Special Topics in Literature (3 credits)

HONS 301 Honors Ethics (3 credits)

Honors students must take two Honors colloquia. Course numbers may be repeated for credit.

Honors Colloquia 6 credits

HONS 290 Honors Colloquium (3 credits)

HONS 390 Honors Colloquium (3 credits)

Military Science

Chairperson: Lieutenant Colonel Eduardo Rodriguez, Professor of Military Science

Assistant Professors: Captain Kyle Esquibel

The Military Science program at Gonzaga University is an element of the United States Army Reserve Officers' Training Corps (ROTC). This highly decorated and nationally recognized program is a cooperative effort between the U.S. Army, Gonzaga University, and Whitworth University. It provides training and qualification for leadership positions in the Regular Army, the U.S. Army Reserve, or the Army National Guard. Qualified students earn a commission as an Army Second Lieutenant while achieving a college degree in the academic discipline(s) of their choosing. Cadets incur no obligation during their first two years of ROTC and are not members of the U.S. Army (unless they are ROTC scholarship winners). Lower-division courses are open to all Gonzaga students.

The objectives of the program are to prepare academically and physically qualified scholar/athlete/leaders for the challenge of serving as commissioned officers in the world's best Army. To that end, the program strives to build leaders of character and competence to serve their country and community.

Description of the Program

The program meets the country's requirement for officer-leaders in the Army (active duty, National Guard, and Reserves). It is, therefore, multifaceted, with distinctive sub-elements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of Reserve or National Guard units, participants of JROTC in high school and summer Cadet Initial Entry Training (CIET) participants may receive advanced-placement credit and may complete the program in two years. Students enroll in one military science class, leadership laboratory and the military physical fitness course per semester. The program consists of two phases: the basic course (lower division), normally taken during the freshman and sophomore years or completed through advanced-placement credit, and the advanced course (upper division).

Basic Course

First-year and second-year courses, MILS 101, MILS 102, MILS 201, and MILS 202 are designed for beginning students who want to qualify for entry into the advanced course and for those students who may want to try military science without obligations. In addition to their academic requirements, basic-course cadets may participate in a variety of extracurricular activities. Placement credit for the basic course may be granted to students who have completed initial entry training for the armed forces, three years of Junior ROTC in high school or the ROTC Leaders' Training Course. MILS 101 and MILS 102 concentrate on fundamental skills, concepts, values, and problem solving and provide an overview of how the military fits into society. MILS 201 and MILS 202 more thoroughly address problem solving, critical thinking, communications, conflict-resolution skills and leadership.

Advanced Course

The advanced course consists of MILS 301, MILS 302, MILS 401, and MILS 402. It is open only to students who have completed the basic course or earned placement credit (see above). Students must also enroll in leadership labs (MILS 301L, MILS 302L, MILS 401L, or MILS 402L) and Military Physical Fitness (MILS 303, MILS 304, MILS 403, or MILS 404). Students also attend the four-week ROTC Cadet Leader Course (CLC) during the summer between their junior and senior years. In addition to their academic requirements, advanced-course cadets provide student leadership for the Gonzaga Bulldog Battalion.

Completion of the basic course, advanced course, and CLC, coupled with a bachelor's degree from the college, qualify the cadet for a commission as a Second Lieutenant in the United States Army.

Financial Assistance

Freshman thru Senior cadets who are on scholarship and contracted will receive \$420 a month, respectively, for ten months each year. Advanced-course students receive a subsistence allowance.

Scholarships: High school seniors interested in applying for a four-year scholarship normally submit applications by February 1st of their senior year via www.goarmy.com/rotc. Freshman-level and sophomore-level students may compete for Army ROTC campus-based scholarships. These scholarships are applied to tuition and fees plus an allowance for books, on campus room and board. A student need not be enrolled in ROTC to be eligible to compete for two-year or three-year scholarships. No commitment is made until a scholarship is accepted, the student meets all administrative and physical criteria, and the oath for contracting is administered.

Fees, Uniforms, and ROTC Texts:

There are no fees for any classes. Uniforms, texts, and other equipment are furnished without charge. Students are responsible for and must return all government property issued to them.

Extracurricular Activities

Color Guard: The Gonzaga University Color Guard participates in a variety of school and civic functions where precision drill or presentation of the U.S. flag is appropriate.

Intramural Sports: The ROTC program sponsors teams that participate in flag football, volleyball, basketball, softball and other sports of the Gonzaga University intramural leagues. The program sponsors special event teams at both Gonzaga and Whitworth and sponsors cadet intramural teams as coordinated by the Gonzaga cadets with the professor of Military Science.

Special Qualification Training: Advanced-course and select basic-course cadets may participate in confidence-building courses such as Air Assault School, Airborne School, Northern Warfare Training Center, and Cadet Troop Leadership Training at locations around the world.

Courses:

MILS 101 Introduction to Army and Critical Think credit(s): 3

MILS 101 introduces you to the personal challenges and competencies that are critical for effective leadership and communication. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. Weekly requirements: up to three hours for class and a required leadership lab, MILS 101L, plus required participation in a minimum of three one hour sessions for physical fitness. Participation in one off-campus exercises (mandatory). Purchasing an annual

Washington State Park Discover Pass for this class is highly encouraged. Passes are \$33 per year. <http://www.discoverpass.wa.gov>.

Corequisite(s): MILS 101L

Restriction(s):

Must be the following Class(es): Freshman

MILS 101L Leadership Laboratory **credit(s): 1**

Open only to (and required of) students in the associated Military Science course. Learn and practice basic skills. Gain insight into advanced course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life. Purchasing an annual Washington State Park Discover Pass for this class is highly encouraged. Passes are \$33 per year. <http://www.discoverpass.wa.gov>.

Restriction(s):

Must be the following Class(es): Freshman

MILS 102 Introduction Leadership and Critical Think **credit(s): 3**

Learn/apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. Weekly requirements: up to three hours for class and a required leadership lab, MILS 102L, plus required participation in three one hour sessions for physical fitness. Participation in one off-campus exercise (mandatory).

Equivalent(s): MILS 191

Restriction(s):

Must be the following Class(es): Freshman

MILS 102L Leadership Laboratory **credit(s): 1**

Restriction(s):

Must be the following Class(es): Freshman

MILS 103 Military Physical Fitness Program **credit(s): 1**

Course repeatable for 2 credit(s).

Intensive military physical fitness program designed to raise the level of individual physical fitness to its highest potential with emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Participate in and learn to lead a physical fitness program.

Restriction(s):

Must be the following Class(es): Freshman

MILS 104 Military Physical Fitness **credit(s): 1**

Course repeatable for 2 credit(s).

MILS 190 Directed Reading **credit(s): 0-3**

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Restriction(s):

Must be the following Class(es): Freshman

MILS 191 Directed Reading **credit(s): 1-3**

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Equivalent(s): MILS 102

Restriction(s):

Must be the following Class(es): Freshman

MILS 201 Leadership and Decision Making **credit(s): 3**

Learn/apply ethics-based leadership skills that develop individual abilities and contribution to the building of effective teams. Develop skills in oral presentations, writing concisely, planning events, coordination of group efforts, advanced first aid, land navigation and basic military

tactics. Learn fundamentals of ROTC's Leadership Development Program. Weekly requirement up to three hours for class and a required leadership lab, MILS 201L, plus required participation in a minimum of three one hour sessions for physical fitness. Participation in several off-campus (mandatory) exercises. Purchasing an annual Washington State Park Discover Pass for this class is highly encouraged. Passes are \$33 per year. <http://www.discoverpass.wa.gov>.

Equivalent(s): MILS 290

Corequisite(s): MILS 201L

Restriction(s):

Must be the following Class(es): Sophomore

MILS 201L Leadership Lab **credit(s): 1**

Purchasing an annual Washington State Park Discover Pass for this class is highly encouraged. Passes are \$33 per year. <http://www.discoverpass.wa.gov>.

Restriction(s):

Must be the following Class(es): Sophomore

MILS 202 Army Doctrine and Team Development **credit(s): 3**

Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Weekly requirements: up to three hours for class and a required leadership lab, MILS 202L, plus required participation in a minimum of three one hour sessions for physical fitness. Participation in several off-campus exercises (mandatory).

Equivalent(s): MILS 291

Restriction(s):

Must be the following Class(es): Sophomore

MILS 202L Leadership Lab **credit(s): 1**

Restriction(s):

Must be the following Class(es): Sophomore

MILS 203 Mil Physical Fitness Program **credit(s): 1**

Course repeatable 1 time.

Restriction(s):

Must be the following Class(es): Freshman

MILS 204 Military Physical Fitness **credit(s): 1**

Course repeatable for 2 credit(s).

MILS 290 Directed Reading **credit(s): 1-3**

Course repeatable 1 time.

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Equivalent(s): MILS 201

Restriction(s):

Must be the following Class(es): Sophomore

MILS 291 Directed Reading **credit(s): 1-3**

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Equivalent(s): MILS 202

Restriction(s):

Must be the following Class(es): Sophomore

Prerequisite(s): MILS 201 or MILS 290

MILS 300 Ranger Challenge credit(s): 1

Course repeatable for 4 credit(s).

Must be enrolled in Military Science Basic or Advanced Class.

MILS 301 Train Management and Warfight Function credit(s): 3

Course repeatable for 4 credit(s).

Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead in situations of increasing complexity. Use small unit tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leadership. Weekly requirements: up to three hours for class and a required leadership lab, MILS 301L, plus required participation in a minimum of three one hour sessions for physical fitness. Purchasing an annual Washington State Park Discover Pass for this class is highly encouraged. Passes are \$33 per year. <http://www.discoverpass.wa.gov>.

Equivalent(s): MILS 390

Corequisite(s): MILS 301L

Restriction(s):

Must be the following Class(es): Junior

MILS 301L Leadership Laboratory credit(s): 1

Open only to students in the associated Military Science course. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and of the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. Purchasing an annual Washington State Park Discover Pass for this class is highly encouraged. Passes are \$33 per year. <http://www.discoverpass.wa.gov>.

Restriction(s):

Must be the following Class(es): Junior

MILS 302 App Leadership in Small Unit Operations credit(s): 3

Continues methodology of MILS 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine the importance of ethical decision making in setting a positive climate that enhances team performance. Weekly requirements up to three hours for class and a required leadership lab, MILS 301L, plus required participation in a minimum of three one hour sessions for physical fitness.

Restriction(s):

Must be the following Class(es): Junior

MILS 302L Leadership Laboratory credit(s): 1

Restriction(s):

Must be the following Class(es): Junior

MILS 303 Military Physical Fitness Program credit(s): 1

Course repeatable for 2 credit(s).

Open only to (and required of) students in MILS 301, 302, 401, 402, of which this program is an integral part. Participate in planning and leading physical fitness programs. Develop the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

Restriction(s):

Must be the following Class(es): Junior

MILS 304 Military Physical Fitness credit(s): 1

Course repeatable for 2 credit(s).

MILS 310 U.S. Military History credit(s): 3

United States military history from the earliest formation of the Colonial Militias through the Global War on Terror. Major themes of the course are the causes, course, and outcomes of

major conflicts in US history as well as the impacts these events had on the development of the US Military. Course to be offered in Fall or Spring semester.

MILS 390 Directed Reading

credit(s): 1-3

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Equivalent(s): MILS 301

Restriction(s):

Must be the following Class(es): Junior

MILS 391 Directed Reading

credit(s): 1-3

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Equivalent(s): MILS 302

Restriction(s):

Must be the following Class(es): Junior

Prerequisite(s): MILS 301 or MILS 390

MILS 395 Advanced Camp

credit(s): 3

A four-week leadership practicum conducted at an Active Army installation. Only open to (and required of) students who have completed MILS 301 and 302. The student receives pay, travel, lodging and most meal costs are defrayed by the U.S. Army. The Advanced Campus environment is highly structured and demanding, stressing leadership at small unit level under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on a Pass/Fail basis only, the leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type commission and job opportunities given to the student upon graduation from ROTC and the university.

Restriction(s):

Must be the following Class(es): Junior

Prerequisite(s): MILS 302 or MILS 391

MILS 401 The Army Officer

credit(s): 3

Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals, put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Weekly requirements: up to three hours for class and a required leadership lab, MILS 401L, plus required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory). Purchasing an annual Washington State Park Discover Pass for this class is highly encouraged. Passes are \$33 per year. <http://www.discoverpass.wa.gov>.

Corequisite(s): MILS 401L

Restriction(s):

Must be the following Class(es): Senior

MILS 401L Leadership Laboratory

credit(s): 1

Purchasing an annual Washington State Park Discover Pass for this class is highly encouraged. Passes are \$33 per year. <http://www.discoverpass.wa.gov>.

Restriction(s):

Must be the following Class(es): Senior

MILS 402 Company Grade Leadership

credit(s): 3

Continues the methodology from MILS 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as they relate to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Weekly requirements: up to three hours for class and a required leadership lab, MILS 402L, plus

required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory).

Equivalent(s): MILS 491

Restriction(s):

Must be the following Class(es): Senior

MILS 402L Leadership Laboratory

credit(s): 1

Restriction(s):

Must be the following Class(es): Senior

MILS 403 Mil Physical Fitness Program

credit(s): 1

Course repeatable for 2 credit(s).

Restriction(s):

Must be the following Class(es): Senior

MILS 404 Military Physical Fitness

credit(s): 1

Course repeatable for 2 credit(s).

MILS 490 Directed Readings

credit(s): 1-5

Course repeatable for 12 credit(s).

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Restriction(s):

Must be the following Class(es): Senior

Prerequisite(s): MILS 302 or MILS 391

MILS 491 Directed Readings

credit(s): 1-3

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Equivalent(s): MILS 402

Restriction(s):

Must be the following Class(es): Senior

Prerequisite(s): MILS 401 or MILS 490

Directories

President's Cabinet

Thayne M. McCulloh, D.Phil., President, was elected as interim President by the Board of Trustees in July 2009. On October 22, 2010, Gonzaga University formally inaugurated Dr. McCulloh as its 26th President, the first lay President elected to the post. He is Gonzaga's chief executive officer and oversees all administrative functions, operations and the general direction of the University. The president represents the University before the public, and is the University's ultimate administrative authority.

Deena J. González, Ph.D., became Provost and Senior Vice President in June 2019. She is Gonzaga's chief academic officer overseeing the complete student experience, combining academic and student life. In collaboration with the University President, she is responsible for implementation of academic priorities for Gonzaga University to provide high quality educational programs within and outside of the classroom setting. She supports the strategic direction of the University by supporting development of the "...whole person, intellectually, spiritually, culturally, physically, and emotionally."

Maureen McGuire, J.D., General Counsel, joined Gonzaga in 2013 and is the University's chief legal adviser and responsible for all legal affairs.

Charles J. Murphy, Chief Strategy Officer, was appointed to this position in 2018. After serving as the University's Vice President for Finance since 1985, he now works directly for the President in advancing institutional strategic initiatives, particularly in the area of diversifying the institution's revenue sources.

John D. Sklut, J.D., Senior Advisor to the President and Liaison for External & Government Affairs, was appointed in March 2021 having served as President McCulloh's Chief of Staff since September 2015. He leads several of Gonzaga's key relationships, currently serving as the Executive Director of the UW-GU Health Partnership. He also serves as administration liaison to various University boards and committees, and partners with the President in development and management of regional, state, and federal government affairs.

Joseph Poss, Vice President for University Advancement, was appointed to this leadership role in July 2013. He oversees the University's Development and Alumni Relations operations. He joined University Advancement in 1998.

Mike Roth, Athletic Director, assumed his post in 1997. He oversees all athletic programs, facilities and initiatives related to Gonzaga's participation in Division 1 intercollegiate athletics in NCAA and West Coast Conference competition, as well as Rudolf Fitness Center and intramural sports.

Charlita Shelton, Ph.D., Chief of Staff, serves Gonzaga University and the Office of the President as its primary advisor who provides guidance to the President on matters of strategic importance, and shares information with the President on key projects and initiatives taking place across the University. The Chief of Staff supports and optimizes the performance of the President by overseeing and managing the operational functions of the Office of the President; serving as the internal liaison between the Office of the President and various individuals, organizations, and constituencies; She supervises key departments, working to build more effective and collaborative relationships between members of the President's Cabinet, and is responsible for protecting, promoting, and advancing the interests of the University by supporting the vision and goals of the President.

Joseph P. Smith, Chief Financial Officer, joined Gonzaga in October 2010 after spending nine years in public accounting. He oversees accounting and financial record-keeping, operating and capital budgets, procurement, treasury (banking, financing, investments), and insurance. Joe is a Certified Public Accountant (CPA) and Chartered Global Management Accountant (CGMA).

Michelle Wheatley, D.Min., Vice President for Mission Integration, has served as the chief mission officer for the university since 2018 and oversees the Offices of Mission and Ministry and Tribal Relations. Her division supports Gonzaga University in animating its Catholic, Jesuit, and humanistic mission.

Board of Members

The Board of Members serves to ensure that Gonzaga University functions in vibrant relationship to the Society of Jesus and fulfills its apostolic mission as a work of the Society of Jesus and the Roman Catholic Church.

The Board of Members is composed of Jesuits who are members of the Gonzaga University Jesuit Community. The Board of Members meets regularly with the President to discuss matters specific to the Jesuit and Catholic mission and identity of the University, and works collaboratively with the Board of Trustees regarding matters of mutual concern to the Boards.

Board of Members

Steve Kuder, S.J., Presiding Officer

Steve Hess, S.J., Secretary

Tim Clancy, S.J.

Ken Krall, S.J.

Tom Lamanna, S.J.

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Board of Trustees

The Board of Trustees has the authority and powers to govern and set policy for Gonzaga University. Trustees are elected to promote and preserve the University's Mission, lead its strategic planning process, and protect and sustain University assets and resources for future generations, including its endowment, buildings, grounds, reputation, and the quality of its academic programs.

With expertise in many fields, including education, theology, business, finance, accounting, medicine, and law, Gonzaga University's Trustees bring a diverse perspective to responsible governance.

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Angelo R. Mozilo
Donald P. Nelles
David A. Sabey
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Patrick J. West
Alvin (Fritz) J. Wolff, Jr.

Board of Regents

The Board of Regents serve as an advisory board to the Trustees and President of Gonzaga University. The membership of the Board consists of dedicated volunteers from around the country. These volunteer leaders come from and represent the constituencies of the University – our students, alumni, parents, faculty, staff and friends.

Within their volunteer capacity, the members of the Board of Regents also serve as ambassadors to the campus community, as well as the regions of the country they represent.

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San Amselmo, California

Richard E. Powers, Jr.
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James Schumacher
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Laura Stepovich Tramonte
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Michael F. Tucci
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Kurt L. Walsdorf
Spokane, Washington

Kevin P. West
Spokane, Washington

Emeriti

Nancy Burnett
Va Lena Curran
Robert (Jim) J. Day
Angel M. Diez
Thomas A. Driscoll
Judith Gilmartin
Donald Hackney
Lorelei Herres
Stanton K. Hooper

Gregory A. Hubert
Gregory M.
Huckabee
Donald R. Kayser
John Kelly
Wilfrid G. Loeken
Robert McDonald
Colleen Meighan
Mary Jane Patterson

James H. Prince
Philip Raekes
Gary Randall
L. Philip Reinig
Patricia (Trish) Smith
Charles H. Steilen
David J. Taylor
Mike Tobin
Bill Wrigglesworth

2021-2022 Academic Calendar

Fall Semester 2021

Date

New Faculty Orientation	Thursday, August 19 and Friday, August 20
Fall Faculty Conference	Thursday, August 26
School/College/Department Meetings (as applicable)	Friday, August 27
Residence Halls Open (New Students) <i>Contact Housing & Residence Life for Specific Information</i>	Friday, August 27 and Saturday, August 28
Residence Halls Open (Returning Students) <i>Contact Housing & Residence Life for Specific Information</i>	Saturday, August 28 and Sunday, August 29
New Student Orientation	Friday, August 27 – Monday, August 30
President's Reception and Welcome Mass	Sunday, August 29
Academic Convocation	Monday, August 30
New Students Meet with Assigned Advisors	Monday, August 30
Monday ONLY Classes Begin	Monday, August 30
Classes Begin	Tuesday, August 31
Labor Day Holiday	Monday, September 6
Last Day to Add	Wednesday, September 8
Last Day to Drop	Friday, September 10
Mass of the Holy Spirit at 10 a.m.	Tuesday, September
14 (The only classes canceled are those conflicting with Mass & lunch following – labs that meet once per week are not canceled)	

Incompletes Revert to Provisional Grades	Friday, October 1
Fall Family Weekend	Friday, October 8 – Sunday, October 10
Founder's Day Holiday	Monday, October 25
Mid-Semester Grades Due in Registrar's Office	Tuesday, October 26
Last Day to Withdraw from a Course	Friday, November 12
Thanksgiving Holiday	Wednesday, November 24 - Friday, November 26
Reading/Study Days	Saturday, December 11 - Monday, December 13
Last Week of the Semester	Tuesday, December 14 - Friday, December 17
Christmas Holiday Begins	Monday, December 20
Grades Due in Registrar's Office	Wednesday, December 22

Spring Semester 2022

Date

Residence Halls Open	Sunday, January 9
New Student Orientation	Monday, January 10
Spring Faculty Conference	Monday, January 10
Monday ONLY Classes Begin	Monday, January 10
Classes Begin	Tuesday, January 11
Martin Luther King, Jr., Holiday	Monday, January 17
Last Day to Add	Wednesday, January 19
Last Day to Drop	Friday, January 21
Learning Assessment Day (LeAD)	January 28-29 (Time TBD)
Incompletes Revert to Provisional Grades	Friday, February 11

Presidents' Day Holiday	Monday, February 21
Spring Vacation	Monday, March 7 - Friday, March 11
Mid-semester Grades Due in Registrar's Office	Tuesday, March 8
Last Day to Withdraw from a Course	Thursday, April 1
Good Friday Holiday	Friday, April 15
Easter Holiday	Monday, April 18
Academic Honors Convocation	Tuesday, April 19 (Process 3:15pm, Ceremony 3:30pm)
Reading/Study Days	Saturday, April 30 – Monday, May 2
Last Week of Semester	Tuesday, May 3 - Friday, May 6
Commencement Mass	Saturday, May 7
Graduate School Commencement	Saturday, May 7
Undergraduate Commencement	Sunday, May 8
Grades Due in Registrar's Office	Wednesday, May 11

Summer 2022

Date

First Session Begins	Monday, May 16
First Session Ends	Friday, June 24
Second Session Begins	Monday, June 27
Second Session Ends	Friday, August 5
Summer Begins	Monday, May 16
Summer Ends	Friday, August 5

Approved by Academic Council 11-27-2017