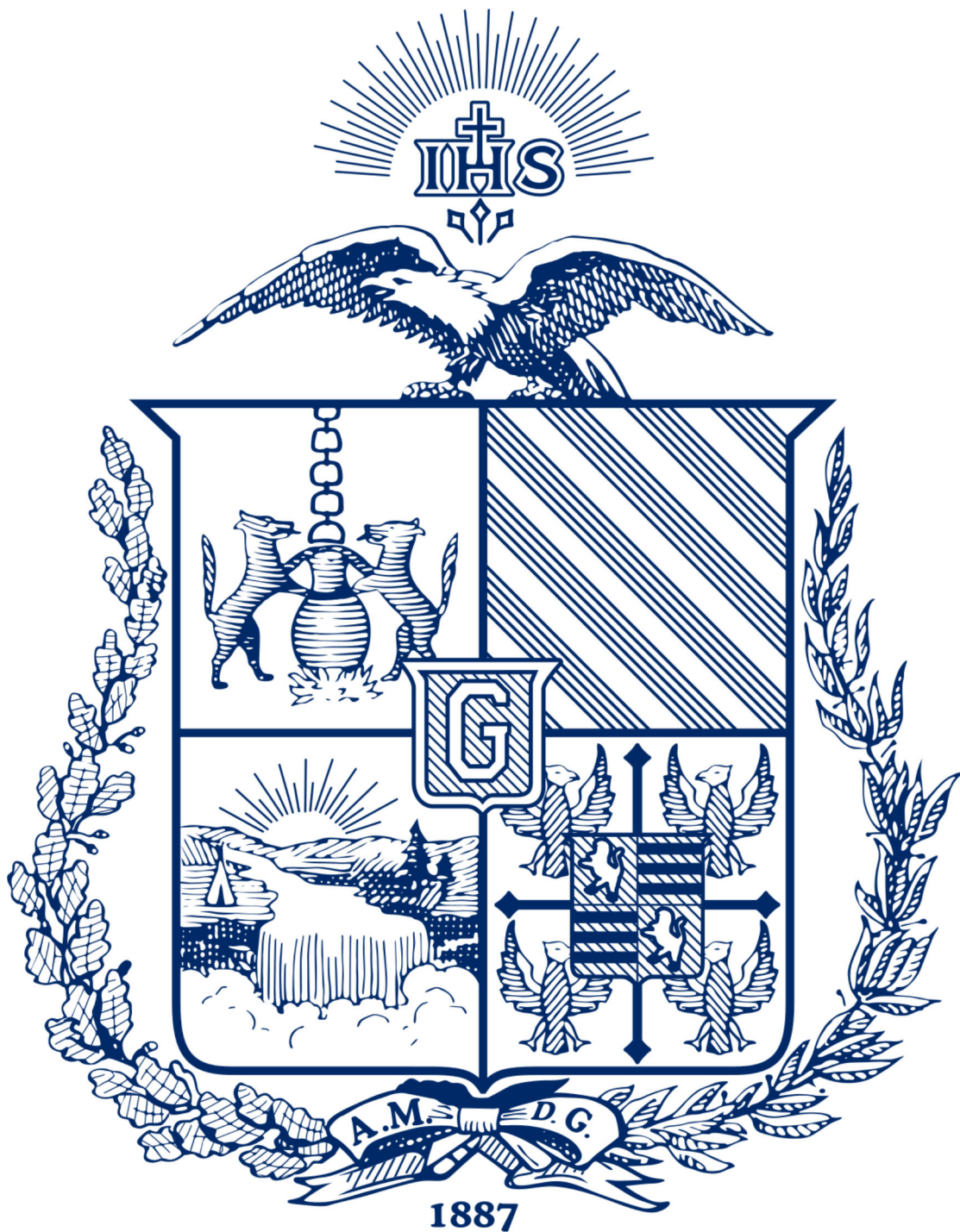


# Undergraduate Catalog

## 2019-2020



## 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.

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## Introduction

### What's in a Name?

The University is named after the sixteenth-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 twenty-three 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 among the top comprehensive regional universities in the West. 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 722,000. 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 near-by 12,000-seat Spokane Veterans Memorial Arena, a multi-purpose 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 7,500 of which 70 percent are undergraduates and 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. Approximately 25 percent hold student leadership positions in Gonzaga student government, residence halls, clubs and organizations.

More than half of the undergraduate student body comes from homes at least 250 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 770 regular Jesuit, lay, and religious 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 105 buildings spread over 152 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, Wolfgang Puck, 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)
- 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 105 buildings. Among these are several new buildings, including the new Hemmingson University Center which houses the Center for Global Engagement, the Campus 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 branch bank, 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 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 is currently being contemplated. 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, Skills and Training (consent)
- The Alberta Ministry of Advanced Education (approved)
- The National Association of Schools of Music (Associate member NASM)
- 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 Onez 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 Onez 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, 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. Gonzaga University’s Equal Employment Opportunity and Affirmative Action Plan is designed to further develop and maintain equal employment opportunity for all personnel and to insure the utilization of women, ethnic minorities, veterans and persons with disabilities at all levels and in all segments of the university, particularly where they are underutilized in relation to their availability in the work force.

## 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 1,300 full-time employees, involves in excess of 2.6 million square feet of facilities and operates with a gross annual operating budget surpassing a quarter 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,
- of academic and educational excellence across all programs,
- with a commitment to institutional viability and sustainability.

In the current plan, these three institutional priorities have been further elaborated in the form of four “commitments” – an acknowledgment that we do our work in an active, relational context, possessed of mutual accountabilities.

Each commitment, in turn, contains strategic objectives that serve as declarations of continuous improvement. The objectives are distinct from, but related to, goals and strategic initiatives. Goals provide a means of defining institutional success in achieving the objectives, and strategic initiatives constitute specific activities undertaken in service of the goals.

[View a complete copy of the University Strategic Plan.](#)

## 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, 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.

### 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 strongly recommends high school calculus and physics for students seeking admission to an engineering major. Gonzaga recommends science and math in the senior year for first-year applicants seeking admission to nursing.

Suitable scores on the ACT or on the SAT are also required. All candidates for admission 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](http://www.gonzaga.edu/admissionreqs)

An application for undergraduate admission will not be considered until all required records are filed with the Office of Admission.

## How to Apply for Admission

### Application to Freshman Year:

1. Students applying to Gonzaga University must submit the Common Application. Applications can be accessed online at the Common Application website [www.commonapp.org](http://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 to us from 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. 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 Gonzaga Office of Admission requests the following information:
  - a. The Common Application
  - b. Any transcript(s) of academic work
  - c. Test scores: ACT and/or SAT
  - d. A one to two-page essay (topics given on the Common Application)
  - e. A list of activities and honors, or a resume
  - f. One letter of recommendation, by someone other than a parent, addressing academic accomplishments
  - g. 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 Admission:

1. Submit the Transfer Application for Admission at [www.gonzaga.edu/transfer](http://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 college institution attended.
5. Submit a final high school transcript and ACT/SAT test scores, if you have not yet earned 30 or more transferrable semester credits (or 45 quarter credits) by the time of application. Note: if you are over the age of 21, you are not required to submit ACT/SAT test scores.
6. Submit the non-refundable application fee.

### Admission of 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-20's and DS-2019's 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. First-year applicants must complete the Common Application at [www.commonapp.org](http://www.commonapp.org). Transfer applicants must complete the Transfer Application at [www.gonzaga.edu/transfer](http://www.gonzaga.edu/transfer).
2. 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. For transfer applicants, submission of official transcripts from the post-secondary institution attended. Please submit transcripts in both your native language and in English.
3. A letter of recommendation from professors or school counselors, to be sent directly to Gonzaga University.
4. First-year applicants: a completed Common Application School Report (done by the high school counselor). Transfer applicants: a completed College Report (done by a school official at your current or most recent institution).
5. Proof of English language proficiency adequate for undergraduate study at Gonzaga, which may be demonstrated by any of the following:
  - a. An official TOEFL score of at least 550 written/213 computer/80 internet-based administered and reported directly to Gonzaga University by the Educational Testing Service.
  - b. An official IELTS score of 6 or higher administered and reported directly to Gonzaga University by the British Council.
  - c. An official ACT composite of 23 or higher and reported directly to Gonzaga University by ACT, Inc.
  - d. A new SAT Evidence Based Reading and Writing score greater than 580 and a new SAT Math score greater than 550.
  - e. Successful completion of the course of study offered by Gonzaga University's ESL Program with faculty recommendation.
  - f. For transfer students, proof of successful University- level English study (not ESL), courses equivalent to Gonzaga's ENGL 101 and COMM 100 with a "B" grade or better at a college or university in the United States, or acceptable TOEFL scores.
  - g. Proof of English as the student's native language. Students for whom English is their native language are encouraged to submit the SAT or ACT rather than the TOEFL.
6. A copy of current passport.
7. Submit the non-refundable application fee through the Common Application website.

## 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<sup>st</sup>, and will take late applications until February 1<sup>st</sup>. Decisions are expected to be released in 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 1st, 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, 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 [www.fafsa.gov](http://www.fafsa.gov). Gonzaga's FAFSA code is 003778.

## Credit Earned Elsewhere

### Transfer of Credit

Applicants from 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 credits, applicants should consult the Degree Requirements section 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](http://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 our policy for granting credit based on the advanced level exam online at [www.gonzaga.edu/creditbyexam](http://www.gonzaga.edu/creditbyexam).

### German Abitur (Zeugnis der Allgemeinen Hochschulreife)

The Abitur is the 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 our policy for granting credit based on the advanced level exam online at [www.gonzaga.edu/creditbyexam](http://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. Although primarily geared for students in the College of Arts and Sciences, adjustments are made for those pursuing degrees in engineering, education, nursing, human physiology or business. In addition to small classes and close personal advising and counseling, a waiver of tuition fees for excess credit, flexible scheduling, unique study abroad opportunities and pride of place at graduation are provided.

Admission to the Honors Program is highly competitive: thirty-five to forty places are open each year. Candidates must complete a separate Honors application to be considered for admission. Acceptance is based on independent intellectual achievement, leadership roles, skill in effective expression, outstanding standardized test scores, high school rigor, personal interviews, and the essay on the Honors application form. Potential applicants are encouraged to visit the campus and to meet with the Honors Director or an Admission Counselor to learn more about the Program. For further information, please consult the Honors Program section of this catalog.

## Campus Visit

The Office of Admission offers an extensive visit program for those interested in attending Gonzaga. An individualized visit may include an overnight stay, class visit, faculty meeting, admission interview, campus tour, and residence hall tour. In addition to individualized visits, several Campus Preview Days (group-oriented, open-house days) are offered throughout the year. To schedule a visit, contact the Visit Office at [visit@gonzaga.edu](mailto:visit@gonzaga.edu) or <https://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 two installment plans which cover the academic year and spread payments over a period of either eight or ten months.

### Eight and Ten Month Installment Plans

With each of these payment options, estimated tuition, room, and board expenses for the academic year are payable in equal monthly installments. The plans require an application and fee. There is, however, no interest charged. Verified financial aid is deducted from the total amount due.

The application deadline for the 10 Month Installment Plan is June 1st. Payments begin July 1st and run through the following April.

The application deadline for the 8 Month Installment Plan is August 1st. Payments begin September 1st and run through the following April.

December graduates or students enrolling in the spring semester for the first time should contact Student Accounts for semester payment options.

Students who are admitted to the University after the application deadlines given above may apply within two weeks of their acceptance date.

NOTE: All charges are payable in U.S. funds. Student Accounts accepts cash and 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

Western Union Business Solutions (WUBS). Billing statements are available ONLINE only. For additional information, go to: [www.gonzaga.edu/studentaccounts](http://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 \$400.00 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 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 in the Student Accounts and Financial Aid offices.

## 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 transcripts of record and 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

The Free Application for Federal Student Aid (FAFSA) is the required application for need-based financial aid at Gonzaga. In order for Gonzaga to receive FAFSA data to determine eligibility for financial aid, applicants must list Gonzaga University, Spokane, Washington, federal school code "003778" in the School section of the FAFSA. The FAFSA is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### Financial Aid Priority Dates

Financial aid applicants must complete their FAFSA by February 1st in order to meet the University priority filing deadline. Also, applicants must apply to the University by February 1st in order to ensure priority consideration for available financial aid. Students applying after these priority dates will be considered for financial aid on a funds-available basis.

## 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 Package

Once financial need is established, the Financial Aid Office assembles the best possible financial aid package for each applicant. This package 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 package 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 packages 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 \$50 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.

### 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.

### Federal TEACH Grant

This is a \$3,760 annual grant/loan awarded to students who 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.

### Washington State Need Grants/College Bound Grants

These state-funded programs provide financial assistance to undergraduate students who are residents of the State of Washington and who demonstrate substantial financial need.

### 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.

## Loans

Student and parent loans are available from a number of sources to assist with the financing of a college education. Loan eligibility is based upon FAFSA data, and the loans require separate promissory notes. 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.

### Federal Direct Subsidized Loans

These student loans are made available by the federal government to students with financial need. The interest which accrues while the student is enrolled at least half-time is paid by the federal government. Repayment begins six months after graduation or withdrawal from a degree program.

### Federal Direct Unsubsidized Loans

These loans are identical to the Subsidized Direct, 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. These loans are not based on financial need.

### Federal Nursing Loans

These loans are available to undergraduate nursing students with financial need. 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 less than half-time before monthly payments are required. Minimum monthly payments of at least \$40 per month and interest begin after the grace period.

### Federal Direct Plus Loans (PLUS)

The PLUS is available to all credit-worthy parents of dependent undergraduate students. These loans are not based on financial need, although Gonzaga requires submission of the FAFSA prior to applying for the loan. The maximum amount that can be borrowed is the Gonzaga “cost of attendance” minus other financial aid.

### Other Loan Funds

Other loan funds have been established to assist students with expenses due to emergencies or other special circumstances. These funds include the Fred E. and Venora Bigelow Trust (Loan Fund), the Leo J. Brockman Loan Fund, and the Carrie Welch Loan Fund. Inquiries should be directed to the Financial Aid Office. Private or Alternative educational loans 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.

### 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.

### 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 between 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 experience in their fields of study while earning a good salary. The program provides jobs in accounting, the arts, business, education, engineering, computer programming and processing, law, marketing, and other fields. 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](http://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 2019 - 2020)

#### Undergraduate:

Full-time (12-18 credits), per semester .....	\$22,140
Excess Credits, (19+ credits), per credit .....	\$1,210
Part-time (1-11 credits), per credit.....	\$1,210

#### 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 .....	\$460
Dual Enrollment, Administrative Fee.....	\$15

#### Auditors:

Of Record (recorded on transcript), per credit.....	\$785
No Record/No Credit, per credit .....	\$430-\$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: 2019-2020

#### I. Academic Fees:

<b>Application Fee:</b> .....	\$50
<b>Summer Session Administrative Fee:</b> .....	\$45
<b>Degree Application Fee:</b> .....	\$75
<b>Late Add/Drop, Withdrawal Fee, per course:</b> .....	\$50
<b>Late Degree Application Fee:</b> .....	\$100
<b>Sustainability Fee, per semester:</b> .....	\$5
<b>International Programming Fee:</b> .....	\$75
<b>Sponsored International Student Fee:</b> .....	\$100
<b>Replacement of ZAGCARD:</b> .....	\$30
<b>Installment Plan Application Fee</b> .....	\$65-\$100
<b>Tuition Deposit: (Full refund prior to 5/1)</b> .....	\$400
<b>Housing Deposit: (Full refund prior to 6/1)</b> .....	\$200
<b>Fitness Center Fee:</b>	
Full-time Undergraduate, per semester.....	\$100

Optional, for all other undergraduate categories, (per semester) .....	\$150
Optional, entire summer .....	\$30
<b>Course Challenge Fee:</b>	
Undergraduate only, per credit.....	\$75
<b>Transcript Fee:</b> per official copy .....	\$6-\$8.25
<b>Technology Fees:</b>	
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
<b>Mandatory Accident Insurance and Wellness Fee, per year .....</b>	<b>\$50</b>
<b>Laboratory Fees:</b>	
Art .....	\$55-\$105
Biology .....	\$125
Chemistry.....	\$110-125
Education:	
Alt Special Ed Practicum (per credit) .....	\$20
Special Ed Assessment .....	\$50
Special Ed Precision Teaching.....	\$15
Student Teaching.....	\$180
Teacher Ed Assessment.....	\$5
Teacher Ed Concepts in Science .....	\$15
Teacher Ed Field Experience.....	\$150
Teacher Ed Methods .....	\$10
Engineering (per major, per semester) .....	\$230
English .....	\$30-\$40
Environmental Studies .....	\$110-\$125
Honors .....	\$50
Human Physiology.....	\$125
Integrated Media and Journalism .....	\$75
Intercultural Competency .....	\$35

Intercultural Competency .....	\$75-\$99
Math Comprehensive .....	\$30
Modern Languages.....	\$15-\$105

**Music:**

Private lessons, per credit.....	\$330
Choir, Men's and Women's Chorus.....	\$75
Chamber Singers.....	\$75
Class.....	\$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
Jazz/Wind Ensemble.....	\$75

**Nursing:**

BSN Community Health Fee .....	\$25
BSN Program Delivery Fee .....	\$350
BSN Kaplan Rev/Exam Prep Materials .....	\$540
Physical Education (varies with course) .....	\$15-\$305
Physics \$75-\$85	
Psychology .....	\$25-\$65
Theatre \$10-\$25	

**II. Student Development Fees:**

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

Orientation, Fall.....	\$105
Orientation, Spring .....	\$25
First Year Experience Fee.....	\$105
Fees included in full-time tuition and non-refundable upon withdrawal from the University: .....	
Student Development Fees, per semester .....	\$125
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: 2019-2020

These are per semester costs:

### Room: (per semester)

CM/Coughlin/DeSmet/Dillon-Goller/Madonna/Twohy/Welch Double .....	\$3,120
CM/Coughlin/DeSmet/Dillon-Goller/Madonna/Twohy/Welch Single .....	\$3,600
All Other Residence Halls Double .....	\$2,890
All Other Residence Halls Single .....	\$3,360
All Residence Halls Premium Single .....	\$3,360
Dussault Double .....	\$3,240
Dussault Single .....	\$3,635
Burch/Corkery/Kennedy/Double Apartments .....	\$3,240
Burch/Corkery/Kennedy/Single Apartments .....	\$3,410
Kennedy Apartments Premium Single .....	\$4,110
Sharp Apartments .....	\$2,500

### 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**

Provides unrestricted entrance into the dining halls and \$500 in Bulldog Bucks per semester. \$3,070

#### **Gold 16**

Provides 16 meals (swipes) per week in the dining halls and \$550 in Bulldog Bucks per semester. \$3,045

#### **Silver 12**

Provides 12 meals (swipes) per week in the dining halls and \$700 in Bulldog Bucks per semester. \$2,950

**Blue 225**

Provides 225 meals (swipes) in the dining halls and \$600 in Bulldog Bucks per semester. \$2,980

**White 175**

Provides 175 meals (swipes) in the dining halls and \$800 in Bulldog Bucks per semester. \$2,950

*\*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 <https://shop-zagdining.sodexomyway.com/dining-plans> 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 <https://www.bkstr.com/gonzagazagshopstore/home> or call (509) 313-6390 for information regarding costs and payment options for purchasing books.

## Student Development

College Hall, Office 120  
509-313-4100  
[www.gonzaga.edu/student-life](http://www.gonzaga.edu/student-life)

### Mission Statement

Grounded by the University mission, the Division of Student Development 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 Development 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 Development Vision Statement

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

### Offices

The Division of Student Development is led by the Vice President of Student Development 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:

Resolution Center for Student Conduct and Conflict	Crosby Center 202 509-313-4009 <a href="mailto:resolutioncenter@gonzaga.edu">resolutioncenter@gonzaga.edu</a> <a href="http://www.gonzaga.edu/resolutioncenter">www.gonzaga.edu/resolutioncenter</a>
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Center for Cura Personalis (CCP)	Crosby Center 216 509-313-2227 <a href="mailto:ccp@gonzaga.edu">ccp@gonzaga.edu</a> <a href="http://www.gonzaga.edu/ccp">www.gonzaga.edu/ccp</a>
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Health & Counseling Services	704 East Sharp Ave. 509-313-4052 <a href="mailto:studenthealth@gonzaga.edu">studenthealth@gonzaga.edu</a> <a href="http://www.gonzaga.edu/healthandcounseling">www.gonzaga.edu/healthandcounseling</a>
The Office of Housing and Residence Life	Crosby Center 201 509-313-4103 <a href="mailto:housing@gonzaga.edu">housing@gonzaga.edu</a> <a href="http://www.gonzaga.edu/student-life/housing-dining">www.gonzaga.edu/student-life/housing-dining</a>
Lincoln LGBTQ+ Resource Center	Hemmingson Center 217 509-313-5847 <a href="mailto:lgbt@gonzaga.edu">lgbt@gonzaga.edu</a> <a href="http://www.gonzaga.edu/lgbtq">www.gonzaga.edu/lgbtq</a>
Center for Community Engagement (CCE)	Hemmingson Center (2nd Floor & Lower Level) 509-313-6824 <a href="http://www.gonzaga.edu/student-life/community-engagement-and-service">www.gonzaga.edu/student-life/community-engagement-and-service</a>
Unity Multicultural Education Center (UMEC)	Hemmingson Center 215 509-313-5836 <a href="mailto:umec@gonzaga.edu">umec@gonzaga.edu</a> <a href="http://www.gonzaga.edu/UMEC">www.gonzaga.edu/UMEC</a>
Transfer, Veterans, and Returning Adult Services	Hemmingson Center (2nd Floor) 509-313-5606 <a href="mailto:nontrad@gonzaga.edu">nontrad@gonzaga.edu</a> <a href="http://www.gonzaga.edu/student-life/student-services/veterans-military-connected-students">www.gonzaga.edu/student-life/student-services/veterans-military-connected-students</a>
Student Media	College Hall, Office 433 509-313-6875 <a href="http://www.gonzaga.edu/student-life/student-groups-activities/student-media">www.gonzaga.edu/student-life/student-groups-activities/student-media</a>
Student Involvement and Leadership	Hemmingson Center (3rd Floor) 509-313-6123 <a href="mailto:studentactivities@gonzaga.edu">studentactivities@gonzaga.edu</a> <a href="http://www.gonzaga.edu/student-life/student-groups-activities">www.gonzaga.edu/student-life/student-groups-activities</a>
First Year Experience Programs	Crosby Center 110 509-313-5501 <a href="http://www.gonzaga.edu/FYEP">www.gonzaga.edu/FYEP</a>
Parent and Family Relations	Crosby Center 017 & 022 509-313-4154 <a href="mailto:families@gonzaga.edu">families@gonzaga.edu</a> <a href="http://www.gonzaga.edu/parents">www.gonzaga.edu/parents</a>



<u>Career &amp; Professional Development</u>	Crosby Center First Floor 509-313-4234 <a href="mailto:careers@gonzaga.edu">careers@gonzaga.edu</a> <a href="http://www.gonzaga.edu/careers">www.gonzaga.edu/careers</a>
<u>Office of Investigation and Inquiry</u>	729 E. Boone 509-313-3998 <a href="http://www.gonzaga.edu/about/offices-services/human-resources/equity-inclusion/title-ix">www.gonzaga.edu/about/offices-services/human-resources/equity-inclusion/title-ix</a>
<u>Office of Health Promotion</u>	Crosby Center 206 509-313-5923 <a href="mailto:ohp@gonzaga.edu">ohp@gonzaga.edu</a> <a href="http://www.gonzaga.edu/ohp">www.gonzaga.edu/ohp</a>
<u>Academic Events</u>	College Hall 018 509-313-3572 <a href="http://www.gonzaga.edu/academics/academic-calendar-resources/academic-events">www.gonzaga.edu/academics/academic-calendar-resources/academic-events</a>

## 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](http://www.gonzaga.edu/studentcodeofconduct).

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## 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, Case Management is a great option for you. Learn more by visiting [gonzaga.edu/CCP](http://gonzaga.edu/CCP) or calling us at (509) 313-2227.

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## Health & Counseling Services

Health & Counseling Services functions as your private physician's office and counseling center. The Health & Counseling Services staff have a strong focus on wellness and want students to benefit fully from Gonzaga's Jesuit education. Our Board Certified Family Physicians, Psychiatrist, Psychologist, Nurse Practitioners, Registered Nurses, and Counselors are here to give you their expertise and care in a confidential setting. Our clinicians are able to diagnose and treat illnesses, prescribe medications, provide psychological counseling, and support students with long-term health concerns. For our hours, more details on available services, costs and billing, please visit our website.

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## 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.

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## Lincoln LGBTQ+ Resource Center

The purpose of the Lincoln LGBTQ+ Resource Center is to develop and sustain Gonzaga University as a safe and welcoming community for people of all sexual orientations, gender identities, and expressions by engaging in education, advocacy, outreach, and programming. This center is part of the Diversity, Inclusion, Community, & Equity (DICE) department which also includes the Unity Multicultural Education Center (UMEC). Both centers organize their work around three pillars:

### *Pillar One - Mentoring*

- Act Six
- BRIDGE (Building Relationships in Diverse Gonzaga Environments)

### *Pillar Two - Programming*

- Monthly Series
  - Crafting Unity: Art & Activism Series
  - Multiple Lenses Film Series
  - Speak Up Series
  - Out to Lunch with Allies Series
- Signature Programs
  - International Day of Tolerance (IDOT)
  - Diversity Monologues
  - Lavender Graduate Celebration

### *Pillar Three - Intercultural Development*

- Intergroup Dialogue (IGD)
- Social Justice Peer Educators (SJPE)
- Diversity Conference Advisory Team (DCAT)

Both UMEC and the Lincoln LGBTQ+ Resource Center work closely with the Unity Alliance of Cultural Clubs and employ approximately 35 student leaders.

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## 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.

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## Unity Multicultural Education Center (UMEC)

The purpose of UMEC is to advocate for underrepresented students and to provide experiential learning opportunities for all students in order to create a university community that integrates and values multiple perspectives and cultural narratives. UMEC is part of the Diversity, Inclusion, Community, & Equity (DICE) department which also includes the Lincoln LGBTQ+ Resource Center. Both centers organize their work around three pillars:

### *Pillar One - Mentoring*

- Act Six
- BRIDGE (Building Relationships in Diverse Gonzaga Environments)

### *Pillar Two - Programming*

- Monthly Series
  - Crafting Unity: Art & Activism Series
  - Multiple Lenses Film Series
  - Speak Up Series
  - Out to Lunch with Allies Series
- Signature Programs
  - International Day of Tolerance (IDOT)
  - Diversity Monologues
  - Lavender Graduate Celebration

### *Pillar Three - Intercultural Development*

- Intergroup Dialogue (IGD)
- Social Justice Peer Educators (SJPE)
- Diversity Conference Advisory Team (DCAT)

Both UMEC and the Lincoln LGBTQ+ Resource Center work closely with the Unity Alliance of Cultural Clubs and employ approximately 35 student leaders.

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### 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.

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### 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](http://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 Zagactivities 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](http://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](mailto:outdoors@gonzaga.edu)

**The Terry Payne Leadership Resource Center** 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 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
- SIL interns
- 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 web-site at [www.gonzaga.edu/leadership-resource-center](http://www.gonzaga.edu/leadership-resource-center)

**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 Zagactivities.

### ***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
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### **The First-Year Experience Program**

First Year Experience Programs is dedicated to assisting you in a successful transition into the Gonzaga University community. First Year Experience Programs is a one-stop resource for you. Whether you are looking for assistance in academic tutoring, finding a flag football team or ways to serve the community, we will be able to get you on the right path. Through the rich experiences and supportive campus community.

First Year Experience Programs develops and facilitates an exemplary program of New Student Orientation and year-long transitional programs such as How to Zag and Zaglink. New students (including first year, international, athletes, transfer, veterans, and non-traditional) 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.

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### **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.

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## Career & Professional Development

Career and 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.joinhandshake.com](http://www.gonzaga.joinhandshake.com). Open hours: 1-4pm Monday-Friday
- Career Lab: Monthly lunch hour career development workshop with free pizza! Held on the first Wednesday of each month during the school year.
- Career Assessments: Self-Directed Search, Myers Briggs Type Indicator, Card Sorts, Career Thoughts Inventory and more
- Etiquette Dinner: Event highlighting proper dining and business etiquette
- Speed Mock Interviews: Practice your interview skills with employer representatives
- Workshops and Presentations: Representatives from Career & Professional Development regularly conduct workshops and seminars on career development around campus
- Internship 101: Learn how to prepare yourself, and find and develop internship opportunities related to your career goals
- Business Cards: Order Gonzaga branded student business cards through CPD

### Online Resources

- CareerShift: Job and internship posting board that facilitates communication with employers and serves as a job search document repository and disseminator
- 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.
- Handshake: Gonzaga's online career tool kit that lists job openings and employers specifically for Gonzaga students and alumni
- iNet: Join iNet, an internship recruitment consortium created and shared by: Duke, Georgetown, Gonzaga University, Harvard, MIT, NYU, Northwestern, Rice, Penn, USF, USC, and Yale. Find internship opportunities with high-profile and industry leading organizations
- InterviewStream: Practice your interview skills by video recording yourself answering a variety of industry-specific questions on InterviewStream
- What Can I do With This Major: Database of career paths related to academic major

### Career Fairs

CPD hosts several career fairs throughout the year including:

- All Majors Career & Internship Fair (October)
- Engineering and Computer Science Career & Internship Fair (October)
- FUSE Career Fair (February/March)
- School of Education Career Fair (March)
- Graduate and Professional School Fair (March)

## 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)
- London (January)
- Portland (January)
- Seattle (January)
- 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. To sign up as a mentor or mentee, go to [zagsconnect.gonzaga.edu](https://zagsconnect.gonzaga.edu).

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## 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).

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## Office of Health Promotion

The Office of Health Promotion (OHP) envisions a campus environment that fosters health and well-being. We believe all students deserve opportunities to learn and practice strategies that will help them thrive at Gonzaga and beyond. The professional Health Educators of this area partner with student well-being interns to lead initiatives, create programs, deliver trainings,

and identify services and spaces that promote positive, holistic well-being and reduce high-risk behaviors. Our primary areas of focus include: mental and emotional well-being, healthy relationships, and substance use. 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 mission of this program is to foster a common, collective sense of purpose for students in recovery from substance use disorders or those exploring sobriety. OUR House (the physical location for the CRC) provides a safe, recovery-positive environment where students can get support from other students who have had similar experiences.

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## 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.

## Student Services

### University Ministry

University Ministry supports the faith development of all members of the Gonzaga community, regardless of religious affiliation and tradition. University Ministry provides opportunities and resources for spiritual growth and fellowship through retreats, service projects, 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

University Ministry's retreat programs provide opportunities to practice reflection, leadership, fellowship and self-examination according to our Ignatian heritage. More than a thousand students participate in these retreats each year. We coordinate one Pilgrimage, two First Year Retreats, one Pre-Orientation First Year Retreat, four Search Retreats, one Men's Retreat, one Women's Retreat and two Montserrat Retreats every academic year. Each retreat is coordinated by a University Ministry staff member and many are led by student crews.

#### 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. University Ministry also offers students the Sacrament of Reconciliation through appointment or before Sunday evening Mass.

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

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## 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 students 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 may 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 229 of College Hall.

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## Center for Student Academic Success

[www.gonzaga.edu/csas](http://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](http://www.gonzaga.edu/aaa).

### Learning Strategies

Students seeking strategies, tools and resources to enhance academic success can sign up for one-on-one peer tutoring and academic mentoring in The Learning Studio. Professional Strategic Learning Specialists are available to work with students on individualized learning plans, provide accountability, develop metacognitive skills and explore opportunities to improve academic success and increase resiliency. For more information please visit [www.gonzaga.edu/learningstrategies](http://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 academic accommodations, auxiliary aids, assistive technology, physical/mobility aids and other types of 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. 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](http://www.gonzaga.edu/disabilityaccess).

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## Center for Global Engagement

### **Richard Menard, Director**

The Center for Global Engagement believes a stellar 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

Gonzaga believes that 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.

Nearly 50% 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 towards their Gonzaga Core Requirements, major and minor requirements. To learn more about what credits can count towards degree requirements explore the Study Abroad web section at [www.gonzaga.edu/studyabroad](http://www.gonzaga.edu/studyabroad).

**Application & Eligibility:** All students studying abroad for academic credit must submit their application through the Center for Global Engagement. Approval requires Student Development clearance, as well as demonstration of high-quality academic performance, grade point average and faculty recommendations.

## 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:

1. TOEFL score of at least 550 written / 213 computer / 80 IBT OR
2. Score of 6.0 or better on the IELTS OR
3. 'New SAT' combined score of 1150 or an 'Old SAT' combined score of 1070 Critical Reading and Math OR
4. Composite ACT score of no less than 23

**In lieu of test scores,** Gonzaga will accept satisfactory completion of Gonzaga University's Global Bridge 1 with a grade point average of at least 3.00 and the recommendation of the ESL faculty. 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 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 is 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.

## English Language Center

Since 1978, the University's English Language Center (ELC) has addressed the needs of multilingual student whose primary native language is not English. Gonzaga's ELC has served nearly 10,000 international student, introducing them to academic language and culture, higher education in the United States, and providing opportunities for intercultural exchanges with students from the U.S. and more than seventy other nations.

## English as a Second Language (ESL) Courses

The ELC offers year-round intensive classes in ten 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 admission to Gonzaga, as well as to assist 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, which approved Gonzaga's ESL accreditation in 2002 and ten-year reaccreditation in 2008.

## Undergraduate Global Bridge Courses

The ELC offers Global Bridge courses to all international students and scholars. Global Bridge courses help international students with the linguistic and cultural adjustment to integrated academic language and culture courses that will enrich each student's academic program.

## Global Bridge Program

For students who are ready to pursue undergraduate studies, but do not currently meet Gonzaga's English proficiency requirements, admission to the Global Bridge Program offers integrated academic language and culture courses that will enrich each student's academic program. The program enables students to improve English proficiency, while earning 12 credits toward a degree at a discounted tuition rate. Global Bridge courses are English for Academic Purposes (EAP) courses linked to specific Core classes. International students will be placed into the appropriate courses and simultaneously enroll in one (or more) freshman Core course (s) and its linked ELCT (English Language Center) course.

## Specialized English Language Programs

In addition to the academic ESL Program, the ELC offers short-term Specialized English Language Programs for contracted groups of students, faculty and international visitors.

## Academic Support and Testing

The ELC conducts English Placement testing to determine which undergraduate Global Bridge classes incoming international students may be required or qualify to take. We provide testing and services for all multilingual students at Gonzaga who 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](http://www.gonzaga.edu/elc), or call 313-6562.

### Gonzaga in Florence

Gonzaga in Florence is Gonzaga University's flagship study abroad program. Established in 1962, this program is run as a branch campus and accepts 185 students per semester. With over a half-century of history, Gonzaga in Florence has been leading the way in study abroad for decades and continues to play an important part in student's experiences at Gonzaga.

The city of Florence was chosen because of its tradition as the intellectual and artistic center of both the Middle Ages and the Renaissance. It also was the student home of Aloysius Gonzaga. Its libraries, museums, churches and monuments provide today's students with unique opportunities for understanding the forces which shaped European civilization. Florence is considered one of Europe's first "global" cities, attracting students, artists, and intellectuals for over 500 years.

Gonzaga in Florence is located in the center of Florence not far from the Duomo and looks onto the Giardino dei Semplici, a 16th-century garden created by the Medici family. It is a few steps from Fra Angelico's frescoes painted for the San Marco monastery and from Michelangelo's David housed in the Galleria dell'Accademia.

Gonzaga in Florence, which is housed in the Mozilo Center, provides students with all the facilities required for learning and student activities. The school is wired with the latest technology which includes wi-fi. In addition, the center's Martin Library collection consists of over 10,000 volumes. For research, students have also access to Gonzaga University's Spokane campus Foley Library resources and databases. A student lounge and fitness center are located on the lower level.

For more information about Gonzaga in Florence, visit [www.gonzaga.edu/gif](http://www.gonzaga.edu/gif).

The Center for Global Engagement is where all students and faculty can engage in shared exploration of diverse ideas, identities and traditions that constitute our global heritage. This humanistic exploration is grounded in the Jesuit tradition of seeking to find the divine in all people. For more information about the Center for Global Engagement, visit [www.gonzaga.edu/cge](http://www.gonzaga.edu/cge).

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## Campus Security & Public Safety

Campus Security and Public Safety (CSPS) facilitates the safety and security of students, staff, faculty, visitors and the property of the University. The department is open 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 office are: safe escorts from location to location (on campus), jump starts, alarm checks, 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 this department. They also work collaboratively with all local law enforcement and emergency service providers. To contact CSPS dial (509) 313-2222.

## 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](http://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 special curriculum for academically gifted undergraduates: Specific requirements vary from school to school. Upon graduation, students in this program receive an Honors designation as part of their degree. For further information visit [www.gonzaga.edu/honors](http://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](mailto: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, Global Bridge, exchange and visiting students attending

Gonzaga as well as support for visiting scholars. The offices specialize academic and immigration advising; international student, visiting professor and scholar support; international student and faculty employment authorization; tax assistance; workshops and specialized international programming.

- **Ministry Institute:** An international educational discernment community for service and leadership. Students develop or improve their ministerial skills in a community setting by working toward graduate degrees at the University (i.e., religious studies, leadership, counseling), studying English as a second language, or participating in the sabbatical spiritual renewal program in religious studies while auditing religious studies courses.
- **Study Abroad Program:** Gonzaga University offers a multitude of different study abroad opportunities in Africa, Asia, Europe, Latin America, the Middle East, and the Oceania for the academic year, semester, or summer study. This includes opportunities to do not just academic work, but also to do internships and service learning experience abroad too.

## 2. Pre-Professional Programs

Pre-Medicine, Pre-Dentistry, and Pre-Veterinary Studies: Gonzaga University offers a number of programs for students who are interested in pursuing careers in medicine, dentistry and veterinary medicine. Gonzaga graduates have recently attended medical, dental or veterinary programs at the following universities: Harvard University, John Hopkins University, Emory University, Loyola University Chicago, Georgetown University, Mayo Medical School, Colorado State University, Creighton University, Georgetown University, Marquette University, Oregon Health & Science University, Tulane University, University of Colorado at Denver, University of Colorado, University of Hawaii, University of Washington and Washington State University, to name a few. Members of the Committee on Health Science Careers (CHSC) share a commitment to preparing students for graduate studies in the health sciences. Faculty members of the CHSC represent a broad range of departments including Biology, Chemistry and Biochemistry, and Human Physiology, as well as Physics, Psychology, Sociology and English. Not only are committee members active in pre-health science advising, but they also support the student's application by providing mock entrance interviews, reviewing personal statements, and writing letters of recommendation. Students who indicate an interest in the health sciences are encouraged to consult with committee members or an advisor with expertise in advising in that area.

Students interested in medicine, dentistry or veterinary studies choose and complete a regular undergraduate major under the supervision of their academic advisor. There is no "pre-medicine" or any other pre-health science major at the undergraduate level. Health science students must demonstrate strong achievement and aptitude in the natural sciences. Professional school requirements are in most cases embedded within Biology, Biochemistry and Human Physiology majors; however, a science major is not required. Admission committees consider each candidate based on record of academic success, score on the standardized entrance examination (MCAT, DAT, or for most Veterinary schools the GRE), personal characteristics, which are further developed through the core curriculum, demonstrated commitment to service, and knowledge of the chosen career field. The CHSC recommends that students select a major based on individual interests and potential alternative career plans as well as a thorough exploration of the sum of requirements for their degree and entry into specific professional programs.

All pre-professional health science students should complete certain science courses as minimum preparation for professional programs. These courses should be finished prior to the spring semester of the junior year, which is when most students take standardized entrance examinations. The following courses offered at Gonzaga fulfill the minimal science requirements established by most health science programs:

- One semester of General Chemistry (CHEM 101 and CHEM 101L)
- Three semesters of Biology (BIOL 105, BIOL 105L, BIOL 106, BIOL 207, and BIOL 207L)
- Two semesters of Organic Chemistry (CHEM 230, CHEM 230L, CHEM 231 and CHEM 231L)
- One semester of Inorganic Chemistry (CHEM 205)
- One semester of Biochemistry (CHEM 245 and CHEM 245L)
- Two semesters of Physics (PHYS 101, PHYS 101L and PHYS 102, PHYS 102L) or (PHYS 103, PHYS 103L and PHYS 204, PHYS 204L)
- One semester of Sociology (SOCL 101)
- One semester of Psychology (PSYC 101)
- Many schools recommend one semester of calculus (MATH 148 or MATH 157).
- Many schools recommend at least one additional semester of upper division molecular biology or physiology (many of the courses offered in the Biology or Human Physiology Departments fulfill this recommendation)

**It is the responsibility of each student to learn about the requirements of specific professional programs and take additional courses, if needed.** The CHSC can advise students on the most appropriate courses to meet or exceed those requirements and the sequencing of these courses. As a complement to science courses, the University Core Curriculum provides students with a broad liberal arts education that will help them develop the philosophical and humanitarian perspective necessary to handle complex social and ethical issues. Knowledge of psychology, sociology and statistics is also expected, as questions related to these topics are included in several sections of the new MCAT exam that was introduced in 2015. Courses exploring these topics are widely available. Moreover, the CHSC encourages students to seek out volunteer opportunities and exposure to health care providers and work environments. Students who demonstrate a humanitarian concern for others through regular volunteer work in the community have higher acceptance rates than students who show no such interest or concern. Additionally, health science students must learn about their chosen career through direct interaction with health care providers. In fact, some professional programs require entering students to obtain substantial exposure to their chosen field. Lastly, Gonzaga's science programs have excellent opportunities to participate in fascinating faculty research throughout the academic year and during the summer. Health science students are encouraged to participate in mentored research either at Gonzaga or through summer research opportunities at other institutions to demonstrate their resourcefulness and aptitude. For further information on the CHSC, or preparation for health science careers, contact the committee ([hsc@gonzaga.edu](mailto:hsc@gonzaga.edu)). Information can also be found at the websites for the American Association of Medical Schools ([aamc.org](http://aamc.org)), the American Dental Education Association ([adea.org](http://adea.org)), or the Association of American Veterinary Medical Colleges ([aavmc.org](http://aavmc.org)).

**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.

**Preparation for Careers in Allied Health:** The University provides students with opportunities to prepare for graduate or professional study in a variety of health related areas including physical and occupational therapy, physician assistant programs, cardiopulmonary rehabilitation, public health, business careers in health fitness and human performance, corporate fitness, health education, and sport and fitness business administration. Careers in allied health require additional study after completion of an undergraduate degree and therefore consideration of the prerequisites for admission to individual graduate programs is critical and should be considered by the student in selecting an undergraduate major. For further information on preparation for careers in allied health, 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.

### 3. Miscellaneous Programs:

Students who wish to pursue degrees in medical records, physical therapy, optometry, pharmacy, 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 many 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 330, or RELI 331, 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, 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 carries 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 several 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 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, 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.
- 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): 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.

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](http://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: Journalism (JOUR): 220 & 230; Music (MUSC): 131A-131Z, 133-134, 136-137, 143-154, 156, 331A-331Z, 358; Theatre Arts (THEA): 124-125, 226, 260-261, 320, 324; Physical Education (EDPE): 101-188

Exceptions to these limitations:

- Kinesiology & Physical Education Majors (B. Ed.) are, with the permission of the Chairperson of the Physical Education 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 may exceed the eight (8) credit limit.
- Majors in Theatre Arts are allowed a total of four (4) performance credits beyond the eight-credit limit **(twelve (12) credit maximum)**.

## 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 transfer credit:

- Transfer credit must have been completed at a regionally accredited college or university.
- Transfer credit may not be technical or vocational in nature.
- 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.
- Gonzaga course equivalency may be awarded if the transfer course is similar in content and depth. In order to fulfill a major-specific requirement at Gonzaga, the course syllabus must be presented to the department Chairperson and Dean of the College/School for review, approval, and change to the initial assignment of the GU course equivalency for the transferred course.
- 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 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 in courses through any other institution while on a Leave of Absence status through 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.
- College credit earned outside of the U.S. must be accompanied by a professional foreign credential evaluation, unless credit was earned through an approved study abroad program.

## F. Transfer of Credits

### Associate of Arts Degree (AA-DTA) and Associate of Science Degree (AS-T)

Students with an earned Associate of Arts (AA-DTA) or Associate of Science (AS-T) degree from Washington State Community Colleges or North Idaho College are generally given junior standing and will have fulfilled many of the requirements of the University Core curriculum. University Core requirements to be completed upon transfer include: First-Year Seminar, Christianity & Catholic Traditions, and the Core Integration Seminar. Students will also take a major-appropriate college mathematics course, Reasoning, Human Nature, and Ethics, unless they have already fulfilled these requirements. Communication & Speech is recommended, but not required, for students who have not completed a course in speaking skills.

**NOTE:** Gonzaga does not currently participate in Reverse Transfer partnerships and will not recognize an AA-DTA or AS-T degree that is obtained using Gonzaga coursework transferred by former Gonzaga students to fulfill AA-DTA or AS-T requirements. Therefore, former Gonzaga students who re-enter the University from a two-year college to complete their degree will not benefit from the Associate of Arts degree transferability AA-DTA or AS-T with regard to core waiver privileges. All readmitted transfer students must fulfill all of the University's core requirements. Transfer credits, however, will be evaluated and accepted on a course-by-course basis.

### **Post Baccalaureate Students:**

Post-baccalaureate students 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. 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, 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 in the Students Accounts and Financial Aid Offices. 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 Office of Community Standards.

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 Office of Community Standards 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
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 of the course within the semester that he/she is registered for the course. The faculty member notifies the Registrar's Office of the reason for the "I" (Incomplete) grade, lists the missing material, and assigns a provisional grade that will be assigned thirty (30) calendar days into the following semester (summer sessions are not included). A provisional grade should be what the student would earn if no additional work is submitted. Requests for a date extension beyond the published date for removing incompletes must be approved through the appropriate Deans' Office and the Provost & Senior Vice President. Approved extensions will then be sent to the Registrar's Office for processing. Forms for this action can be obtained from the Registrar's Office by the instructor. If the instructor does not submit an extension or a new grade before the published date or time extension lapses, the provisional grade will be recorded on the student's transcript. If a provisional grade has not been provided, the "I" grade 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 before the add/drop registration period closes 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 take into account 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. Refer to "Grading Procedures" section under "Grading Policies" earlier in this section.

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 but do not count in a GPA.
3. A "P" grade (pass) will not affect the grade-point average; a fail will have the same effect as any "F" grade.
4. A student's level of performance for a "P" grade must correspond to the letter grade of "C" or better.
5. 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 for "adding or dropping courses" and may not revoke their decision after this date.
6. No more than five Pass/Fail courses may count toward a degree, and no more than two may be taken in any one department.
7. Students are allowed to take two courses on Pass/Fail during the four semesters as first year and second year undergraduates, provided that no more than one such course is taken in any given semester. A total

of three Pass/Fail courses may be taken during the undergraduate third year and fourth year with no more than one in any given semester.

8. Any course failed "F" grade may not be repeated on a Pass/ Fail basis.
9. Last day to change to or from the Pass/Fail grading option is the last day of the add/drop period.

## 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](http://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 Zgmail 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'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. This outcome can be appealed to the Dean of the College/School in which the course is offered. Faculty are encouraged to work with individual students to ensure academic success.

Gonzaga University presumes that students have sufficient maturity to recognize their responsibility for regular class attendance. It is 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, that Gonzaga University has this policy on absences. *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.*

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 related 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. For more information or case consultation, contact the Disability Access Office.

### **Addendum to University Class Attendance Policy**

#### *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

On average, once a month the Registrar's Office transmits enrollment data to the National Student Clearinghouse for enrollment verification of students with 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 Sigma Iota:** CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identify 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 development, 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](mailto: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

**Interim Dean:** Matt Bahr

**Associate Deans:** Mia Bertagnolli, 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, Catholic, Jesuit education. The departments and programs that make up the College also offer students majors, minors and concentrations in specialized fields, preparing them for immediate careers or for further studies. For students in Arts and Science majors, the College has a language requirement, as well.

### Degree Programs in the College of Arts and Sciences

**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 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, 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.

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

### 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) 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

##### Second Language Competency

Competency in a second language (classical or modern) at the intermediate level (courses numbered 201) 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.

Additional information on this requirement can be found at:

<https://www.gonzaga.edu/college-of-arts-sciences/about/information-for-students/language-requirement-information>

### Table of Credits for Degrees, Majors and Minors

Field	Degree	Major	Minor
Applied Mathematics	BS	57-68	24
Biology Concentration		68	n.a.
Biochemistry Concentration		67	n.a.
Chemistry Concentration		67	n.a.
Computer Science Concentration		61	n.a.
Economics Concentration		61	n.a.
Physics Concentration		65	n.a.
Art	BA	39	24
Art History Concentration		48	see below
Art History (for non-Art majors)		n.a.	24
Biology	BA	40	28
Research Concentration		47-48	n.a.
Biology	BS	64	28
Research Concentration		71-72	n.a.



<b>Field</b>	<b>Degree</b>	<b>Major</b>	<b>Minor</b>
Biochemistry	BS	70-71	n.a.
(ACS approved option)		71-72	
Broadcast and Electronic Media Studies	BA	36	21
Catholic Studies	n.a.	n.a.	21
Chemistry	BA	55	32-37
(ACS approved option)	BS	64-65	n.a.
Classical Civilizations	BA	36	23
Communication Studies	BA	37	21
Computer Science and Computational Thinking	BA	55-59	n.a.
Art Concentration		55-56	n.a.
Biology Concentration		57-59	n.a.
Communication Studies Concentration		55-56	n.a.
Economics Concentration		55-56	n.a.
English Concentration		55-56	n.a.
Environmental Studies Concentration		58-59	n.a.
Philosophy Concentration		55-56	n.a.
Sociology Concentration		55-56	n.a.
Theatre Arts Concentration		55-56	n.a.
Conducting (for Music majors only)		n.a.	20
Criminology	BA	33	18
Critical Race and Ethnic Studies	n.a.	n.a.	21
Dance	BA		20
Dance Pedagogy Concentration		35	
Performance Concentration		35	
Economics	BA	33	18
	BS	45	18
English	BA		21
Writing Concentration		39	see below
Literature Concentration		39	n.a.
Environmental Studies	BA	40	20
French*	BA	19-35	12-28
German*	n.a.	n.a.	12-28

<b>Field</b>	<b>Degree</b>	<b>Major</b>	<b>Minor</b>
History	BA	33	18
Asian History	n.a.	n.a.	18
Latin American History	n.a.	n.a.	18
Race & Ethnic Communities	n.a.	n.a.	18
Interdisciplinary Arts		n.a.	20-25
International Studies*			
Asian Studies*	BA	28-44	12-31
European Studies*	BA	28-44	12-31
International Relations*	BA	28-44	12-31
Latin American Studies*	BA	28-44	12-31
Italian*	n.a.	n.a.	12-26
Italian Studies*	BA	22-36	12-26
Jazz Performance	n.a.	n.a.	22
Journalism	BA	39	19
Mathematics	BA	31	24
	BS	40	24
Music	BA	45-54	22
Composition concentration		45	n.a.
General studies concentration		45	n.a.
Performance concentration		49	n.a.
Sacred Music concentration		54	n.a.
Music Education	BA		n.a.
Choral and General concentration		51	
Instrumental and General concentration		51	
Native American Studies		n.a.	21
Philosophy	BA	36	21
Kossel Concentration		44	n.a.
Physics	BS	54	27
	BA	54	n.a.
Political Science	BA	31	18
Psychology	BA	33	21
Research Concentration		33-34	

<b>Field</b>	<b>Degree</b>	<b>Major</b>	<b>Minor</b>
Public Relations	BA	39	18
Religious Studies	BA	36	18
Sociology	BA	33	18
Solidarity and Social Justice		n.a.	21
Spanish*	BA	22-38	12-28
Theatre	BA		20-21
Performance Concentration		46-50	
Technical Theater Concentration		46-50	
Visual Literacy		n.a.	18
Women's & Gender Studies		n.a.	21
Writing			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: Daniel Butterworth

Leo Kreielsheimer Professor of Fine Arts: M. Rude

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

Assistant Professors: 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 and offers a Bachelor of Arts in Art.

The department is located in the Jundt Art Center. The Jundt Art Center maintains studios in ceramics, design, drawing, painting, printmaking, and sculpture. A theatre-style lecture hall 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 collection, storage, and exhibit areas for Gonzaga University's permanent art collection and the ability to not only provide exhibit space for student and faculty art, but changing exhibits of local, regional, national, and international artwork. The museum maintains a print study room for student, faculty, and community use and provides a lounge overlooking the Spokane River for art receptions and related activities. The department reserves the right to retain selected art work done by its students in fulfillment of course requirements.

For students intending to go to graduate school, additional work beyond the minimum major requirements is strongly encouraged.

<b>B.A. Major in Art: 39-48 Credits</b>	
<b>Lower Division</b>	
VART 101 Drawing I	3 credits
One of the following two courses:	3 credits
VART 112 Design Fundamentals	
VART 230 3-D Design	
VART 141 Ceramics I	3 credits
VART 190 Art Survey: Prehistoric-Medieval	3 credits
VART 191 Art Survey: Renaissance-Modern	3 credits
VART 201 Drawing II	3 credits
VART 221 Painting I	3 credits
<b>Upper Division</b>	
<b>No concentration: 18 credits</b>	
One of the following two courses:	3 credits
VART 350 Beginning Printmaking	
VART 351 Beginning Screen Printing	
VART 385 Figure Drawing I	3 credits
Two of the following five courses:	6 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 Electives *	3 credits
VART 499 Senior Seminar	3 credits
<b>Art History Concentration: 27 credits (for Art Majors only)</b>	
One of the following two courses:	3 credits
VART 350 Beginning Printmaking	
VART 351 Beginning Screen Printing	
VART 385 Figure Drawing I	3 credits
VART 395 Art in the 19th Century	3 credits
VART 396 Art in the 20th Century	3 credits
VART Studio Electives *	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	
VART 499 Senior Seminar	3 credits
<b>Minor in Art: 24 credits</b>	
<b>Lower Division</b>	
VART 101 Drawing I	3 credits
One of the following two courses:	3 credits
VART 112 Design Fundamentals	
VART 230 3-D Design	
VART Elective	3 credits
<b>Upper Division</b>	
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 Electives *	12 credits
*Please note that several upper-division studio art classes have 200-level prerequisites. Please carefully check the undergraduate catalog for course descriptions and prerequisites.	

<b>Minor in Art History: 24 credits</b>	
<b>(for non-Art Majors; Art Majors may declare a concentration in Art History)</b>	
<b>Lower Division</b>	
VART 101 Drawing I	3 credits
One of the following three studio courses:	3 credits
VART 112 Design Fundamentals	
VART 141 Ceramics I	
VART 221 Painting I	
VART 190 Art Survey: Prehistoric-Medieval	3 credits
VART 191 Art Survey: Renaissance-Modern	3 credits
<b>Upper Division</b>	
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 Design Fundamentals** **credit(s): 3**

A fundamentals course bridging artistic intention and compositional conclusion: problem-based studies based on the visual elements and principles of design theory. Should be taken before the junior year. 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 141 Ceramics I** **credit(s): 3**  
 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.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design  
**Restriction(s):**  
 Must not be the following Class(es): Junior, Senior
- VART 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): Core: Fine Arts and Design  
**Equivalent(s):** JOUR 170
- VART 190 Art Survey: Prehistoric to Medieval** **credit(s): 3**  
 A study of art and architecture from the Prehistoric era to the late Middle Ages. Fall.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
- VART 191 Art Survey: Renaissance to Modern** **credit(s): 3**  
 A study of art and architecture from the late Middle Ages to modern times. Spring.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
- VART 192 Independent Study** **credit(s): 1-3**  
 Topic to be determined by faculty.  
 Course repeatable for 15 credits.
- VART 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  
**Restriction(s):**  
 Must be the following Class(es): Freshman
- VART 201 Drawing II** **credit(s): 3**  
 A continuation of VART 101. Spring.  
**Prerequisite(s):** VART 101
- VART 202 Figure Drawing in Florence** **credit(s): 3**  
 Focuses on traditional drawing techniques and methods for depicting the physicality of the body and of space. VART 101 recommended as a pre-requisite but not required. Florence campus only.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design  
 Course repeatable for 6 credits.
- VART 212 Sculpture Materials and Design I** **credit(s): 3**  
 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.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design
- VART 221 Painting I** **credit(s): 3**  
 Basic problems in oil techniques, explorations in still life, landscape, and the human figure. Fall and Spring.  
**Prerequisite(s):** VART 101 (or concurrent)
- VART 222 Painting II** **credit(s): 3**  
 A continuation of VART 221. Fall and Spring.  
**Prerequisite(s):** VART 221

- 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. 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. Fall and Spring.  
**Prerequisite(s):** VART 141
- VART 292 Directed Studio** **credit(s): 1-3**  
 Variable credit, directed study for the student with a limited schedule. Studio work by arrangement. Fall and Spring.  
 Course repeatable for 6 credits.
- 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.  
**Equivalent(s):** SPAN 434
- VART 296 Spanish Art: Ancient and Medieval** **credit(s): 3**  
 Granada campus only.  
**Equivalent(s):** SPAN 433
- VART 312 Sculpture Materials and Design II** **credit(s): 3**  
 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.  
 Course repeatable for 6 credits.  
**Prerequisite(s):** VART 101 or VART 112
- VART 322 Fresco** **credit(s): 3**  
 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 III** **credit(s): 3**  
 Advanced problems in figurative art with emphasis on painting the human figure and landscape. Fall and Spring.  
**Prerequisite(s):** VART 222
- VART 324 Painting IV** **credit(s): 3**  
 A continuation of VART 323. Fall and Spring.  
 Course repeatable for 6 credits.  
**Prerequisite(s):** VART 323
- VART 341 Intermediate Ceramics Projects** **credit(s): 3**  
 A directed study of specific throwing and/or hand building techniques. Studio processes of glaze development and firing practices will be introduced.  
 Course repeatable for 12 credits.  
**Prerequisite(s):** VART 241



- VART 349 Special Topics in Studio Art** **credit(s): 3**  
 Topics to be determined by instructor.  
 Course repeatable for 9 credits.  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior
- VART 350 Beginning Printmaking** **credit(s): 3**  
 Introductionduces 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): 3**  
 Introductionduces students to the development of imagery through the screen printing process. Spring.  
**Prerequisite(s):** VART 101
- VART 352 Intermediate Printmaking** **credit(s): 3**  
 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.  
 Course repeatable for 6 credits.  
**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): 3**  
 Basic problems in developing the human figure and experiments with a variety of drawing media. Florence campus and main campus. Fall and Spring.  
 Course repeatable for 6 credits.  
**Prerequisite(s):** VART 101 or VART 201 or VART 202
- VART 386 Figure Drawing II** **credit(s): 3**  
 A continuation of VART 385. Fall and Spring.  
 Course repeatable for 9 credits.  
**Prerequisite(s):** VART 385
- VART 393 Special Topics Study Abroad** **credit(s): 3-4**  
 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**  
 Consult instructor for topic as it will vary each semester. May be repeated for credit.  
 Fulfills the following degree requirement(s): VART - History  
 Course repeatable for 9 credits.  
**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, the rise of landscape painting, the invention of photography, and the formation of an avant-garde identity in the nineteenth century. Fall.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior

**VART 396 Art in the 20th Century** **credit(s): 3**

A survey of European and American art from the 1890's to 1990's. Course topics include: the relationship between avant-garde culture and political radicalism; "Primitivism" in western art; the machine aesthetic; abstraction and its meanings; the influence and role of photography in modern culture; and the emergence of alternative and experimental visual media in the 1960's and 1970's. Spring.

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

**Restriction(s):**

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

**VART 397 Renaissance Art** **credit(s): 3**

A survey of the painting, sculpture, and architecture of Italy, 1400-1600. Florence campus only.

Fulfills the following degree requirement(s): ITAL - upper division elec, Core: Fine Arts and Design

**Restriction(s):**

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

**VART 401 Renaissance Architecture** **credit(s): 3**

Renaissance Architecture, civil engineering, and design from Brunelleschi to Leonardo and Michelangelo and the interdependence of such fields to Florentine humanism and the development of European modernity. Florence campus only.

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

**VART 402 The Image of God** **credit(s): 3**

A comparative study in religious art and architecture between the Western world and traditional Far Eastern aesthetics (Chinese and Japanese), focusing on the basic element of spirituality. Florence campus only.

**VART 403 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, HIST - Pre

**Equivalent(s):** HIST 302

**Prerequisite(s):** HIST 101 or WGST 271C

**VART 404 Archaeology of Ancient Greece** **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 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

**Equivalent(s):** HIST 307

**Prerequisite(s):** HIST 101 or WGST 271C

**VART 405 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

**Equivalent(s):** HIST 308

**Prerequisite(s):** HIST 101 or WGST 271C

**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.

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

**Equivalent(s):** HIST 366

**VART 407 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):** WGST 350

**Restriction(s):**

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

**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.

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

**Restriction(s):**

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

**VART 421 Advanced Painting Projects credit(s): 3**

Advanced oil painting problems in still-life, figure and landscape.

Course repeatable for 12 credits.

**Prerequisite(s):** VART 324

**VART 432 CIS: 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

**VART 441 Advanced Ceramics Projects credit(s): 3**

Exploration of advanced glazing and firing techniques. Emphasis is on developing individual expression in ceramic form.

Course repeatable for 12 credits.

**Prerequisite(s):** VART 341

**VART 442 Ceramic Materials credit(s): 3**

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): 3**

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): 3**

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. Course can be repeated.

Course repeatable for 12 credits.

**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 or PHIL 201H

**VART 472    Creative Filmmaking** **credit(s): 3**

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 485    Advanced Drawing Projects** **credit(s): 3**

Exploration of advanced drawing techniques.

Course repeatable for 12 credits.

**Restriction(s):**

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

**Prerequisite(s):** VART 386

**VART 492    Independent Study** **credit(s): 1-3**

Specialized study by arrangement with individual studio faculty.

Course repeatable for 15 credits.

**VART 497    Art Internship** **credit(s): 0-6**

Professional work experience in an art-related field. Fall, Spring, and Summer.

Course repeatable for 6 credits.

**VART 498    Research** **credit(s): 1-3**

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

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

Course repeatable for 15 credits.

**VART 499    Senior Seminar** **credit(s): 3**

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.

**Restriction(s):**

Must be the following Class(es): Senior

## Biology

Chairperson: Kirk Anders

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, G. Chang, J. Haydock, M. Poxleitner

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

Lecturer: K. Measor

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>B.S. Major in Biology: 64 credits</b>	
<b>Lower Division</b>	
BIOL 105, BIOL 105L Information Flow in Biological Systems	4 credits
BIOL 106 Energy Flow in Biological Systems	3 credits
BIOL 205, BIOL 205L Physiology and Biodiversity	4 credits
BIOL 206, BIOL 206L Ecology	4 credits
BIOL 207, BIOL 207L Genetics	4 credits
PHYS 101, PHYS 101L (or PHYS 103, PHYS 103L)	5 credits
PHYS 102, PHYS 102L (or PHYS 204, PHYS 204L)	5 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
<b>Upper Division*</b>	
BIOL 399 Advanced Topics	2 credits
BIOL Upper Division Electives	15 credits
BIOL 495 Senior Evaluation	0 credits
BIOL 499 Senior Colloquium	1 credit
<b>B.A. Major in Biology: 40 credits</b>	
<b>Lower Division</b>	
BIOL 105, BIOL 105L Information Flow in Biological Systems	4 credits
BIOL 106 Energy Flow in Biological Systems	3 credits
BIOL 205, BIOL 205L Physiology and Biodiversity	4 credits
BIOL 206, BIOL 206L Ecology	4 credits
BIOL 207, BIOL 207L Genetics	4 credits
CHEM 101, CHEM 101L General Chemistry	4 credits
CHEM 230, CHEM 230L Organic Chemistry I	5 credits
<b>Upper Division*</b>	
BIOL 399 Advanced Topics	2 credits
BIOL Upper Division Electives	9 credits
BIOL 495 Senior Evaluation	0 credits
BIOL 499 Senior Colloquium	1 credit
<b>Minor in Biology: 28 credits</b>	
<b>Lower Division</b>	
BIOL 105, BIOL 105L Information Flow in Biological Systems	4 credits
BIOL 106 Energy Flow in Biological Systems	3 credits
BIOL 205, BIOL 205L Physiology and Biodiversity	4 credits
BIOL 206, BIOL 206L Ecology	4 credits

BIOL 207, BIOL 207L Genetics	4 credits
One of the following two:	4 credits
CHEM 101/CHEM 101L General Chemistry	
ENVS 104/ENVS 104L Environmental Chemistry	
<b>Upper Division*</b>	
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:

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.

Present the results from the independent research (in oral or poster format) to the scientific community at a venue outside of the Gonzaga campus.

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.

Participate in science education outreach for 16 hours one semester (BIOL 295/CHEM 295).

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.

Take a college calculus course, Survey of Calculus (MATH 148) or Calculus and Analytic Geometry I (MATH 157).

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 Information Flow in Biological 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 Field(s) of Study: Biochemistry, Biology, Comp Sci and Computation Think, Computer Science, Human Physiology, Nursing, Applied Mathematics with a Concentration in Biology

**BIOL 105L Information Flow in Biological 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 Field(s) of Study: Biochemistry, Biology, Comp Sci and Computation Think, Computer Science, Human Physiology, Nursing, Applied Mathematics with a Concentration in Biology

**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.

**Restriction(s):**

Must be in the following Field(s) of Study: Biochemistry, Biology, Comp Sci and Computation Think, Computer Science, Human Physiology, Applied Mathematics with a Concentration in Biology

**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-

**BIOL 159 Studies in Biodiversity credit(s): 1**

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.

Course repeatable for 2 credits.

**Equivalent(s):** BIOL 359

**Prerequisite(s):** BIOL 159L



**BIOL 159L Field Studies in Biodiversity credit(s): 3**

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.

Course repeatable for 6 credits.

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 Field(s) of Study : 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 Field(s) of Study : 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 Field(s) of Study : Biology

**BIOL 190 Special Topics credit(s): 1-3**

Topic to be determined by instructor.

Course repeatable for 6 credits.

**BIOL 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

**Restriction(s):**

Must be the following Class(es): Freshman

**BIOL 199 Investigations in Biology** **credit(s): 2**

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

Course repeatable 3 times.

**Corequisite(s):** BIOL 199L

**Restriction(s):**

Must not be in the following Field(s) of Study : Biochemistry, Biology, 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 Field(s) of Study : Biochemistry, Biology, 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 Field(s) of Study: Biology, Comp Sci and Computation Think, Applied Mathematics with a Concentration in Biology

**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 Field(s) of Study: Biology, Comp Sci and Computation Think, Applied Mathematics with a Concentration in Biology

**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 Field(s) of Study: Biology, Comp Sci and 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 Field(s) of Study: Biochemistry, Biology, Comp Sci and Computation Think, Human Physiology, Applied Mathematics with a Concentration in Biology

**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

**BIOL 290 Directed Readings**

**credit(s): 1-3**

Topic to be decided by faculty.

Course repeatable for 6 credits.

**BIOL 295 Science Outreach**

**credit(s): 0**

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.

Course repeatable 8 time.

**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 Field(s) of Study: Biology

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

**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 Field(s) of Study: Biology, Applied Mathematics with a Concentration in 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

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

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.

Course repeatable for 8 credits.

**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 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**

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.

Course repeatable 1 time.

**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**

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.

Course repeatable for 9 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Biology, Applied Mathematics with a Concentration in Biology

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

**BIOL 335L Advanced Genetics Lab credit(s): 1**

Taken concurrently with BIOL 335 when laboratory is offered.

Course repeatable for 3 credits.

**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 Field(s) of Study: Biology, Comp Sci and Computation Think, Applied Mathematics with a Concentration in Biology

**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.

**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 323

**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 323L

**Corequisite(s):** BIOL 357

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

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.

Course repeatable for 2 credits.

**Equivalent(s):** BIOL 159

**Restriction(s):**

Must be in the following Field(s) of Study: Biology, Applied Mathematics with a Concentration in 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**

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.

Course repeatable for 6 credits.

**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.

**Equivalent(s):** BIOL 270

**Corequisite(s):** BIOL 370L

**Restriction(s):**

Must be in the following Field(s) of Study: Biology, Applied Mathematics with a Concentration in 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.

**Equivalent(s):** BIOL 270L

**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 be in the following Field(s) of Study: Biology, Applied Mathematics with a Concentration in 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 Biol and Anatomy Lab** **credit(s): 1**

Taken concurrently with BIOL 371.

**Corequisite(s):** BIOL 371

**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**

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.

Course repeatable for 8 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: 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**

Topic to be determined by instructor.

Course repeatable for 6 credits.

**BIOL 395 Research Assistantship credit(s): 0**

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

Department Chair permission only.

Course repeatable 5 time.

**BIOL 399 Advanced Topic: credit(s): 2**

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

Course repeatable for 4 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Biology, Applied Mathematics with a Concentration in 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**

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.

Course repeatable for 4 credits.

**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 CIS: 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

**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 **BIOL 441 credit(s): 3** **Advanced**

**Physiology credit(s): 3**

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.

Course repeatable for 6 credits.

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

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

Taken concurrently with BIOL 441 when laboratory is offered.

Course repeatable for 2 credits.

**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.

**Equivalent(s):** CHEM 443L

**Prerequisite(s):** BIOL 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**

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.

Course repeatable for 12 credits.

**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**

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.

Course repeatable 3 time.

**Corequisite(s):** BIOL 499

**Restriction(s):**

Must be in the following Field(s) of Study: Biology

Must be the following Class(es): Senior

**BIOL 496      Biological Research Techniques      credit(s): 1-3**

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.

Course repeatable for 12 credits.

**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**

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.  
Course repeatable for 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Biology

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

**BIOL 498 Undergraduate Research**

**credit(s): 0-6**

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.

Course repeatable for 12 credits.

**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: J. Mudd

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 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.

<b>Minor in Catholic Studies: 21</b>	
CATH 499 Catholic Studies Symposium	3 credits
HIST 112 World Civilization 1500-Present	3 credits
One of the following Scripture courses:	3 credits
RELI 110 The Hebrew Bible	
RELI 120 The New Testament	
RELI 124 Gospels: The Life & Teachings of Jesus	
RELI 220 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**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**CATH 290 Directed Study** **credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**CATH 390 Directed Study** **credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**CATH 432 CIS:** **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

**CATH 490 Directed Study** **credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**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 12 credits of CATH designated course work

## Chemistry and Biochemistry

Chairperson: Maria Bertagnolli

Dr. Scholl Distinguished Professor: Joanne Smieja

Professors: D. Cleary, M. Cremeens, D. McMinn (Emeritus), K. Nakamaye (Emeritus), J. Shepherd, J. Smieja

Associate Professors: J. Cronk, G. Gidofalvi, E. Ross, S. Warren, J. Watson

Assistant Professors: W. Bailey, S. Cravens, K. Leamy, M. Matsumoto

Senior Lecturer: G. D'Ambruoso

Lecturers: A. Scruggs, S. Siegel

The Department of Chemistry and Biochemistry offers Bachelor of Science degrees in Chemistry and Biochemistry and a Bachelor of Arts degree in Chemistry. There are three different Bachelor of Science (B.S.) programs, one in Chemistry and two in Biochemistry. The Chemistry program and one of the two Biochemistry programs have an option of being approved by the American Chemical Society (ACS). An ACS approved degree is recommended for students interested in pursuing a graduate degree in chemistry or biochemistry. The other B.S. Biochemistry degree has a larger biology emphasis, and is better suited for students seeking a broad background in both biochemistry and molecular biology. The Bachelor of Arts (B.A.) degree in Chemistry is offered for students seeking a strong background in chemistry, but with less specialization than the Bachelor of Science 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 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>B.S. Major in Chemistry (with ACS approved option): 64-65 Credits</b>	
<b>Lower Division</b>	
CHEM 101 General Chemistry	3 credits
CHEM 101L General Chemistry Lab	1 credit
CHEM 205 Inorganic Chemistry	3 credits
CHEM 230 Organic Chemistry I	4 credits
CHEM 230L Organic Chemistry I Lab	1 credit
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 270 Career Development I	1 credit
MATH 157 Calculus-Analytic Geometry I	4 credits
MATH 258 Calculus-Analytic Geometry II	4 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
<b>Upper Division</b>	
CHEM 310 Analytical Chemistry	3 credits
CHEM 310L Analytical Chemistry Lab	2 credits
CHEM 355 Physical Chemistry	3 credits
CHEM 355L Physical and Inorganic Chemistry Lab	1 credit
CHEM 370 Career Development II	1 credit
CHEM 385L Advanced Chemistry Lab	3 credits
CHEM 399 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
CHEM 485 Seminar	1 credit
One of the following options:	
CHEM 488 Senior Literature Review	1 credit
CHEM 498A/CHEM 498B Thesis I & II (Required for ACS approved degree)	2 credits

### **B.S. Major in Biochemistry (with ACS approved option): 71-72 Credits**

<b>Lower Division</b>	
CHEM 101 General Chemistry	3 credits
CHEM 101L General Chemistry Lab	1 credit
CHEM 205 Inorganic Chemistry	3 credits
CHEM 230 Organic Chemistry I	4 credits
CHEM 230L Organic Chemistry I Lab	1 credit
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 270 Career Development I	1 credit
BIOL 105 Information Flow in Biological Systems	3 credits
BIOL 105L Information Flow in Biological Systems Lab	1 credit
BIOL 106 Energy Flow in Biological Systems	3 credits
MATH 157 Calculus-Analytic Geometry I	4 credits
MATH 258 Calculus-Analytic Geometry II	4 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
<b>Upper Division</b>	
CHEM 310 Analytical Chemistry	3 credits
CHEM 310L Analytical Chemistry Lab	2 credits
CHEM 345L Advanced Biochemistry Lab	3 credits
CHEM 355 Physical Chemistry	3 credits
CHEM 355L Physical and Inorganic Chemistry Lab	1 credit
CHEM 370 Career Development II	1 credit
CHEM 399 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
CHEM 485 Seminar	1 credit
One of the following options:	
CHEM 488 Senior Literature Review	1 credit
CHEM 498A/CHEM 498B Thesis I & II (Required for ACS approved degree)	2 credits

### **B.S. Major in Biochemistry: 70-71 Credits**

<b>Lower Division</b>	
CHEM 101 General Chemistry	3 credits
CHEM 101L General Chemistry Lab	1 credit
CHEM 205 Inorganic Chemistry	3 credits
CHEM 230 Organic Chemistry I	4 credits
CHEM 230L Organic Chemistry I Lab	1 credit
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 270 Career Development I	1 credit
BIOL 105 Information Flow in Biological Systems	3 credits
BIOL 105L Information Flow in Biological Systems Lab	1 credit
BIOL 106 Energy Flow in Biological Systems	3 credits
BIOL 207 Genetics	3 credits
BIOL 207L Genetics Lab	1 credit
MATH 157 Calculus-Analytic Geometry I	4 credits
MATH 258 Calculus-Analytic Geometry II	4 credits
PHYS 103 Scientific Physics I	4 credits
PHYS 204 Scientific Physics II	4 credits

<b>Upper Division</b>	
CHEM 310 Analytical Chemistry	3 credits
CHEM 310L Analytical Chemistry Lab	2 credits
CHEM 355 Physical Chemistry	3 credits
CHEM 355L Physical and Inorganic Chemistry Lab	1 credit
CHEM 370 Career Development II	1 credit
CHEM 399 Advanced Topic	2 credits
CHEM 405-435 Block 1	2 credits
CHEM 455-480 Block 2	2 credits
BIOL 456 Molecular Biology	3 credits
BIOL 456L Molecular Biology Lab	1 credit
CHEM 485 Seminar	1 credit
One of the following options:	
CHEM 488 Senior Literature Review	1 credit
CHEM 498A/CHEM 498B Thesis I & II	2 credits

### **B.A. Major in Chemistry: 55 Credits**

<b>Lower Division</b>	
CHEM 101 General Chemistry	3 credits
CHEM 101L General Chemistry Lab	1 credit
CHEM 205 Inorganic Chemistry	3 credits
CHEM 230 Organic Chemistry I	4 credits
CHEM 230L Organic Chemistry I Lab	1 credit
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 270 Career Development	1 credit
MATH 157 Calculus-Analytic Geometry I	4 credits
MATH 258 Calculus-Analytic Geometry II	4 credits
One of the following two sets of courses:	8 credits
PHYS 101 and PHYS 102 General Physics I and II	
PHYS 103 and PHYS 204 Scientific Physics I and II	
<b>Upper Division</b>	
CHEM 310 Analytical Chemistry	3 credits
CHEM 310L Analytical Chemistry Lab	2 credits
CHEM 355 Physical Chemistry	3 credits
CHEM 355L Physical and Inorganic Chemistry Lab	1 credit
CHEM 370 Career Development II	1 credit

CHEM 399 Advanced Topic	2 credits
CHEM 405-435 Block 1	2 credits
CHEM 455-480 Block 2	2 credits
CHEM 485 Seminar	1 credit
CHEM 488 Senior Literature Review	1 credit

### Minor in Chemistry: 32-37 Credits

#### Required Foundational Courses: 20 credits

CHEM 101 General Chemistry	3 credits
CHEM 101L General Chemistry Lab	1 credit
CHEM 205 Inorganic Chemistry	3 credits
CHEM 230 Organic Chemistry I	4 credits
CHEM 230L Organic Chemistry I Lab	1 credit
MATH 157 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)	
CHEM 355L Physical and Inorganic Chemistry Lab (1 credit)	
MATH 258 Calculus and Analytical Geometry II (4 credits)	
PHYS 204 Scientific Physics II (4 credits)	
Option Three:	13 credits
CHEM 231 Organic Chemistry II (3 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

Course repeatable 2 time.

**Corequisite(s):** CHEM 104L

**Restriction(s):**

Must be the following Class(es): Freshman

**CHEM 104L Scientific Inquiry Lab** **credit(s): 1**

Taken concurrently with CHEM 104. Fall and Spring.

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

Course repeatable 2 time.

**Corequisite(s):** CHEM 104

**CHEM 123 Environmental Chemistry** **credit(s): 3**

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.

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

**Corequisite(s):** CHEM 123L

**CHEM 123L Environmental Chemistry Lab** **credit(s): 1**

See CHEM 123 course description. Taken concurrently with CHEM 123. Spring.

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

**Corequisite(s):** CHEM 123

**CHEM 190 Study Abroad Special Topics** **credit(s): 0-6**

Topic to be determined by instructor.

Course repeatable for 12 credits.

**CHEM 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

**Restriction(s):**

Must be the following Class(es): Freshman

**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.

Course repeatable for 9 credits.

**CHEM 200L Basic Inorganic Chemistry Lab credit(s): 1**

CHEM 200L is designed for students who need two semesters of general or inorganic chemistry lab for specific professional programs. Spring.

**Prerequisite(s):** CHEM 205 (or concurrent)

**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.

**Prerequisite(s):** CHEM 101, minimum grade: C-

**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.

**Corequisite(s):** CHEM 230L

**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) or CHEM 331 (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) or CHEM 331L (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 Field(s) of Study: Biochemistry, Chemistry

**CHEM 290 Directed Reading** **credit(s): 1-3**

Topic to be determined by instructor.

**CHEM 295 Science Outreach** **credit(s): 0**

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.

Course repeatable 3 times.

**Equivalent(s):** BIOL 295

**CHEM 304 Practice in Lab Teaching** **credit(s): 0 or 1**

Introduction to the methods of laboratory teaching. Emphasis on safety, time management, direct student-teacher interaction, and class presentation.

Course repeatable for 4 credits.

**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- or CHEM 206, 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 103, minimum grade: C- and PHYS 204 (or concurrent)

**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 205 (or concurrent) and CHEM 310L, minimum grade: C- and PHYS 204 (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 Field(s) of Study: Biochemistry, 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**

Topic to be determined by instructor.

Course repeatable for 9 credits.

**CHEM 395 Research Assistantship** **credit(s): 0**

Undergraduate research assistantships are opportunities for student to earn a stipend while performing independent research in the laboratory of a Biology or Chemistry and Biochemistry faculty member.

Course repeatable 5 time.

**CHEM 399 Advanced Topics:** **credit(s): 2**

CHEM 399 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.

Course repeatable 3 times.

**CHEM 405 Special Topics in Chemistry** **credit(s): 2**

Special topics in chemistry. Two lectures per week. Fall and Spring. Prerequisites vary depending on topic.

Course repeatable for 6 credits.

**CHEM 407 Special Topics in Biochemistry** **credit(s): 2**

Special topics in biochemistry. Two lectures per week. Fall and Spring. Pre-requisites vary depending on topic.

Course repeatable for 6 credits.

**Prerequisite(s):** CHEM 245 and CHEM 245L

**CHEM 432 CIS:** **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

**CHEM 455 Special Topic in Chemistry/Biochemistry** **credit(s): 2**

Special topics in Chemistry or Biochemistry. Fall and Spring. Additional prerequisites may be required depending on topic.

Course repeatable for 6 credits.

**Prerequisite(s):** CHEM 355, minimum grade: C-

**CHEM 485 Seminar** **credit(s): 1**

Required of all Chemistry and Biochemistry majors. Fall.

**Restriction(s):**

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

**CHEM 488 Senior Literature Review**

**credit(s): 1**

Literature review of special chemical problem or topic under the direction of a faculty member. Fall or Spring. By Department Chair permission only.

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

**Restriction(s):**

Must be the following Class(es): Senior

**Prerequisite(s):** CHEM 370 (or concurrent)

**CHEM 490 Directed Reading**

**credit(s): 0-3**

Material and credit to be arranged by instructor.

Course repeatable for 12 credits.

**CHEM 497 Internship**

**credit(s): 0-6**

Professional work experience in a chemistry-related field.

Course repeatable for 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Biochemistry, Chemistry

**CHEM 498A Thesis I**

**credit(s): 1**

Investigation of special chemical problems and topics under the direction of a faculty member. Required for ACS approved B.S. degrees. Fall.

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

**Restriction(s):**

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

**Prerequisite(s):** CHEM 370 (or concurrent)

**CHEM 498B Thesis II**

**credit(s): 1**

Required for ACS approved B.S. degrees. Continuation of CHEM 498A. Spring.

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

**Restriction(s):**

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

Senior Lecturer: K. Krall, S.J.

The Department of Classical Civilizations – 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. Coursework emphasizes the history, material culture, mores, and values of the societies that have helped shape Western civilization, drawing attention to the significant achievements of the past and the considerable impact of their legacy upon the present.

The department offers both a B.A. major (36 credits) and a B.A. minor (23 credits) degrees 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 or Greco-Roman Civilization and complete four (4) elective courses among those listed in the current catalog as well as a senior thesis (CLAS 499; offered only in the Fall semester) appropriate to the chosen concentration. Minors are required to select three (3) upper level electives from among those listed in this 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 “illuminates reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.”

The program’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, ethnicity, and interaction between cultures, the curriculum reaches well beyond the borders of Greece and Rome to embrace other civilizations across the world and time. 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 multicultural, 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 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 language competency requirement in the College of Arts and Sciences common curriculum by taking one of the classical languages.

<b>B.A. Major in Classical Civilizations: 36 Credits</b>	
<b>Lower Division</b>	
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 <b>(To be completed by the end of the sophomore year)</b>	3 credits																														
<b>Upper Division</b>																															
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																															
<b>(Other courses may fulfill this requirement with prior permission from the Department Chair.)</b>																															
Three (3) Elective courses* <b>(At least one of the three courses must be 300-400 level courses)</b>	9 credits																														
CLAS 499 Senior Thesis	3 credits																														
<p>Students <b>MUST</b> focus in either Latin or Greco-Roman (Greek &amp; Roman) Civilization</p> <p><b>*Focus in Latin Language and Authors</b></p> <table border="1"> <tr> <td>LATN 210 Reading Latin</td> <td>3 credits</td> </tr> <tr> <td>LATN 301 Republican Latin Prose I</td> <td>3 credits</td> </tr> <tr> <td>LATN 302 Imperial Latin Prose II</td> <td>3 credits</td> </tr> <tr> <td>LATN 303 Republican Latin Poetry I</td> <td>3 credits</td> </tr> <tr> <td>LATN 304 Imperial Latin Poetry II</td> <td>3 credits</td> </tr> <tr> <td>LATN 305 Vergil</td> <td>3 credits</td> </tr> <tr> <td>LATN 310 Medieval Latin</td> <td>3 credits</td> </tr> <tr> <td>LATN 491 Independent Study (Latin)</td> <td>1-4 credits</td> </tr> </table> <p><b>*Focus in Greco-Roman Civilization</b></p> <p>This selection <b>MUST</b> include one (1) course in Greek culture and one (1) course in Roman culture.</p> <p><b>The following courses fulfill the Greek culture requirement:</b></p> <table border="1"> <tr> <td>CLAS 310 Greek Gods and Heroes</td> <td>3 credits</td> </tr> <tr> <td>CLAS 320 The Iliad and the Odyssey</td> <td>3 credits</td> </tr> <tr> <td>CLAS 330 Women in Antiquity</td> <td>3 credits</td> </tr> <tr> <td>CLAS 350 Love Poetry in Antiquity</td> <td>3 credits</td> </tr> <tr> <td>CLAS 370 Peoples and Empires of Turkey</td> <td>3 credits</td> </tr> <tr> <td>CLAS 410 Topics in Greek Civilization</td> <td>3 credits</td> </tr> <tr> <td>GREK 210 Reading Attic Greek</td> <td>3 credits</td> </tr> </table>		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	CLAS 310 Greek Gods and Heroes	3 credits	CLAS 320 The Iliad and the Odyssey	3 credits	CLAS 330 Women in Antiquity	3 credits	CLAS 350 Love Poetry in Antiquity	3 credits	CLAS 370 Peoples and Empires of Turkey	3 credits	CLAS 410 Topics in Greek Civilization	3 credits	GREK 210 Reading Attic Greek	3 credits
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GREK 210 Reading Attic Greek	3 credits																														

GREK 260 Reading New Testament Greek	3 credits
GREK 290 Directed Study	3 credits
GREK 291 Independent Study	3 credits
GREK 491 Independent Reading Course	1-4 credits
HIST 302 The Ancient City	3 credits
HIST 303 Athens in the 5th century BC	3 credits
HIST 304 Alexander the Great and the Hellenistic World	3 credits
HIST 307 Archaeology of Ancient Greece	3 credits
PHIL 305 History of Ancient Philosophy	3 credits
PHIL 414 Ancient Concepts of Justice	3 credits

The following courses fulfill the Roman Culture requirement:

CLAS 330 Women in Antiquity	3 credits
CLAS 340 Roman Epic	3 credits
CLAS 350 Love Poetry in Antiquity	3 credits
CLAS 370 Peoples and Empires of Turkey	3 credits
CLAS 420 Topic in Roman Civilization	3 credits
HIST 302 The Ancient City	3 credits
HIST 305 The Roman Republic	3 credits
HIST 306 The Roman Empire	3 credits
HIST 308 Archaeology of Ancient Rome	3 credits
LATN 210 Reading Latin	3 credits
LATN 491 Independent Reading Course	1-4 credits
PHIL 305 History of Ancient Philosophy	3 credits
PHIL 414 Ancient Concepts of Justice	3 credits
RELI 417 Christians, Romans and Jews	3 credits
RELI 443 The Early Church	3 credits

The following courses fulfill general elective requirements:

CLAS 360 Ancient Near Eastern Archaeology	3 credits
RELI 496A Classical Hebrew I	3 credits
RELI 496B Classical 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	
<b>Upper Division</b>	
One CLAS course at any level	3 credits
Three Electives:	9 credits
Selected from any of the following seven (7) disciplinary perspectives:	
<b>Latin Language:</b>	
LATN 201 Latin III	
LATN 210 Reading Latin	3 credits
LATN 300-400 level	
<b>Greek Language:</b>	
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	
<b>Archaeology:</b>	
HIST 302 The Ancient City	3 credits
HIST 307 Archaeology of Ancient Greece	3 credits
HIST 308 Archaeology of Ancient Rome	3 credits
<b>History:</b>	
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
<b>Philosophy:</b>	
PHIL 305 History of Ancient Philosophy	3 credits
PHIL 414 Ancient Concepts of Justice	3 credits
PHIL 491 Classical Critics of Democracy	3 credits
<b>Religious Studies:</b>	
RELI 417 Christians, Romans and Jews	3 credits
RELI 443 The Early Church	3 credits
<b>Hebrew Language:</b>	
RELI 496A Classical Hebrew I	3 credits
RELI 496B Classical Hebrew II	3 credits

## Courses

## Classics

**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 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

**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.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

CLAS - Greek course, Fulfills the following degree requirement(s): RELI - Scripture, Fulfills the following degree requirement(s): RELI - W

**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. Spring, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

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. Fall, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

CLAS - Greek course, Fulfills the following degree requirement(s): 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. Fall, alternate years.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): CLAS - Greek course, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): CLAS - Greek course, Fulfills the following degree requirement(s): 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. Offered annually.

**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. Offered annually.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s): CLAS - Greek course

**CLAS 420 Topics in Roman 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 Roman world and its culture. Offered annually.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s): CLAS - Rome course

Course repeatable for 9 credits.

**CLAS 432 CIS: 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

**CLAS 490 Directed Study** **credit(s): 1-3**

Directed Study requires completion of a form and Dept. permission, and cannot be registered for via Zagweb.

Course repeatable for 6 credits.

**CLAS 491 Independent Study** **credit(s): 0-7**

Course content to be determined by the instructor.

Course repeatable 2 time.

**CLAS 497 Internship** **credit(s): 0-6**

Professional work experience related to classical civilizations.

Course repeatable for 6 credits.

**CLAS 499 Senior Thesis** **credit(s): 3**

The senior thesis is required for majors in Classical Civilizations in their fourth year. Offered annually in the Fall semester.

**Restriction(s):**

Must be in the following Major(s): Classical Civilizations

Must be the following Class(es): Senior

**Greek**

**GREK 101 Greek I** **credit(s): 4**

A beginner's course in Attic Greek: grammar, composition, and easy prose selections. Fall, alternate years.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

**GREK 102 Greek II** **credit(s): 4**

Continuation of GREK 101 and more advanced grammar, composition and readings. Spring, alternate years.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

**Prerequisite(s):** GREK 101

**GREK 103 Accelerated Elementary Greek** **credit(s): 7**

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.

**GREK 151 Biblical Greek I** **credit(s): 4**

A beginner's course in New Testament Greek: grammar, composition, and easy prose selections. Fall, alternate years.

**GREK 152 Biblical Greek II** **credit(s): 4**

Continuation of GREK 151 and more advanced grammar, composition and readings. Spring, alternate years.

**Prerequisite(s):** GREK 151

**GREK 201 Greek III** **credit(s): 4**

Continuation of GREK 102: review of forms, syntax, readings. Fall alternate years.

**Prerequisite(s):** GREK 102 or GREK 103

**GREK 210 Reading Attic Greek** **credit(s): 3**

This course develops the skill of reading unabridged, original Greek texts. The introductory sequence (GREK 101,102, 201) is pre-requisite. 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.

**Prerequisite(s):** GREK 201

**GREK 251 Biblical Greek III** **credit(s): 4**

Continuation of GREK 152: review of forms, syntax and readings. Fall, alternate years.

**Prerequisite(s):** GREK 152

**GREK 260 Reading New Testament Greek** **credit(s): 3**

This course develops the skill of reading the Greek New Testament in its unabridged original form. The introductory sequence (GREK 151, 152, 251) is pre-requisite. Students are expected to be familiar with the fundamentals of Koine 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

**Prerequisite(s):** GREK 251

**GREK 290 Directed Study** **credit(s): 1-4**

Topic to be determined by the instructor.

**GREK 291 Independent Study** **credit(s): 1-4**

Topics to be determined by instructor.

Course repeatable for 9 credits.

**GREK 490 Directed Study** **credit(s): 1-3**

Directed study requires completion of an Individualized Study form and department permission. This course cannot be registered for via Zagweb.

Course repeatable for 6 credits.

**Prerequisite(s):** GREK 210

**GREK 491 Independent Reading Course** **credit(s): 1-4**

Course content to be determined by the instructor.

Course repeatable for 12 credits.

## Latin

**LATN 101 Latin I** **credit(s): 4**

A beginner's course: grammar, composition, and easy prose selections. Fall.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

**Equivalent(s):** LATN 103

**LATN 102 Latin II** **credit(s): 4**

Continuation of LATN 101 and more advanced grammar, composition and readings. Spring.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

**Equivalent(s):** LATN 103

**Prerequisite(s):** LATN 101

**LATN 103 Accelerated Elementary Latin** **credit(s): 8**

This is an entry-level 12-week course, with no pre-requisite, designed to provide the equivalent of the first-year Latin sequence LATN 101-102. It therefore pre-pares 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, LATN 102

**LATN 190 Directed Study** **credit(s): 1-4**

Topic to be determined by instructor.

Course repeatable for 4 credits.



**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, Fulfills the following degree requirement(s):

CLAS - Latin course, Fulfills the following degree requirement(s): CLAS - Rome course

**Prerequisite(s):** LATN 201

**LATN 290 Directed Study credit(s): 1-4**

Course content to be determined by the instructor.

Course repeatable for 12 credits.

**LATN 301 Republican Latin Prose credit(s): 3**

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

CLAS - Latin course

Course repeatable for 12 credits.

**Prerequisite(s):** LATN 203, minimum grade: C or LATN 201, minimum grade: C

**LATN 302 Imperial Latin Prose credit(s): 3**

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

CLAS - Latin course

Course repeatable for 6 credits.

**Prerequisite(s):** LATN 201, minimum grade: C or LATN 203, minimum grade: C

**LATN 303 Republican Latin Poetry credit(s): 3**

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

CLAS - Latin course

Course repeatable for 6 credits.

**Prerequisite(s):** LATN 201, minimum grade: C or LATN 203, minimum grade: C

**LATN 304 Imperial Latin Poetry credit(s): 3**

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

CLAS - Latin course

Course repeatable for 6 credits.

**Prerequisite(s):** LATN 201, minimum grade: C or LATN 203, minimum grade: C

**LATN 305 Vergil** **credit(s): 3**

This course explores the works of the greatest of the Latin writers, the Roman poet Publius Vergilius Maro, commonly called Vergil (or Virgil). Students will read selections from all three of Vergil's canonical works, the Eclogues, Georgics, and Aeneid, and will learn about the poet's development, achievement, and influence. The course is designed for students who have completed intermediate level Latin and are able to read original Latin texts.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s): CLAS - Latin course

**Prerequisite(s):** LATN 201 or LATN 203

**LATN 310 Medieval Latin** **credit(s): 3**

Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s): CLAS - Latin course

**Prerequisite(s):** LATN 201

**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 10 credits.

**LATN 491 Independent Reading Course** **credit(s): 1-6**

Fulfills the following degree requirement(s): CLAS - Elective course  
Course repeatable for 12 credits.

## Communication Studies

Chairperson: Jonathan Rossing

Professor: T. Osborne

Associate Professor: J. Rossing, H. Crandall, L. Silvestri

Assistant Professors: M. Click, J. Gordon, R. Maragh-Lloyd, J. Mora, K. Petruska, C. Schmitt

Senior Lecturers: G. Frappier, K. Morehouse

Lecturer: J. Nautiyal

Post-doctoral Teaching fellow: A. Khasawnih

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 classes 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>B.A. Major in Communication Studies: 37 credits</b>	
<b>Lower Division (15 credits)</b>	
<b>Required theoretical/conceptual foundation courses</b>	
COMM 210 Understanding Meaning-making	3 credits
COMM 220 Understanding Power in Culture	3 credits
COMM 230 Understanding Identity	3 credits
<b>Required inquiry methods courses</b>	
COMM 275 Analyzing Public Texts	3 credits
COMM 285/SOSJ 263: Analyzing Practices and Habits	3 credits
<b>Upper Division (22 credits)</b>	
Choose six of the following seventeen courses: Six credits must be at the 400-level.	18 credits
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 ( <i>transfer credit for select study abroad experiences</i> )	
COMM 497 Internship	
COMM 484 Senior Seminar	3 credits
COMM 490 Crafting Professional Identity	1 credit
<b>Minor in Communication Studies: 21 credits</b>	
<b>Lower Division (9 credits)</b>	
<b>Choose two of the following three conceptual/theoretical foundation courses:</b>	6 credits
COMM 210 Understanding Meaning-making	
COMM 220 Understanding Power in Culture	
COMM 230 Understanding Identity	

<b>Choose one of the following two inquiry method courses:</b>	3 credits
COMM 275 Analyzing Public Texts	
COMM 285/SOSJ 263 Analyzing Practices and Habits	
<b>Upper Division</b>	
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: Three credits must be at the 400-level.	12 credits
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 ( <i>transfer credit for select study abroad experiences</i> )	

#### Notes for minors:

Elective list for minors will 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 and 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 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

**Restriction(s):**

Must be the following Class(es): Freshman

**COMM 210 Understanding Meaning-making**

**credit(s): 3**

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.

**COMM 220 Understanding Power in Culture**

**credit(s): 3**

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.

**COMM 230 Understanding Identity**

**credit(s): 3**

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.

**COMM 270H**

**Honors**

**Rhetoric credit(s): 3**

The principles and psychology of persuasive argument and interpersonal skills. Through theory and practice students will develop and refine their communication skills while developing an individual style. Spring.

**Equivalent(s):** SPCO 270H

**Prerequisite(s):** HONS 190

**COMM 275 Analyzing Public Texts****credit(s): 3**

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.

**Prerequisite(s):** COMM 100**COMM 285 Analyzing Practices and Habits****credit(s): 3**

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.

**Equivalent(s):** SOSJ 263**Prerequisite(s):** COMM 100**COMM 310 Politics of Popular Culture****credit(s): 3**

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

**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 not be the following Class(es): Freshman

**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

**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, **Equivalent(s):** 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

**COMM 342 Debate Participation**

**credit(s): 1**

Participation on University debate teams.

Course repeatable 8 times.

**Equivalent(s):** SPCO 342

**COMM 350 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

**COMM 360 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

**COMM 370 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

**COMM 401 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, Fulfills the following degree requirement(s): SOSJ - Block D

**Equivalent(s):** SOSJ 464

**Restriction(s):**

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

**Prerequisite(s):** COMM 210 and COMM 230

**COMM 420 Critical / Cultural Comm** **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 not be the following Class(es): Freshman, Sophomore

**Prerequisite(s):** COMM 310, minimum grade: C or COMM 320, minimum grade: C

**COMM 430 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, Fulfills the following degree requirement(s): SOSJ - Block D

**Equivalent(s):** INST 430, SOSJ 466

**Restriction(s):**

Must not be the following Class(es): Freshman, Sophomore

**Prerequisite(s):** COMM 320, minimum grade: C or COMM 340, minimum grade: C

**COMM 432 CIS:**

**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  
4 time.

**COMM 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):** INST 440

**Restriction(s):**

Must not be the following Class(es): Freshman, Sophomore

**Prerequisite(s):** COMM 320, minimum grade: C or COMM 340, minimum grade: C or COMM 350, minimum grade: C

**COMM 450 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, Fulfills the following degree requirement(s): SOSJ - Block D

**Equivalent(s):** SOSJ 465

**Restriction(s):**

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

**Prerequisite(s):** COMM 340, minimum grade: C

**COMM 480 Themes in Communication**

**credit(s): 3**

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. Offered upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

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

**Prerequisite(s):** (COMM 210 or COMM 220)( and COMM 275 or COMM 285)

**COMM 484 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

**COMM 485 Communication Abroad**

**credit(s): 3**

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.

Course repeatable for 6 credits.

**COMM 490 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 not be the following Class(es): Freshman, Sophomore

**Prerequisite(s):** Must complete 27 credits of COMM course work prior to enrolling in this class

**COMM 491 Directed Study****credit(s): 0-10**

Directed Study requires completion of a form, department permission and cannot be registered for via Zagweb.

Course repeatable for 12 credits.4 time.

**Prerequisite(s):** SPCO 101 or SPCO 102 and COMM 101

**COMM 497 Internship****credit(s): 0-6**

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.

Course repeatable for 6 credits.

## Computer Science and Computational Thinking

Chairperson: Shawn Bowers

Program Director: Robert Bryant

Professors: S. Bowers, R. Bryant, P. De Palma, K. Yerion (Emerita)

Associate Professors: D. Hughes (Emeritus), Y. Zhang

Assistant Professors: D. Schroeder, G. Sprint

Computational thinking and processes permeate our daily lives, transforming our understanding of both the natural world and of ourselves. Career opportunities in computing are substantial and include some of the fastest growing occupations nationally including software engineering, system support specialist, web development, technical support staff, software product management, and database administration. In addition, knowledge of computer science has become highly valued in such diverse fields as psychology, biology, sociology, and even philosophy. A degree in Computer Science gives one both marketable skills and the intellectual breadth that can be applied to any career choice. Upon graduation, students with a B.A. can present themselves as entry-level software developers, and their degree will provide sufficient background for further training later in their careers.

The Bachelor of Arts in Computer Science and Computational Thinking serves those students with an interest in computing who would like to obtain the breadth of study in the humanities and social and natural sciences provided by the College of Arts and Sciences. An English major, for instance, will be able to explore his love of literature while at the same time acquiring a directly marketable skill, or a sociology major can combine her depth of knowledge in the social sciences with practical skills in computational thinking. The potential to combine a practical skill with significant study in the humanities, social sciences, or natural sciences makes the B.A. in Computer Science and Computational Thinking an attractive option for students in Arts and Sciences.

The curriculum provides all majors with a foundation in computing through 25 credits in mathematics and computer science courses. Students select a Discipline for Computational Thinking (DCT), or concentration, consisting of at least 12 credits in a field in the College of Arts and Sciences. In consultation with their advisor, students also choose an additional 18 credits in computer science courses, which include computer science courses relevant to the student's selected concentration. Each

student's concentration will be overseen by a DCT Committee consisting of the Program Director, the Chair of the Computer Science Department, and the DCT concentration Chair (or Chair's designate). Students are encouraged to complete the courses in their choice of DCT as well as the computer science courses specific to that DCT before their senior year.

### **B.A. in Computer Science and Computational Thinking: 55-59 credits**

<b>Lower Division</b>		
CPSC 121 Computer Science I		3 credits
CPSC 122 Computer Science II		3 credits
CPSC 223 Algorithm/Abstract Data Structures		3 credits
CPSC 224 Software Development		3 credits
One of the following two courses:		3-4 credits
MATH 148 Survey of Calculus		
MATH 157 Calculus and Analytic Geometry I		
MATH 231 Discrete Structures		3 credits
<b>Upper Division</b>		
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		
CPSC 491 Software Engineering		2 credits
CPSC 491L Senior Design Project Lab I		1 credit
CPSC 492L Senior Design Project Lab II		3 credits
CPSC 499 Computers and Society		1 credit
Concentration requirements (DCT specific courses)		12-15 credits
Art	12 credits	
Biology	14-15 credits	
Communication Studies	12 credits	
Economics	12 credits	
English	12 credits	
Environmental Studies	15 credits	
Philosophy	12 credits	
Sociology	12 credits	
Theatre Arts	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).

<b>Art Concentration:</b>	12 credits
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VART 101 Drawing I	3 credits
One of the following two courses:	3 credits
VART 112 Design Fundamentals	
VART 230 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	
<b>Biology Concentration:</b>	14-15 credits
BIOL 105/BIOL 105L Information Flow in Biological Systems	4 credits
BIOL 106 Energy Flow in Biological Systems (Note: CHEM 101/101L is a prerequisite)	3 credits
Choose one of the following four options: (Note: Some of the courses below have a prerequisite. Check the undergraduate catalog.)	8 credits
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)	

<b>Communication Studies Concentration:</b>	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	
<b>Economics Concentration:</b>	12 credits
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
ECON 451 Econometrics*	3 credits
Choose one of the following two courses:	3 credits
ECON 303 Game Theory and Economic Applications	
ECON 351 Managerial Economics	

\*Note: ECON 201, ECON 202, (BUSN 230, MATH 121, or MATH 321), and (MATH 114 or MATH 148 or MATH 157) are prerequisites for ECON 451.

<b>English Concentration:</b>	12 credits
Any combination of four 300- or 400-level English courses	
<b>Environmental Studies Concentration:</b>	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

<b>Philosophy Concentration:</b>	12 credits
Four 400-level Philosophy courses chosen by the DCT Committee.	

<b>Sociology Concentration:</b>	12 credits
Any four Sociology courses at the 100-, 200, and 300-levels.	

<b>Theatre Arts Concentration:</b>	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	
THEA 235 Design Process	3 credits
THEA 239 Lighting Design	1-4 credits
THEA 260 Technical Lab	1 credit

## Criminology

Chairperson: Andrea Bertotti Metoyer

Professors: G. Weatherby

Associate Professors: M. Bahr, A. Bertotti Metoyer, V. Gumbhir, W. Hayes, M. Marin, A. Miranne

Assistant Professors: M. Deland, J. Johnston, N. Morlock, N. Willms

Professors Emeriti: J. Rinehart, E. Vacha

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>B.A. Major in Criminology: 33 credits</b>	
<b>Lower Division</b>	
CRIM 101 Crime, Social Control, Justice	3 credits
SOCI 101 Introduction to Sociology	3 credits
SOCI 202 Statistics for Social Science	3 credits
SOCI 204 Research Methods	3 credits
<b>Upper Division</b>	
CRIM 312 Criminological Theories	3 credits
CRIM 499 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 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	
<b>Minor in Criminology: 18 Credits</b>	
<b>Lower Division</b>	
CRIM 101 Crime, Social Control, Justice	3 credits
<b>Upper Division</b>	
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	
*Students may take a maximum of 6 elective credits in POLS and/or PSYC for their Criminology minor	

## 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

### **CRIM 180 Issues in Law Enforcement** **credit(s): 3**

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.

Fulfills the following degree requirement(s): CRIM - Elective

### **CRIM 181 Issues in Courts** **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, Fulfills the following degree requirement(s): CRIM - Elective

### **CRIM 190 Directed Reading** **credit(s): 1-4**

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): CRIM - Elective

Course repeatable for 6 credits.

### **CRIM 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

#### **Restriction(s):**

Must be the following Class(es): Freshman

### **CRIM 312 Criminological Theories** **credit(s): 3**

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.

**Restriction(s):**

Must be in the following Field(s) of Study: Criminal Justice, Criminology

**Prerequisite(s):** CRIM 101, minimum grade: C

**CRIM 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, Fulfills the following degree requirement(s): CRIM - Social Behavior

**Equivalent(s):** SOCI 350

**Restriction(s):**

Must not be the following Class(es): Freshman

**CRIM 351 Criminology**

**credit(s): 3**

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

**Equivalent(s):** SOCI 351

**Restriction(s):**

Must not be the following Class(es): Freshman

**CRIM 352 Corrections**

**credit(s): 3**

An examination of the American 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 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, Fulfills the following degree requirement(s): CRIM - Social Behavior

**Equivalent(s):** SOCI 353

**Restriction(s):**

Must not be the following Class(es): Freshman

**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, extent 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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): SOSJ - Block B

**Equivalent(s):** SOCI 357, 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

**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 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. On sufficient demand.

Fulfills the following degree requirement(s): CRIM - Elective, Fulfills the following degree requirement(s): CRIM - Psychology

**Equivalent(s):** 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, Fulfills the following degree requirement(s): CRIM - Law

**Equivalent(s):** SOCI 385

**Restriction(s):**

Must not be the following Class(es): Freshman

**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, Fulfills the following degree requirement(s): CRIM - Law

**Restriction(s):**

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

<b>CRIM 391 Directed Study</b>	<b>credit(s): 0-3</b>
Course content to be determined by instructor.	
Fulfills the following degree requirement(s): CRIM - Elective	
Course repeatable for 12 credits.	
<b>CRIM 395 Topics in Criminal Justice</b>	<b>credit(s): 3</b>
Specific topics to be chosen by faculty.	
Fulfills the following degree requirement(s): CRIM - Elective	
Course repeatable for 6 credits.	
<b>Restriction(s):</b>	
Must not be the following Class(es): Freshman	
<b>CRIM 396 Topics in Criminal Justice</b>	<b>credit(s): 3</b>
Specific topics to be chosen by faculty.	
Fulfills the following degree requirement(s): CRIM - Elective	
Course repeatable for 12 credits.	
<b>Restriction(s):</b>	
Must be the following Class(es): Sophomore, Junior, Senior	
<b>CRIM 397 Topics in Criminal Justice</b>	<b>credit(s): 3</b>
Specific topics to be chosen by faculty.	
Fulfills the following degree requirement(s): CRIM - Elective	
<b>Restriction(s):</b>	
Must be the following Class(es): Sophomore, Junior, Senior	
<b>CRIM 398 Topics in Criminal Justice</b>	<b>credit(s): 3</b>
Specific topics to be chosen by faculty.	
Fulfills the following degree requirement(s): CRIM - Elective	
<b>Restriction(s):</b>	
Must be the following Class(es): Sophomore, Junior, Senior	
<b>CRIM 399 Topics in Criminal Justice</b>	<b>credit(s): 3</b>
Specific topics to be chosen by faculty.	
Fulfills the following degree requirement(s): CRIM - Elective	
<b>Restriction(s):</b>	
Must be the following Class(es): Sophomore, Junior, Senior	
<b>CRIM 432 CIS:</b>	<b>credit(s): 3</b>
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	
<b>CRIM 480 Criminal/Civil Trial Procedure</b>	<b>credit(s): 0 or 3</b>
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

Course repeatable 1 time.

**Equivalent(s):** CRIM 380

**Restriction(s):**

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

**CRIM 490 Directed Reading in Criminal Justice**

**credit(s): 1-4**

Supervised readings in the criminal justice area.

Fulfills the following degree requirement(s): CRIM - Elective

Course repeatable for 6 credits.

**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**

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

Course repeatable for 2 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Criminal Justice, Criminology

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

**CRIM 496 Practicum in Criminal Justice**

**credit(s): 1-3**

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

Course repeatable for 6 credits.

**Restriction(s):**

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

**CRIM 497 Criminal Justice Internship****credit(s): 0-6**

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

Course repeatable for 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: 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. Spring.

**Restriction(s):**

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

Must be in the following Major(s): Criminal Justice

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 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

<b>Lower Division</b>	
CRES 101 Introduction to Race and Ethnic Studies	3 credits
CRES 100 or 200 Level Electives	0-6 credits
<b>Upper Division</b>	
CRES 300 or 400 Level Electives	9-15 credits
CRES 499 Symposium	3 credits

### 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 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

**CRES 280 Special Topics credit(s): 3**

Explores material of timely, special, or unusual interest not contained in the regular course offerings. Course repeatable for 6 credits.

**CRES 380 Special Topics credit(s): 3**

Selected topics in Critical Race and Ethnic Studies. Course repeatable for 6 credits.

**CRES 432 CIS: 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. 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

**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): Senior

**Prerequisite(s):** CRES 101

## Economics

Director: Kevin Henrickson

Erwin Graue Chair in Economics: K. Henrickson

Professors: C. Barnes, J. Beck, R. Bennett, K. Henrickson, E. Johnson

Associate Professors: R. Herzog, A. Voy

Assistant Professor: M. Tackett

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 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>B.S. Major in Economics: 45 Credits</b>	
<b>Lower Division</b>	
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
MATH 157, MATH 258 and MATH 259 Calculus	12 credits
<b>Upper Division</b>	
MATH 321 Statistics	3 credits
MATH 339 Linear Algebra	3 credits
ECON 301 Intermediate Microeconomics	3 credits
ECON 302 Intermediate Macroeconomics	3 credits
ECON 320-340 Applied Microeconomics courses	6 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 355 Regression Analysis	3 credits
ECON 451 Econometrics	3 credits
ECON 499 Senior Comprehensive Exam	0 credit
<b>B.A. Major in Economics: 33 Credits</b>	
<b>Lower Division</b>	
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	
<b>Upper Division</b>	
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
<b>Minor in Economics: 18 Credits</b>	
<b>Lower Division</b>	
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
<b>Upper Division</b>	
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 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

#### **Restriction(s):**

Must be the following Class(es): Freshman

### **ECON 270H Honors Economics**

**credit(s): 3**

The fundamental concepts and approaches used in economics for analyzing problems involving the use of scarce resources to satisfy wants. The roles and limitations of both markets and government-directed forms of resource allocation are studied. Modern economic theories are discussed in the context of the historical development of the study of economics. May be substituted for ECON 201 Microeconomics. Upon sufficient demand.

**Equivalent(s):** ECON 200

**Prerequisite(s):** HONS 190 (or concurrent) or ENTR 201 (or concurrent) or ENTR 101 (or concurrent)

### **ECON 289 Special Topics**

**credit(s): 0-3**

Topic to be determined by instructor.

Course repeatable for 12 credits.

### **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. Upon sufficient demand.

**Prerequisite(s):** ECON 201 or ECON 270H

**ECON 390 Directed Study**

**credit(s): 1-4**

Topic to be determined by instructor.

Course repeatable for 6 credits.

**ECON 432 CIS:**

**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

**ECON 487 Special Topics**

**credit(s): 1-3**

Topics and credit by arrangement.

Course repeatable for 9 credits.

**ECON 499 Senior 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

## English

Chairperson: Ann Ciasullo

Professors: D. Butterworth, A. Ciasullo, E. Cooley, 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: M. Bolton, M. Ciesla, J. Thayer, A. Wadden (Emeritus)

Assistant Professors: C. Bollig, J. Dodd, Y. Kang, K. Roden, A. Roncero-Bellido

Senior Lecturers: G. Grey, J. Halliday, H. Herrick, M. Pajer

The Department of English is a community of active scholars and writers dedicated to helping students form a deeper sense of themselves and the world. We celebrate the beauty of words and emphasize the power of language as a path towards that goal. Our program seeks to enhance students' creative, analytical, and practical writing skills, and we do so by offering courses that emphasize cultural, historical and theoretical approaches to literature, film, multimodal texts, and the creative process. Through a broad range of courses, we affirm the importance of creating and carefully understanding all forms of discourse. As a department, we value well-crafted arguments, sophisticated analyses, elegant writing, and thoughtful engagement with research. We help students hone their critical thinking and writing skills in ways both creative and practical. Students apply these skills in courses and in writing for *The Bulletin* and other campus publications, tutoring in the Writing Center, and presenting their work at conferences. Graduates from the English Department have gone on to pursue careers in writing, teaching, law, editing, publishing, and the tech sector.

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 103H Honors Literature I

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

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

**Upper Division**

300/400 Literature 1660 or Before (see list of courses below under the Literature Concentration)	3 credits
300/400 Multicultural Distribution (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.

*Choose one of the following two concentrations:*

Literature Concentration: 27 credits

Literature 1660 or Before**	3 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	



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	
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	
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	
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.

\*\*Literature students complete an additional 3 credits of Literature 1660 or before for a total of 6 credits.

Writing Concentration: 27 Credits	
300/400 Literature Electives (see Literature Concentration above for literature courses)	12 credits
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 three courses: 3 credits

ENGL 101 Writing

ENGL 103H Honors Literature I

ENGL 200 Intermediate Composition

One of the following four courses: 3 credits

ENGL 102 Introduction to Literature

ENGL 104H Honors Literature II

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 206H Honors Literature III

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

**Upper Division**

ENGL 300-ENGL 489 Electives 12 credits

**Minor in Writing: 21 Credits**

**Lower Division**

One of the following three courses: 3 credits

ENGL 101 Writing  
ENGL 103H Honors Literature I  
ENGL 200 Intermediate Composition

One of the following four courses: 3 credits

ENGL 102 Introduction to Literature  
ENGL 104H Honors Literature II  
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 206H Honors Literature III  
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

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

**Equivalent(s): ENGL 103H**

**ENGL 101H Writing Honors**

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

**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 103H Honors Literature I credit(s): 3**

A survey of literature in the Western tradition from the Classical to Renaissance periods. The equivalent of ENGL 101 or ENGL 200 for Honors students.

Fulfills the following degree requirement(s): Core: Literature

**Prerequisite(s):** HONS 190 (or concurrent)

**ENGL 104H Honors Literature II credit(s): 3**

A survey of Literature in the Western tradition since the Renaissance. The equivalent of ENGL 102, ENGL 105, or ENGL 106 for Honors students.

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

**Prerequisite(s):** HONS 190 (or concurrent)

**ENGL 105 Themes in Literature credit(s): 3**

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

Course repeatable for 9 credits.

**ENGL 106 Special Topics: Multicultural and World Literature credit(s): 3**

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

Course repeatable 2 time.

**ENGL 190 Directed Study credit(s): 1-3**

Topic to be determined by faculty. Permission from Department Chair required.

Course repeatable for 12 credits.

**ENGL 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

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

**Prerequisite(s):** ENGL 101

- ENGL 201 Studies in Poetry** **credit(s): 3**  
 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  
 Course repeatable for 9 credits.
- 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  
**Equivalent(s):** WGST 220C
- 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**  
 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  
 Course repeatable for 9 credits.  
**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 III** **credit(s): 3**  
 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.  
 Course repeatable for 6 credits.  
**Prerequisite(s):** ENGL 101 and HONS 190
- ENGL 207 Literature 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 Literature Western Civilization II** **credit(s): 3**  
 This course is a survey of the Western tradition in literature since the Renaissance.
- 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
- ENGL 220 British Literature Survey II** **credit(s): 3**  
 This course is a survey of British literature since the 18th Century.
- ENGL 230 Survey of American Literature** **credit(s): 3**  
 This course examines a selection of representative American writers from the Colonial period to the present.  
 Fulfills the following degree requirement(s): Core: Literature
- ENGL 240 Topics: Multicultural Literature** **credit(s): 3**  
 This course examines literature produced by different social, ethnic and racial groups within the United States.  
 Fulfills the following degree requirement(s): Core: Literature

- ENGL 260 Topics: World Literature credit(s): 3**  
 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
- ENGL 285 Special Topics credit(s): 3**  
 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
- ENGL 286 Special Topics in Form credit(s): 3**  
 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.  
 Fulfills the following degree requirement(s): English - Form
- ENGL 287 Special Topics in History credit(s): 3**  
 This course provides special offerings in English history 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): English - History
- ENGL 291 Directed Study credit(s): 1-3**  
 Topic to be determined by faculty.  
 Course repeatable for 12 credits.
- ENGL 300 Research and Writing for Majors credit(s): 3**  
 Students will learn how to engage in academic discourse through research-informed writing.  
 Fulfills the following degree requirement(s): ENGL - Writing, Fulfills the following degree requirement(s): Core: Writing Enriched  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 301 Poetry Writing credit(s): 3**  
 The practice of poetry writing.  
 Fulfills the following degree requirement(s): ENGL - Writing, Fulfills the following degree requirement(s): Core: Writing Enriched  
 Course repeatable 2 time.  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 302 Fiction Writing credit(s): 3**  
 The practice of fiction writing.  
 Fulfills the following degree requirement(s): ENGL - Writing, Fulfills the following degree requirement(s): Core: Writing Enriched  
 Course repeatable 2 time.  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 303 Creative Non-Fiction Writing credit(s): 3**  
 The practice of writing creative non-fiction.  
 Fulfills the following degree requirement(s): ENGL - Writing  
 Course repeatable 2 time.  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)



**ENGL 305 The Writing Traveler credit(s): 3**

The practice of writing poetry, fiction, and essays in the context of foreign travel and residency.

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

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 306 Special Topics in Writing credit(s): 3**

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  
Course repeatable 2 time.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 307 Typography and Book Design 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

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 308 The Art(s) of Editing 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

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 309 Writing for Social Action 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, Fulfills the following degree requirement(s): SOSJ - Block D

**Equivalent(s):** SOSJ 366

**Prerequisite(s):** ENGL 101 or ENGL 103H or ENGL 200

**ENGL 310 American Literature I 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

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 311 American Literature II** **credit(s): 3**

American literature from 1840-1900.

Fulfills the following degree requirement(s): ENGL - American Lit pre-1900

**Equivalent(s):** WGST 323C

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, Fulfills the following degree requirement(s): ENGL - British/American Lit, Fulfills the following degree requirement(s): ENGL - Literature post-1914

**Equivalent(s):** WGST 326C

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 314 Multicultural Literature of the United States** **credit(s): 3**

Literature produced by different social, ethnic and racial groups in the U.S.

Fulfills the following degree requirement(s): ENGL - American Lit post-1900, Fulfills the following degree requirement(s): ENGL - Multicultural Distribtn

Course repeatable for 9 credits.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 316 Studies in Post Colonial Literature** **credit(s): 3**

Works written in English by writers responding to the impact of Western colonization and imperialism.

Fulfills the following degree requirement(s): ENGL - Multicultural Distribtn

Course repeatable for 9 credits.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, Fulfills the following degree requirement(s): ENGL - British/American Lit, Fulfills the following degree requirement(s): ENGL - Multicultural Distribtn

**Equivalent(s):** WGST 325C

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 323 Medieval Literature: Rage and Romance** **credit(s): 3**

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, Fulfills the following degree requirement(s): ENGL - Literature pre- 1660

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 330 Shakespeare credit(s): 3**

Selected plays and poetry.

Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, Fulfills the following degree

requirement(s): ENGL - Literature pre- 1660, Fulfills the following degree requirement(s): ENGL - Shakespeare

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 331 Renaissance Literature credit(s): 3**

British literature covering the period 1500-1700, excluding drama.

Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, Fulfills the following degree

requirement(s): ENGL - Literature pre- 1660

Course repeatable for 6 credits.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 340 The Romantic Age credit(s): 3**

British writers of the Romantic period, 1798-1832, with emphasis on poetry.

Fulfills the following degree requirement(s): ENGL - British Lit post-1660, Fulfills the following degree

requirement(s): ENGL - British Lit 1660-1914

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 342 Victorian Era credit(s): 3**

Writers of the Victorian Era, 1832-1901, with emphasis on poetry.

Fulfills the following degree requirement(s): ENGL - British Lit post-1660, Fulfills the following degree

requirement(s): ENGL - British Lit 1660-1914

Course repeatable for 6 credits.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 348 Restoration and 18th Century Literature credit(s): 3**

Major prose, drama and poetry from 1660-1800, exclusive of the novel.

Fulfills the following degree requirement(s): ENGL - British Lit 1500-1800, Fulfills the following degree

requirement(s): ENGL - British Lit 1660-1914

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 350 Twentieth Century British Literature credit(s): 3**

British literature of the Twentieth Century including poetry, drama and prose.

Fulfills the following degree requirement(s): ENGL - British Lit 1660-1914

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 360 Modern Drama credit(s): 3**

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 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 366 Themes in Literature credit(s): 3**

Topic to be determined by faculty. Florence campus only.

Course repeatable for 9 credits.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 367 Love in the Renaissance credit(s): 3**

This course addresses the centrality of love in the Renaissance literature in its conceptual and aesthetic complexity. Spring, Florence campus only.

Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, Fulfills the following degree requirement(s): ENGL - Literature pre- 1660, Fulfills the following degree requirement(s): ITAL - upper division elec

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and (ENGL 102-199 or ENGL 103H or ENGL 104H or WGST 219)

**ENGL 368 20th Century Novel credit(s): 3**

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.

Fulfills the following degree requirement(s): ENGL - American Lit post-1900, Fulfills the following degree requirement(s): ENGL - Literature post- 1914

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 390 Writing Center Practicum credit(s): 0-3**

Students tutor in the Writing Center under the supervision of the Writing Center Director. May satisfy the English Teach Ed endorsement writing pedagogies requirement usually fulfilled by ENGL 395, with prior permission from Department Chair. Requires written permission from both the instructor and the Chair.

Fulfills the following degree requirement(s): ENGL - Writing

Course repeatable for 3 credits.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 391 Directed Study credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 12 credits.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 394 Topics in Film credit(s): 3**

An examination of narrower topics in film which may include: the film traditions of other nations (e.g. France, Italy, Japan, or Russia); periods (silent films of the 1920s; French New Wave; American film of the 1970s); or themes (e.g. the Western from Porter to Eastwood or Shakespeare on film). The course will include significant readings from major critics (e.g. James Agee's reviews and essays) and filmmakers (e.g. Truffaut on the auteur).

Course repeatable for 9 credits.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 395 The Teaching of Writing credit(s): 3**

Students will demonstrate their ability to research and respond to theories and practices 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.

Fulfills the following degree requirement(s): ENGL - Writing

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 401      Advanced Poetry Writing      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.

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

Course repeatable 2 time.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 402      Advanced Fiction Writing      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.

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

Course repeatable 2 time.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 403      Advanced Nonfiction Writing      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.

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

Course repeatable 2 time.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 406      Advanced Special Topics in Writing      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.

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

Course repeatable 2 time.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 413      19th Century American Novel      credit(s): 3**

Major American novels of the period 1800-1900.

Fulfills the following degree requirement(s): ENGL - American Lit pre-1900

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 414      20th Century American Novel      credit(s): 3**

Selected major novelists of the 20th Century.

Fulfills the following degree requirement(s): ENGL - American Lit post-1900, Fulfills the following degree requirement(s): ENGL - British/American Lit, Fulfills the following degree requirement(s): ENGL - Literature post-1914

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 415      Recent American Writing      credit(s): 3**

American prose and poetry since World War II.

Fulfills the following degree requirement(s): ENGL - American Lit post-1900, Fulfills the following degree requirement(s): ENGL - British/American Lit, Fulfills the following degree requirement(s): ENGL - Literature post-1914

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, Fulfills the following degree requirement(s): ENGL - Literature post- 1914, Fulfills the following degree requirement(s): ENGL - Multicultural Distribtn, Fulfills the following d

**Equivalent(s):** NTAS 321

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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-1500, Fulfills the following degree requirement(s): ENGL - British Lit Pre-1660, Fulfills the following degree requirement(s): ENGL - Literature pre-1660

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, Fulfills the following degree requirement(s): ENGL - Literature pre- 1660

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 432 CIS: 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):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

- 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, Fulfills the following degree requirement(s): ENGL - Literature pre- 1660  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 434 Tudor and Stuart Drama** **credit(s): 3**  
 Principal plays 1520-1640, excluding Shakespeare.  
 Fulfills the following degree requirement(s): ENGL - British Lit 1500-1800, Fulfills the following degree requirement(s): ENGL - Literature pre- 1660  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 436 18th Century British Novel** **credit(s): 3**  
 The British novel from 1700-1800.  
 Fulfills the following degree requirement(s): ENGL - British Lit 1500-1800, Fulfills the following degree requirement(s): ENGL - British Lit 1660-1914  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 438 Restoration 18th Century British 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 1500-1800, Fulfills the following degree requirement(s): ENGL - British Lit 1660-1914  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- 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, Fulfills the following degree requirement(s): ENGL - Literature post- 1914, Fulfills the following degree requirement(s): ENGL - Multicultural Distribtn  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- 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, Fulfills the following degree requirement(s): ENGL - British Lit 1660-1914  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 450 20th Century British Novel** **credit(s): 3**  
 The British novel from 1900 and 2000.  
 Fulfills the following degree requirement(s): ENGL - British/American Lit, Fulfills the following degree requirement(s): ENGL - British Lit post-1660, Fulfills the following degree requirement(s): ENGL - Literature post-1914  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

- 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):** ENL 450L
- ENGL 455 Special Topics in American Literature** **credit(s): 1-3**  
 Topics to be determined by faculty.  
 Course repeatable for 9 credits.  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 460 Studies in Women Writers** **credit(s): 3**  
 Selected authors and themes.  
**Equivalent(s):** WOMS 460  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 462 Studies in the Novel** **credit(s): 3-4**  
 Selected authors and themes.  
 Course repeatable for 9 credits.  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 464 Studies in 20th Century Poetry** **credit(s): 3**  
 A study of poetry written in English since 1900.  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 465 Studies in 20th Century Drama** **credit(s): 3**  
 Major figures of the modern European and American theater since 1900.  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 466 Topics in Literature** **credit(s): 3**  
 Selected authors or themes.  
 Course repeatable for 16 credits.  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 467 Special Topics** **credit(s): 1-3**  
 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.  
 Course repeatable for 9 credits.  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- ENGL 480 Critical Theory: Literature and Cultural Studies** **credit(s): 3**  
 Theories about the nature of literature and criticism.  
**Equivalent(s):** WGST 403  
**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)
- 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 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)



**ENGL 490 Directed Reading** **credit(s): 1-3**

A directed program of readings and written responses.

Course repeatable for 12 credits.

**ENGL 492 Independent Study** **credit(s): 1-3**

Courses which allow the individual student to engage in interdepartmental and interdisciplinary study. Credit by arrangement.

Course repeatable for 12 credits.

**ENGL 495 Senior Seminar** **credit(s): 3**

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.

Course repeatable for 6 credits.

**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):** Two ENGL course with a writing distinction

**ENGL 497 Internship** **credit(s): 0-6**

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.

Course repeatable for 6 credits.

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**ENGL 498 Directed Research** **credit(s): 1-3**

A directed program in which the individual student will engage in approved research activity and submit a scholarly paper or papers.

Course repeatable for 6 credits.

**ENGL 499 Senior Project** **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

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 English as a Second Language Program, the Global Bridge Program, Specialized Programs, Academic Support and testing, and an affiliation with the MA-TESL Program.

**Intensive English as a Second Language (ESL) Program:** 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 admission to Gonzaga, as well as to assist 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.

**Global Bridge Program:** The Global Bridge program helps international and/or multilingual students with the linguistic and cultural adjustment to higher education in the U.S. through academic English and culture courses. Global Bridge courses are English for Academic Purposes (EAP) courses linked to specific Core classes. Global Bridge courses are open to all international and/or multilingual students and scholars.

Global Bridge undergraduate courses are for highly-qualified students who meet full admission requirements but need or desire additional support to ensure their success at GU. These students generally have a CEFR B2+ to C1 proficiency level. All Global Bridge courses carry elective credits that apply toward the total 128 semester credits required to graduate.

For students who are ready to pursue undergraduate studies, but do not currently meet Gonzaga's English proficiency requirements, admission to the Global Bridge Program offers integrated academic language and culture courses that support and enrich a student's undergraduate studies. Students apply for admission to Gonzaga through the Global Bridge Program. The program enables students to improve English proficiency while earning 12 credits toward their degree at a discounted tuition rate.

The Global Bridge Program consists of two levels. Global Bridge 1 is a bridge semester for students who have high academic credentials but their TOEFL score falls between 72-79. Students apply for admission to Gonzaga through the Global Bridge Program. Once admitted, students in Global Bridge 1 need a 2.7 overall GPA with no grade lower than a B- to advance to Global Bridge 2 and full undergraduate admission. For students in Global Bridge 2, an overall 2.7 GPA in ELCT courses with no grade below a B- is required. Gonzaga's general Good Academic Standing policies apply at all levels.

### Global Bridge Program Required Courses

<b>Global Bridge Level 1</b>	
ELCT 108 Language Awareness	2 credits
ELCT 109 Academic Seminar	5 credits
ELCT 110 Communication Seminar*	2 credits
COMM 100 Communication & Speech*	3 credits
<b>Global Bridge Level 2</b>	
ELCT 120 Global Bridge 2*	3 credits

PHIL 101 Reasoning*	3 credits
ELCT 121 Foundations of Scholarly Writing for Multilingual Students	3 credits

\*Indicates linked courses in which a cohort of Global Bridge students are co-enrolled in an ELCT Global Bridge course and its corresponding Core class.

Through connections to MLC sections of Core classes, Global Bridge encourages the global engagement and intercultural competence of both domestic and international students. International students will be placed into the appropriate courses and simultaneously enroll in the appropriate Multilingual (MLC) section of the freshman Core course (s) and linked ELCT (English Language Center) course(s). MLC sections of COMM 100 or PHIL 101 are open to all Gonzaga students. International students who are not required to take Global Bridge courses would indicate their interest through Gonzaga’s Freshmen 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 to determine which ELCT courses incoming international students may be required or qualify to take. We also provide testing and services for all multilingual students or departments at Gonzaga who 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](http://www.gonzaga.edu/elc), or call 313-6562.

### ELC Intensive English Courses Levels 1-5

Incoming ESL students are required to take the ELC Placement test in order to enroll in ELCT Intensive English courses. All courses earn ELCT credit and require permission from the ELC Program Coordinator.

ELCT 016 Intro to Listening & Speaking	6 credits
ELCT 018 Intro Grammar Support	6 credits
ELCT 019 Intro to Reading and Writing	9 credits
ELCT 026 Basic Listening and Speaking	6 credits
ELCT 028 Basic Grammar Support	6 credits
ELCT 029 Basic Reading & Writing	9 credits
ELCT 036 Intermediate Oral Comm	6 credits
ELCT 039 Inter Reading & Writing	9 credits
ELCT 046 Advanced Oral Comm	6 credits
ELCT 048 Advanced Grammar Support	6 credits
ELCT 049 Advanced Reading & Writing	9 credits
ELCT 056 Communications Seminar	6 credits
ELCT 059 Academic Seminar	9 credits

ELCT 099 English Language Workshop	0-20 credits
ELCT 099E Special Topics	0-3 credits

### Undergraduate Level Global Bridge Courses

Incoming international students take the Global Bridge placement test to determine what courses are required and/or recommended. All incoming international students are required to take the Global Bridge Placement Test unless exempted by the ELC through International Student and Scholar Services. Permission to enroll in all ELCT courses below is to be obtained from the Global Bridge Coordinator.

#### Courses

**ELCT 107 Community Engaged Learning (GB1) credit(s): 0**

**ELCT 108 Language Awareness credit(s): 2**

The overall goal of this course is to promote greater student awareness of language use. Students will develop their ability to recognize and produce an increasingly sophisticated range and complexity of English. Students will also regularly analyze and correct (their own) written and spoken production. While the focus is on accuracy and fluency in both spoken and written English, students will also develop greater sensitivity to linguistic identity including the audience, purpose, register, and rhetorical choices and to the intersectionality of language, culture, communication, and identity.

**ELCT 109 Academic Seminar credit(s): 5**

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): 2**

In this course, Students will be introduced to and cultivate an understanding of interpersonal, intercultural, and small-group communication. Students will improve their ability to communicate orally and listen effectively in a variety of academic and social situations. Students will learn to apply the necessary critical thinking, reasoning, and research skills to compose and present several speeches. In addition, this course will critically examine the readings and assignments of COMM 100.

Co-requisite: COMM 100

**ELCT 120 Global Bridge II credit(s): 3**

The main goal of the class is to help students be successful and vibrant members of Gonzaga's academic community. Students will identify and analyze assumptions, beliefs, values and rhetorical styles in western academic culture, as well as other 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. Finally, students will develop and apply a personal learning philosophy that enables them to interact and contribute in explicit ways to the academic community. ELCT 120 is designed specifically for Gonzaga international students concurrently enrolled in PHIL 101.

Co-requisite: PHIL 101

**ELCT 121 Multilingual Student Writing credit(s): 3**

This Global Bridge class is designed to prepare 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. They will also develop a personal learning philosophy that incorporates learning strategies and linguistic skills in order to create a space and position themselves to interact and contribute in explicit ways to the academic community.

**ELCT 180 Special Topics** **credit(s): 1-20**

Topic to be determined by instructor.

Course repeatable for 8 credits.

**ELCT 185 ESL pre-test Registration** **credit(s): 5-21**

**UNIV 106 Advanced Language Preparation** **credit(s): 3**

**UNIV 108 University Preparation** **credit(s): 3**

**UNIV 109 Univ Writing for International Students** **credit(s): 3**

Designed to prepare non-native English speaking undergraduate students for ENGL 101, the focus of the course is on standard academic writing, with an emphasis on note-taking, library research, reference materials, periodicals, and other outside resources.

**Equivalent(s):** ELCT 109

**UNIV 112 International Bridge** **credit(s): 3**

This course is designed to facilitate international students' engagement in the intellectual life of Gonzaga. Course components include the development of study skills and strategies; English language skills (listening, speaking, reading and writing).

## Environmental Studies

Department Chair: Brian G. Henning

Professor: B. Henning, K. Henrickson, J. Isacoff, E. Johnson, J. Smieja

Associate Professors: B. Bancroft, G. Gordon

Assistant Professor: S. Hayes

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. With our proximity to state and national parks, national forests, and open space, Gonzaga is a special place to pursue environmental studies, where students can engage both their intellectual and experiential pursuits. Students in the Environmental Studies major have abundant opportunities for field studies and research, outdoor service learning projects, environmental internships, and develop leadership positions with on-campus environmental organizations, such as the Gonzaga Environmental Organization (GEO). Environmental Studies majors are also encouraged to pursue field courses and study abroad opportunities in places like Zambia, Costa Rica, Ecuador, and Australia, among others.

The 40-credit Environmental Studies Major has two main components: seven non-substitutable foundational courses and a minimum of five additional courses drawn from various disciplines around the University.

## B.A. Major in Environmental Studies: 39-41 credits

<b>Lower Division</b>	
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 and 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
<b>Upper Division</b>	
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
ENVS 499B Symposium in Environmental Studies II	2 credits
ENVS 300-399 or *ENVS 497 Electives	12 credits
*1 credit of ENVS 497 is required. If ENVS 497 is taken for more than 1 credit, credits in excess of 1 credit may count as elective credits, up to a total of 5 credits.	
<b>Minor in Environmental Studies: 20 credits</b>	
<b>Lower Division</b>	
ENVS 101 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	
ENVS 200 Case Studies in Environmental Science	4 credits
<b>Upper Division</b>	
ENVS 358 Environmental Ethics	3 credits
ENVS 320-339 or ENVS 398 Social Sciences	3 credits
ENVS 340-379 or ENVS 397 Humanities	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.

**ENVS 102 Environmental Politics and Policy credit(s): 3**

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):**

Must be in the following Major(s): Environmental Studies Major

**ENVS 103 Environmental Biology credit(s): 3**

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. Designed for non-science majors. Fall.

**Corequisite(s):** ENVS 103L

**Restriction(s):**

Must be in the following Major(s): Comp Sci and Computation Think, Environmental Studies, Environmental Studies Major, Sustainable Business

**ENVS 103L Environmental Biology Lab credit(s): 1**

See course description for ENVS 103. Fall.

**Corequisite(s):** ENVS 103

**Restriction(s):**

Must be in the following Major(s): Comp Sci and Computation Think, Environmental Studies, Environmental Studies Major, Sustainable Business

**ENVS 104 Environmental Chemistry credit(s): 3**

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 Field(s) of Study: Environmental Studies, Sustainable Business

**ENVS 104L Environmental Chemistry Lab credit(s): 1**

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 Field(s) of Study: Environmental Studies, Sustainable Business

**ENVS 190 Independent Study credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**ENVS 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

**Restriction(s):**

Must be the following Class(es): Freshman

**ENVS 200 Case Studies in Environmental Science credit(s): 4**

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.

Course repeatable for 8 credits.

**Equivalent(s):** BIOL 200

**Restriction(s):**

Must be in the following Major(s): CSCT - Environmental Studies, Environmental Studies, Environmental Studies Major, 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 290 Independent Study credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**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, odd years.

**Equivalent(s):** BIOL 323

**Prerequisite(s):** BIOL 206 or BIOL 123 or ENVS 103

**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 Economy 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.

**Equivalent(s):** ECON 324

**Restriction(s):**

Must be in the following Field(s) of Study: Environmental Studies

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. Fall.

**Equivalent(s):** POLS 317

**ENVS 322 Global Environmental Politics credit(s): 3 or 4**

This course is offered through the School for Field Studies program. Please contact the Environmental Studies Department Chair for additional information.

**Equivalent(s):** POLS 375

**ENVS 323 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.

**Equivalent(s):** BIOL 357

**Corequisite(s):** ENVS 323L

**Restriction(s):**

Must be in the following Field(s) of Study: Biology, CSCT - Environmental Studies, Environmental Studies

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

**Prerequisite(s):** ENVS 103 or BIOL 123

**ENVS 323L Principle of Wildlife Management Lab credit(s): 1**

This lab includes field trips.

**Equivalent(s):** BIOL 357L

**Corequisite(s):** ENVS 323

**Restriction(s):**

Must be in the following Field(s) of Study: Biology, CSCT - Environmental Studies, Environmental Studies

**ENVS 324 Climate Change Science and 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 climate change and its related political issues. In the course we will examine how scientific and political thinking on climate change has evolved.

**Equivalent(s):** POLS 378

**ENVS 325 Native American Government and Politics 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 study how (or how not) federal, state, and municipal governments interact with Native American governments. Spring, even years.

**Equivalent(s):** NTAS 311, **Equivalent(s):** POLS 310

**ENVS 326 Environmental Sociology credit(s): 3**

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.

**Equivalent(s):** SOCI 383

**ENVS 329 North American Environmental Policies 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 329

**Restriction(s):**

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

**ENVS 330 Parks, Forests, and Wildlife credit(s): 3**

In this course we explore the past, present, and future of public lands. Focusing primarily on 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.

Fulfills the following degree requirement(s): EVNS - Social Science

**Prerequisite(s):** ENVS 101

**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 or PHIL 201H

**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.

Fulfills the following degree requirement(s): ENVS - Humanities, Fulfills the following degree requirement(s): EVNS - Social Science

**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.

Fulfills the following degree requirement(s): HIST - U.S. History

**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 Studies, Environmental Studies Major, 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, Fulfills the following degree requirement(s): NTAS - elective, Fulfills the following degree requirement(s): Core: Social Justice, Fulfills the following degree requirement(s): Core: Globa

**Equivalent(s):** HIST 210, NTAS 210

**ENVS 380 Politics of the Pacific NorthWest 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 hunger may be covered. Ethical issues surrounding both local and international food issues are treated. Upon sufficient demand.

Fulfills the following degree requirement(s): PHIL - Ethics or Political

**Equivalent(s):** PHIL 459

**Prerequisite(s):** PHIL 201 or PHIL 201H

**ENVS 384 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. Students 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.

**Equivalent(s):** BIOL 344

**Corequisite(s):** ENVS 384L

**Prerequisite(s):** ENVS 103

**ENVS 384L GIS and Ecological Techniques Lab credit(s): 1**

Taken concurrently with ENVS 384.

**Equivalent(s):** BIOL 344L

**Corequisite(s):** ENVS 384

**Prerequisite(s):** ENVS 103

**ENVS 390 Independent Study credit(s): 1-4**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**ENVS 397 Special Topics: Environmental Humanities** **credit(s): 3 or 4**

Topic to be determined by instructor.

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

Course repeatable for 6 credits.

**ENVS 398 Special Topic: Environmental Social Science** **credit(s): 3 or 4**

Topic to be determined by instructor.

Fulfills the following degree requirement(s): EVNS - Social Science

Course repeatable for 6 credits.

**ENVS 399 Special Topics: Environmental Electives** **credit(s): 3 or 4**

Topic to be determined by instructor.

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

Course repeatable for 9 credits.

**ENVS 432 CIS:** **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

**ENVS 490 Independent Study** **credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**ENVS 497 Internship** **credit(s): 0-6**

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.

Course repeatable for 6 credits.

**ENVS 499 Symposium in Environmental Studies** **credit(s): 3**

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. Projects undertaken by individual students, small groups or even the entire class. Class meetings will involve discussions of background readings, coordination of work on the projects, presentations and critiques of draft reports, and opportunities for students from different majors to share their expertise and perspectives on the issues being investigated. Spring.

**Restriction(s):**

Must be in the following Major(s): Environmental Studies Major

Must be the following Class(es): Senior

**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 Major

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 Major

Must be the following Class(es): Senior

**Prerequisite(s):** ENVS 499A, minimum grade: D (or concurrent)

## History

Chairperson: Kevin O'Connor

Professors: R. DeAragon, E. Downey (Emerita), E. Cunningham, A. Goldman, K. O'Connor, J.R. Stackelberg (Emeritus), A. Via, S.J. (Emeritus)

Associate Professors: L. Arnold, S. Balzarini (Emeritus), K. Chambers, R. Donnelly, T. Nitz (Emeritus), A. Ostendorf, V. Schlimgen

Assistant Professors: C. De Barra, R. Rast, J. Weiskopf

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 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>B.A. Major in History: 33 Credits</b>	
<b>Lower Division</b>	
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 Civilization 1500 - Present	
HIST 201 History of U.S.A. I	3 credits
HIST 202 History of U.S.A. II	3 credits

<b>Upper Division</b>	
HIST 301 Historical Methods	3 credits
HIST Electives <i>(a maximum of six credits from HIST 210-299 may be used to satisfy this requirement)</i>	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:	
<b>1) Non-Western or Developing Areas:</b>	3 credits
HIST 211 Intro to Native American History	
HIST 274 China Past and Present	
HIST 275 Japan Past and Present	
HIST 343 Colonial Africa	
HIST 344 African Health and Healing	
HIST 345 African Environmental History	
HIST 370 Foundations of East Asian Civilization	
HIST 374 Maoist China	
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	
<b>2) Pre-Modern Europe:</b>	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 313 The Reformation	
HIST 315 Medieval Britain	
HIST 316 Tudor and Stuart Britain	
HIST 391 Topics: Pre-Modern Europe	
<b>3) Modern European:</b>	3 credits
HIST 321 Age of the French Revolution	
HIST 325 World War I 1914-1918	
HIST 326 Europe 1918-1939	

HIST 329 Hitler's Germany	
HIST 330 The Holocaust	
HIST 331 World War II	
HIST 332 Modern Britain	
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 340 The Cold War	
HIST 392 Topics: Modern Europe	
<b>4) U.S. History:</b>	<b>3 credits</b>
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 North American Exploration	
HIST 355 The American West	
HIST 358 African-American History	
HIST 359 America: Invasion to Rebellion	
HIST 360 Pacific Northwest History	
HIST 361 Post-World War II Presidency	
HIST 362 U.S. 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	
<b>Minor in History: 18 Credits</b>	
<b>Lower Division</b>	
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 Civilization 1500-Present	

<b>Upper Division</b>	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)	

<b>Asian History Minor: 18 Credits</b>	
<b>Lower Division</b>	
HIST 112 World Civilization 1500-Present	3 credits
One of the following two courses:*	3 credits
HIST 274 China Past & Present	
HIST 275 World Civilization 1500-Present	
<b>Upper Division</b>	
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 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.	

<b>Latin American History Minor: 18 Credits</b>	
<b>Lower Division</b>	
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 Civilization 1500-Present	
<b>Upper Division</b>	
HIST 403 Latin American History Minor Summation Project	0 credits
Choose four of the following elective courses:	12 credits
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 390 Latino History	
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	

<b>History of Race &amp; Ethnic Communities Minor: 18 Credits</b>	
<b>Lower Division</b>	
Two of the following four courses:	6 credits
HIST 102 Survey of Western Civilization II	
HIST 112 World Civilization 1500-Present	
HIST 201 History of the U.S. I	
HIST 202 History of the U.S. II	
<b>Upper Division</b>	
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 Hitler's Germany	
HIST 330 The Holocaust	
HIST 352 Early American Republic	
HIST 358 African American History	
HIST 359 America: Invasion to Rebellion	
HIST 366 American Culture and Ideas	
HIST 367 Civil Rights, Social Justice, & U.S. Citizenship	
HIST 369 History of Race in America	
HIST 391 Disunited Kingdom	
HIST 392 Northern Ireland	
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	
HIST 390 The Pacific World	
HIST 390 Latino History	

## 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 of 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 of 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 Civilization 1500-Present credit(s): 3**

A survey of world civilization from the 16th century to the present with an emphasis on the different civilizations of the world and their interactions.

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 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

**Restriction(s):**

Must be the following Class(es): Freshman

**HIST 201 History of the United States I credit(s): 3**

This is a survey of the United States from the colonial period to the end of the Civil War. Topics include the development of the colonies, their interaction with Native Americans, the revolution of the colonies, the establishment of the Constitution, westward expansion, cultural development, early reform movements, slavery and the Civil War.

Fulfills the following degree requirement(s): Core: History

**Restriction(s):**

Must not be the following Class(es): Freshman

**HIST 201H History of United States I Honors credit(s): 3**

For Honors students, see HIST 201 course description.

**Prerequisite(s):** HONS 190 (or concurrent)

**HIST 202 History of the United States II credit(s): 3**

This is a survey of events after the Civil War that have shaped the present United States and its world roles. Emphasis is on the Reconstruction period, the Gilded Age, the rise of industry, and American overseas expansion. Moving into the 20th century, the course focuses on Progressive Era reform, the Great Depression, the World Wars, and domestic and foreign policy after 1945, particularly civil rights, social policies, and the Cold War. Fulfills the following degree requirement(s): Core: History

**Restriction(s):**

Must not be the following Class(es): Freshman

**HIST 202H History of the United States 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, Fulfills the following degree requirement(s): NTAS - elective, Fulfills the following degree requirement(s): Core: Social Justice, Fulfills the following degree requirement(s): Core: Globa

**Equivalent(s):** ENVS 360, 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, Fulfills the following degree requirement(s): HIST - U.S. History, Fulfills the following degree requirement(s): NTAS - elective, Fulfills the following degree requirement(s): 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 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, Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s): CLAS - Greek course, Fulfills the following degree requirement(s): CLAS - Rom

**Equivalent(s):** VART 403

**Prerequisite(s):** HIST 101 or WGST 271C

**HIST 303 Athens in the 5th Century BC credit(s): 3**

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.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s): CLAS - Greek course, Fulfills the following degree requirement(s): HIST - Pre-Modern Europe

**Restriction(s):**

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

**Prerequisite(s):** HIST 101 or WGST 271C

**HIST 304 Alexander the Great and Hellenistic World credit(s): 3**

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.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

CLAS - Greek course, Fulfills the following degree requirement(s): HIST - Pre-Modern Europe

**Restriction(s):**

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

**Prerequisite(s):** HIST 101 or WGST 271C

**HIST 305 The Roman Republic**

**credit(s): 3**

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.)

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

CLAS - Rome course, Fulfills the following degree requirement(s): HIST - Pre-Modern Europe, Fulfills the following degree requirement(s): I

**Equivalent(s):** ITAL 363

**Restriction(s):**

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

**Prerequisite(s):** HIST 101 or WGST 271C

**HIST 306 The Roman Empire**

**credit(s): 3**

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.

Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s):

CLAS - Rome course, Fulfills the following degree requirement(s): HIST - Pre-Modern Europe, Fulfills the following degree requirement(s): I

**Equivalent(s):** ITAL 364

**Prerequisite(s):** HIST 101 or WGST 271C

**HIST 307 Archaeology of Ancient Greece**

**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 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, Fulfills the following degree requirement(s): CLAS -

Elective course, Fulfills the following degree requirement(s): CLAS - Greek course, Fulfills the following degree requirement(s): HIST - Pre

**Equivalent(s):** VART 404

**Prerequisite(s):** HIST 101 or WGST 271C

**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, Fulfills the following degree requirement(s): CLAS - Elective course, Fulfills the following degree requirement(s): CLAS - Rome course

**Equivalent(s):** VART 405

**Prerequisite(s):** HIST 101 or WGST 271C

**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, Fulfills the following degree requirement(s): 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. Gonzaga in Florence only.

Fulfills the following degree requirement(s): HIST - Pre-Modern Europe

**Equivalent(s):** ITAL 366

**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, Fulfills the following degree requirement(s): ITAL - upper division elec

**Equivalent(s):** ITAL 367

**Restriction(s):**

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

**HIST 313 The Reformation** **credit(s): 3**

The figures, ideas, and events that produced the religious upheaval and disruption of medieval Christendom in the sixteenth century.

Fulfills the following degree requirement(s): HIST - Pre-Modern Europe

**Prerequisite(s):** HIST 101 or WGST 271C

**HIST 315 Medieval Britain** **credit(s): 3**

A survey of the political, religious, social, and cultural history of the British Isles, circa 100-1485, examining Celtic, Roman, Anglo-Saxon, Viking, Norman, and Plantagenet interactions. Topics will include Christianization, the Viking and Norman invasions, Magna Carta and Parliament; relations of England, Wales, Scotland, and Ireland.

Fulfills the following degree requirement(s): HIST - Pre-Modern Europe

**HIST 316 Tudor and Stuart Britain** **credit(s): 3**

British religious, political, social, cultural, and economic developments from the late 1400s to 1689, including the War of the Roses, the English Renaissance and Reformation, the Civil War and Restoration, and the Revolution of 1688.

Fulfills the following degree requirement(s): HIST - Pre-Modern Europe

**HIST 321 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 - European Studies, Fulfills the following degree requirement(s): HIST - Modern Europe

**Equivalent(s):** FREN 347, **Equivalent(s):** INST 383

**Restriction(s):**

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

**Prerequisite(s):** HIST 102 or HIST 112

**HIST 325 World War I 1914-1918**

**credit(s): 3**

A history of Europe and the world's involvement in the Great War from 1914-1918. The course will discuss the origins, conduct and consequences of World War I. Arguably the pivotal event of the modern age, World War I set the stage for the "century of violence." The nature of war and Western civilization changed on the battlefields of the First World War. These themes will be explored in the course.

Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): HIST - Modern Europe, Fulfills the following degree requirement(s): INST - Interactions

**Prerequisite(s):** HIST 102 or HIST 112

**HIST 326 Europe 1918-1939**

**credit(s): 3**

A history of Europe from the end of the Great War to the beginning of the Second World War. This course will include the impact of World War I, the postwar peace settlements, the social, political, intellectual and economic disruption of the war, the rise of fascism, the Great Depression, Hitler and National Socialism, and the origins of World War II

Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): HIST - Modern Europe, Fulfills the following degree requirement(s): INST - Interactions

**Equivalent(s):** INST 387

**Prerequisite(s):** HIST 102 or HIST 112

**HIST 329 Hitler's 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 - European Studies, Fulfills the following degree requirement(s): HIST - Modern Europe

**Equivalent(s):** INST 397

**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.

Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): HIST - Modern Europe, Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement(s): REL

**Prerequisite(s):** HIST 102 or HIST 112 or HIST 112H 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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): HIST - Modern Europe, Fulfills the following degree requiremen

**HIST 332 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.

Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s):

HIST - Modern Europe

**Equivalent(s):** INST 398

**Prerequisite(s):** HIST 102 or HIST 112

**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, Fulfills the following degree requirement(s):

HIST - Modern Europe, Fulfills the following degree requirement(s): INST - Interactions

**Equivalent(s):** INST 376

**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, Fulfills the following degree requirement(s):

HIST - Modern Europe, Fulfills the following degree requirement(s): 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

**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, Fulfills the following degree requirement(s):

HIST - Modern Europe, Fulfills the following degree requirement(s): ITAL - upper division elec

**Equivalent(s):** INST 391

**Prerequisite(s):** HIST 102 or HIST 112



**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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): HIST - U.S. History, Fulfills the following degree requirement

**Restriction(s):**

Must not be the following Class(es): Freshman

**Prerequisite(s):** HIST 102 or HIST 112 or HIST 202

**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

**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

**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

**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 in the early American republic from the American Revolution until approximately 1850. Topics covered in this course include immigration, expansion, nationalism, conceptions of race and ethnicity, labor, slavery, gender, reform movements, industrializations, Native American issues, and 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 populous, 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 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**

A study of the experiences of African-Americans from the 1600s to the present, which will include the development of slavery, the Civil War and Reconstruction, African-Americans on the frontier, and the African-American experience in the 20th century.

Fulfills the following degree requirement(s): HIST - U.S. History, Fulfills the following degree requirement(s): SOSJ - Block B

**Equivalent(s):** SOSJ 326

**HIST 359 America: Invasion to Rebellion credit(s): 3**

This course will examine the process of colonization on the North American continent. Issues which will be considered include: the world views of the people who eventually lived together in North America, the retentions, borrowings and changes in cultures during colonization, the varied Native American responses to the diverse incoming Europeans and Africans the increasing commitment to racial slavery and the enslaveds' responses to this, the wide array of assumptions European empires held toward this continent and colonization, and the relationship between the colonies and the empire.

Fulfills the following degree requirement(s): HIST - U.S. History, Fulfills the following degree requirement(s): NTAS - elective

**Equivalent(s):** NTAS 359

**Restriction(s):**

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

**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): Sophomore, Junior, Senior

**HIST 361 Post-World War II 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. Since 1945 credit(s): 3**

The political ideologies, social movements, and cultural revolutions that emerged after World War II, as reactions to the Cold War, social injustice, and changes in ideals, have influenced our contemporary politics, society, and culture. By examining this period in U.S. History, we will be able to better understand some of the issues that are most important to us today. This course will survey the international conflict, great social movements, and popular culture of the decades since 1945.

**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 United States 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, Fulfills the following degree requirement(s): SOSJ - Block C

**Equivalent(s):** SOSJ 341

**Restriction(s):**

Must not be the following Class(es): Freshman

**HIST 368 The United States 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): HIST - U.S. History, Fulfills the following degree requirement(s): INST - Interactions

**Equivalent(s):** INST 356

**Prerequisite(s):** HIST 101 or HIST 102 or HIST 112

**HIST 369 A History of Race in America credit(s): 3**

Why is there race? This course will examine the history of the inventions, transformations and expressions of the idea of race as a category of difference in American thought and experience from pre-contact to the present. The course will consider intellectual, cultural, legal, social, economic, and political manifestations of this idea, with special attention given to how the idea has been applied and experienced in diverse ways across North America over time.

Fulfills the following degree requirement(s): HIST - U.S. History

**Restriction(s):**

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

**HIST 370 Foundations 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 this course.

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

**Equivalent(s):** INST 370

**Restriction(s):**

Must not be the following Class(es): Freshman

**HIST 374 Maoist China** **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, Fulfills the following degree requirement(s): HIST - Non-West/Dev Area

**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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement(s): INST - Latin American Studies, Fulfills the following degree requireme

**Equivalent(s):** INST 372, 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, Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement(s): INST - Latin American Studies  
**Equivalent(s):** INST 394

**Restriction(s):**

Must not be the following Class(es): Freshman

**HIST 382      Revolutions in Mod Latin Amer      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, Fulfills the following degree requirement(s): HIST - Non-West/Dev Area, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - Latin American Studies

**Equivalent(s):** INST 377

**Restriction(s):**

Must not be the following Class(es): Freshman

**HIST 384      Women in Colonial Latin Amer      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, Fulfills the following degree requirement(s): INST - Latin American Studies

**Equivalent(s):** WGST 331

**Restriction(s):**

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

**HIST 390      Topics in History      credit(s): 1-3**

Selected historical topics of current and special interest. Course repeatable for 9 credits.

**Restriction(s):**

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

**HIST 391      Topics: Pre-Modern Europe      credit(s): 1-3**

Selected historical topics of current and special interest. Fulfills the following degree requirement(s): HIST - Pre-Modern Europe Course repeatable for 9 credits.

**Restriction(s):**

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

<b>HIST 392</b>	<b>Topics: Modern Europe</b>	<b>credit(s): 1-3</b>
Selected historical topics of current and special interest.		
Fulfills the following degree requirement(s): HIST - Modern Europe		
Course repeatable for 9 credits.		
<b>HIST 393</b>	<b>Topics: Non-Western</b>	<b>credit(s): 1-3</b>
Selected historical topics of current and special interest.		
Fulfills the following degree requirement(s): HIST - Non-West/Dev Area		
Course repeatable for 9 credits.		
<b>HIST 394</b>	<b>Topics: U.S. History</b>	<b>credit(s): 1-3</b>
Selected historical topics of current and special interest.		
Fulfills the following degree requirement(s): HIST - U.S. History		
Course repeatable for 9 credits.		
<b>HIST 395</b>	<b>Topics: History (Study Abroad)</b>	<b>credit(s): 1-5</b>
Selected historical topics of current and special interest.		
Course repeatable for 18 credits.		
<b>HIST 396</b>	<b>Topics in History</b>	<b>credit(s): 1-9</b>
Selected historical topics of current and special interest.		
Course repeatable for 9 credits.		
<b>HIST 398</b>	<b>Topics in History</b>	<b>credit(s): 1-3</b>
Selected historical topics of current and special interest.		
Course repeatable for 9 credits.		
<b>Restriction(s):</b>		
Must be the following Class(es): Junior, Senior		
<b>HIST 399</b>	<b>Topics in History</b>	<b>credit(s): 1-3</b>
Selected historical topics of current and special interest.		
Course repeatable for 9 credits.		
<b>HIST 401</b>	<b>Senior Thesis/Seminar</b>	<b>credit(s): 3</b>
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.		
<b>Prerequisite(s):</b> HIST 301		
<b>HIST 402</b>	<b>Asian History Summation Project</b>	<b>credit(s): 0</b>
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.		
<b>Restriction(s):</b>		
Must be in the following Major(s): Asian History		
<b>HIST 403</b>	<b>Latin American History Summation Project</b>	<b>credit(s): 0</b>
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.		
<b>Restriction(s):</b>		
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 and 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 CIS: 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

**HIST 490 Directed Reading and Research credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 12 credits.

**HIST 497 Internship credit(s): 0-6**

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.

Course repeatable for 6 credits.

**Restriction(s):**

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

**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 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 Technology      credit(s): 3**

Introductionduces 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 the 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**

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.

Course repeatable 2 time.

## Integrated Media

Chairperson: Susan English

Associate Professors: S. English, R. Lyons, S.J., C. McMahon

Assistant Professors: D. Gracon, M. McCormick

Senior Lecturers: J. Fitzsimmons, J. Kafentzis

Lecturer: J. Collett

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 Catholic, Jesuit 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](http://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:

Broadcast and Electronic Media Studies

Journalism

Public Relations

Integrated Media Department foundation course work:

Majors and minors within the Integrated Media Department are required to complete the Integrated Media foundation course work:

INMD 101 Media Literacy     3 credits

INMD 360 Media Law         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.

### Courses

**INMD 101     Media Literacy** **credit(s): 3**

An overview of the array of media platforms from which society garners its information. Coursework hones an understanding of the theories, history, technologies, and social impact of media. The course also provides a frame of reference for analysis of the use of evolving media technologies, both in creating and consuming content, with a goal of enabling students to critically evaluate the media and their messages. Required first course for all Integrated Media majors and minors. Fall and Spring.

**INMD 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

**Restriction(s):**

Must be the following Class(es): Freshman

**INMD 360     Media Law** **credit(s): 3**

A study of major facets of communications law, including libel, privacy and copyright, and their effects on print, digital and online media. Fall and Spring.

**Restriction(s):**

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

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. GUTV posts its broadcasts on its YouTube channel ([youtube.com/user/gonzagatv15](https://youtube.com/user/gonzagatv15)). 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>B.A. Major in Broadcast and Electronic Media Studies: 36 Credits</b>	
<b>Lower Division</b>	
INMD 101 Media Literacy	3 credits
BRCO 203 Fundamentals of Television Production	3 credits
BRCO 204 Fundamentals of Audio Production	3 credits
<b>Upper Division</b>	
INMD 360 Media Law	3 credits
BRCO 303 Intermediate Television Production	3 credits
BRCO 370 Broadcast Journalism	3 credits
BRCO 469 Advanced Television Production and Programming	3 credits
BRCO 470 Broadcast Leadership	3 credits
BRCO 481 TV and Social Justice	3 credits
BRCO, JOUR or PRLS 300-400 Level Electives	9 credits
BRCO 499 Capstone	0 credits
<b>Minor in Broadcast and Electronic Media Studies: 21 Credits</b>	
<b>Lower Division</b>	
INMD 101 Media Literacy	3 credits
BRCO 203 Fundamental Television Production	3 credits
<b>Upper Division</b>	
BRCO 303 Intermediate Television Production	3 credits
BRCO 304-BRCO 494 electives	12 credits

Courses

**BRCO 203 Fundamentals of Television Production credit(s): 3**

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 acquire 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 visual media. Lab fee. Fall and Spring. Fulfills the following degree requirement(s): SOSJ - Block D

**Equivalent(s):** SOSJ 260

**BRCO 203L Fundamentals of Television Production Lab credit(s): 0**

See BRCO 203 for course description.

**Equivalent(s):** SOSJ 260L

**Corequisite(s):** BRCO 203

- BRCO 204 Fundamentals 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
- BRCO 204L Fundamentals of Audio Production Lab** **credit(s): 0**  
 See BRCO 204 for course description.  
**Corequisite(s):** BRCO 204
- BRCO 303 Intermediate Television 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
- BRCO 303L Intermediate Television 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. Fall and Spring.  
**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**  
 Topic to be determined by faculty.  
 Course repeatable for a total of 6 credits.
- BRCO 432 CIS:** **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
- 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 Television Production and Program** **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. Fall and Spring.  
 Course repeatable for a total of 9 credits.  
**Prerequisite(s):** BRCO 303 and BRCO 370 (or concurrent)

**BRCO 469L Advanced Television Production and Program Lab** **credit(s): 0**  
 See BRCO 469 for course description.  
 Course repeatable 2 time.  
**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. Fall.  
**Restriction(s):**  
 Must be the following Class(es): Junior, Senior  
**Prerequisite(s):** BRCO 370 (or concurrent)

**BRCO 475 Advanced Producing** **credit(s): 3**  
 Course topic to be determined by the instructor.  
 Course repeatable for a total of 6 credits.  
**Prerequisite(s):** BRCO 469

**BRCO 481 Television 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

**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.  
 Course repeatable for a total of 9 credits.  
**Corequisite(s):** BRCO 482L  
**Prerequisite(s):** BRCO 203

**BRCO 482L Remote Video Production Lab** **credit(s): 0**  
 See BRCO 482 for course description.  
 Course repeatable  
**Corequisite(s):** BRCO 482

**BRCO 483 Advanced 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.  
 Course repeatable for a total of 9 credits.  
**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.

Course repeatable for a total of 12 credits.

**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. May be repeated for a total of not more than 6 credits. Fall and Spring.

Course repeatable for a total of 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Broadcast and Electronic Media

**Prerequisite(s):** BRCO 469

**BRCO 486 Applied Radio Production** **credit(s): 3**

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.

Course repeatable for a total of 12 credits.

**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.

Course repeatable for a total of 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: 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.

Course repeatable 12 time.

**Restriction(s):**

Must be in the following Field(s) of Study: 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.

Course repeatable for a total of 12 credits

**Restriction(s):**

Must be in the following Field(s) of Study: 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.

Course repeatable for a total of 12 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Broadcast and Electronic Media

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

**BRCO 499 Capstone**

**credit(s): 0**

Comprehensive evaluation of capstone project. Spring.

**Restriction(s):**

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-based 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, entrepreneurial media, and sports writing.

Most Gonzaga journalism students work for the weekly student newspaper, The Gonzaga Bulletin ([gonzagabulletin.com](http://gonzagabulletin.com)), as writers, editors or photographers. Credit toward the Journalism major and minor is available, as well as a stipend for editors, staff writers and photographers.

Many journalism students garner journalistic experience in the professional environment through internships, for which academic credit is also available.

<b>B.A. Major in Journalism: 39 Credits</b>	
<b>Lower Division</b>	
INMD 101 Media Literacy	3 credits
JOUR 110 Journalistic Writing	3 credits
JOUR 210 Civic Journalism	3 credits
JOUR 220 Student Media Writing Lab	1 credit
JOUR 230 Student Media Editing Lab	1 credit
JOUR 270 Photojournalism	3 credits
JOUR 280 Design and Editing	3 credits
<b>Upper Division</b>	
INMD 360 Media Law	3 credits
JOUR 310 Public Affairs Reporting	3 credits
JOUR 350 History of Journalism	3 credits
JOUR 370 Emerging Media	3 credits
JOUR 440 Seminar: Media & Democracy	3 credits



JOUR 300-400 level electives	6 credits
JOUR 499 Capstone Project	1 credit
<b>Minor in Journalism: 19 Credits</b>	
<b>Lower Division</b>	
INMD 101 Media Literacy	3 credits
JOUR 110 Journalistic Writing	3 credits
JOUR 220 Student Media Writing Lab	1 credit
JOUR 270 Photojournalism	3 credits
<b>Upper Division</b>	
JOUR 440 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, Fulfills the following degree requirement(s): Core: Writing Enriched

**Equivalent(s):** SOSJ 160

### **JOUR 190 Directed Study** **credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for a total of 6 credits.

### **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**

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.

Course repeatable for a total of 2 credits.

**Prerequisite(s):** JOUR 110 or SOSJ 160

### **JOUR 230 Student Media Editing Lab** **credit(s): 1**

With direction from advisers/instructors, students edit news stories for The Gonzaga Bulletin and gonzagabulletin.com. Fall and Spring.

Course repeatable for a total of 2 credits.

**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**

Topic to be determined by faculty.

Course repeatable for a total of 6 credits.

**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

**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 390 Directed Study** **credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for a total of 6 credits.

**JOUR 410 Special Topics** **credit(s): 3**

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 CIS: 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

**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. Spring.

**Restriction(s):**

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

**Prerequisite(s):** INMD 101

**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 170) or JOUR 270

**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**

Tutorial or a project proposed to faculty. Fall and Spring.

Course repeatable for a total of 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Journalism

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

**JOUR 494 Independent Study credit(s): 1-3**

In-depth pursuit of a topic proposed to faculty. Fall and Spring.

Course repeatable for a total of 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Journalism

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

**JOUR 497 Internships credit(s): 0-6**

Professional work experience in journalism. Possibilities include print and online journalistic organizations and magazines. Fall, Spring, and Summer.

Course repeatable for a total of 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Journalism

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

**Prerequisite(s):** INMD 101 (and JOUR 110 or SOSJ 160)

**JOUR 499 Capstone Project****credit(s): 1**

Students demonstrate command of journalistic practices and philosophies in a comprehensive project and essay exam. 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, research techniques and corporate strategies and structures 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>B.A. Major in Public Relations: 39 credits</b>	
<b>Lower Division</b>	
INMD 101 Media Literacy	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 260 Public Relations Principles	3 credits
<b>Upper Division</b>	
INMD 360 Media Law	3 credits
PRLS 310 Writing for Public Relations	3 credits
PRLS 340 Public Relations Speech Writing and Delivery	3 credits
PRLS 360 Strategic Communications	3 credits
PRLS 450 Organizational Issues	3 credits
PRLS 460 Public Relations Campaign	3 credits
PRLS 470 Public Relations Internship*	3 credits
PRLS 480 Public Relations Capstone	3 credits
BRCO, INMD, JOUR, PRLS 300-400 Level Electives	6 credits
PRLS 499 Thesis Conferencing	0 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.	

<b>Minor in Public Relations: 18 credits</b>	
<b>Lower Division</b>	
INMD 101 Media Literacy	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 260 Public Relations Principles	3 credits
<b>Upper Division</b>	
PRLS 310 Writing for Public Relations	3 credits
PRLS 360 Strategic Communications	3 credits
BRCO, INMD, JOUR, or PRLS 300-400 Level Elective	3 credits

### Courses

**PRLS 260 Public Relations Principles credit(s): 3**

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.

**PRLS 310 Writing for Public Relations credit(s): 3**

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.

Fulfills the following degree requirement(s): BU - Marketing conc Req, Core: Writing Enriched

**Restriction(s):**

Must be in the following Field(s) of Study: Promotion, Public Relations

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

**Prerequisite(s):** (ENGL 101 or ENGL 103H or ENGL 200) (and JOUR 110 or SOSJ 160)

**PRLS 340 Public Relations Speech Writing and Delivery credit(s): 3**

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.

**Restriction(s):**

Must be in the following Field(s) of Study: Public Relations

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

**Prerequisite(s):** PRLS 310

**PRLS 360 Strategic Communications credit(s): 3**

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.

**Restriction(s):**

Must be in the following Field(s) of Study: Public Relations

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

**Prerequisite(s):** PRLS 260

**PRLS 432 CIS: 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

**PRLS 450 Organizational Issues for Public Relations credit(s): 3**

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 Field(s) of Study: Public Relations

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

**Prerequisite(s):** PRLS 260

**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 Public Relations 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

**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

**PRLS 490 Directed Study credit(s): 0-3**

Individualized study of an issue related to the public relations profession. Fall, Spring, and Summer. Course repeatable for a total of 6 credits.

**Prerequisite(s):** PRLS 310

**PRLS 497 Elective Internship credit(s): 0-3**

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.

Course repeatable for a total of 6 credits.

**Restriction(s):**

Must be in the following Major(s): 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.

**Restriction(s):**

Must be in the following Major(s): Public Relations

Must be the following Class(es): Senior

**Prerequisite(s):** PRLS 480 (or concurrent)

## Interdisciplinary Arts

Program Director: Suzanne Ostersmith

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.

<b>Minor in Interdisciplinary Arts: 20-25 credits</b>		
<b>Required Courses:</b>		
THEA 122 Interdisciplinary Arts		3 credits
THEA 222 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)		
<b>Three lower division courses, one each in Theatre, Dance, and Visual Arts: 8-10 credits</b>		
Theatre		
THEA 100 Introduction to Theatre	3 credits	3-4 credits
THEA 111 Acting	4 credits	
THEA 132 Stagecraft	3 credits	
THEA 134 Costume	3 credits	
THEA 237 Costume and Fashion Design	3 credits	

Dance			
THEA 120 Voice and Movement	3 credits		2-3 credits
THEA 124 Ballet I	2 credits		
THEA 125 Jazz Dance I	2 credits		
THEA 224 Contemporary Modern Dance I	2 credits		
THEA 226 Accelerated Ballet Techniques	2 credits		
Visual Arts			
VART 101 Drawing I	3 credits		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		
Music			
*requires approval of Interdisciplinary Arts Program Director			
Choose one of the following options:			
MUSC 161 Music Theory I	3 credits		3-4 credits
OR			
a combination of 2 credits each in applied lessons and large ensembles:			
MUSC 131 Applied Lessons	2 credits		
AND			
MUSC XXX Large Ensembles	2 credits		
<b>One upper division course in Theatre, Dance, or Visual Arts:</b>			3-4 credits
Theatre			
THEA 216 Acting II	4 credits		
THEA 239 Lighting Design	3 credits		
THEA 253 Directing I	3 credits		
THEA 332 Scenic Design	4 credits		
Dance			
THEA 320 Ballet II	3 credits		
THEA 321 Jazz Dance II	3 credits		
THEA 322 Musical Theatre Dance	3 credits		
THEA 323 Urban Dance	3 credits		
THEA 324 Modern Dance II	3 credits		



THEA 425 Choreography		3 credits
Visual Arts		
VART 201 Drawing II		3 credits
VART 221 Painting I		3 credits
VART 241 Ceramics II		3 credits
VART 350 Beginning Printmaking		3 credits
VART 351 Beginning Screen Printing		3 credits
<b>One history course in Theatre, Dance, or Visual Arts:</b>		<b>3 credits</b>
THEA 200 Theatre History		3 credits
THEA 228 Dance History		3 credits
VART 394 Special Topics in Art History		3 credits
VART 395 Art in the 19th Century		3 credits
VART 396 Art in the 20th Century		3 credits
MUSC 171 Music in the Humanities		3 credits
MUSC 175 Jazz History		3 credits
MUSC 249 World Music		3 credits
MUSC 250 Music in America		3 credits
<b>Production experience in Theatre or Dance:</b>		<b>1 credit</b>
<i>One of the following courses:</i>		
THEA 260 Technical Lab		1 credit
THEA 261 Performance Lab		1 credit

See the Undergraduate catalog department sections for individual course descriptions.

## International Studies

Chairperson: Torunn Haaland

International Studies is a multi-disciplinary department preparing students for a variety of careers with an international dimension. It offers two areas of study: International Relations and Region Studies. International Relations offers students a broad curriculum in foreign relations and cultures to prepare students for careers and post-graduate education in foreign service, diplomacy, security studies, peace and conflict resolution, and international development. Region Studies provide students with a more focused program of study in one of three regions: Asia, Europe or Latin America.

International Studies degrees are designed to support Gonzaga University's mission to foster "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." They are also committed to the College of Arts and Sciences' vision of "engaging with meaningful problems in our local and global communities and pursuing the cause of social justice."

### Majors Offered:

Degrees offered are a Bachelor of Arts degree with majors and minors in: International Studies: International Relations, International Studies: Asian Studies; International Studies: European Studies, International Studies: Latin American Studies. Total credits required for all B.A. degrees is 28-44 credits (depending on the starting point for foreign language study). Total credits required for all minors is 15-31 credits (depending on the starting point for foreign language study).

### Multiple Usage and Transfer Credit Policies:

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. Transfer courses, including courses taken through study abroad programs may be used to fulfill degree requirements with prior approval of the Department Chair.

### Language Requirements:

Because foreign language skills are such a vital part of an International Studies education, all International Studies majors must take at least 6 credits of foreign language study during their time at Gonzaga at the 300 level or higher. In the case of languages not offered at Gonzaga or only offered through the 202 level, students can acquire intermediate proficiency by studying abroad in 6-week intensive language programs or semester-long programs. They may also enroll in intensive language study in the United States at, e.g., at the Middlebury Institute or at other accredited universities that specialize in the study of language and culture of their region of interest. Completion of the language requirement may require participation in alternative programs and/or enrolling in summer courses.

All International Studies majors and minors should discuss their plans for foreign language study with the International Studies Department Chair and begin taking language classes as early as possible, ideally from the fall semester of their first year, in order to make sure that they will be able to complete the language requirement. Students are encouraged to continue studying a language they studied before coming to Gonzaga in order to

maximize their proficiency. Region studies majors and minors (i.e., Asian Studies, European Studies, Latin American Studies) must study a foreign language used in their region of study.

## Degree Requirements:

All International Studies majors and minors must take:

INST 201 Introduction to International Studies	3 credits
INST 401 Perspectives on Global Issues	3 credits

All International Studies majors must take:

INST 499 Senior Capstone	1 credit
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## International Studies: International Relations Majors and Minors:

International Studies: International Relations majors must take three International Interactions electives and two International Differences electives. International Studies: International Relations minors must take two International Interactions electives and one International Differences elective.

<b>International Interactions electives</b>	
<b>Majors: 9 credits; Minors: 6 credits</b>	
INST 303 Topics in International Interactions*	3 credits
INST 305 Religion and Violence	3 credits
INST 320 Resistance, Struggle & Power	3 credits
INST 332 Politics of Space and Place	3 credits
INST 342 International Relations	3 credits
INST 343 Global Economic Issues	3 credits
INST 344 International Organizations	3 credits
INST 345 International Law	3 credits
INST 347 International Treaties	3 credits
INST 350 International Ethics	3 credits
INST 351 Politics of Social Memory	3 credits
INST 356 The U.S. in the World	3 credits
INST 372 Colonial Latin America	3 credits
INST 376 Russia and USSR Since 1945	3 credits
INST 385 Latin American Politics	3 credits
INST 387 Europe 1918-1939	3 credits
INST 389 Politics of the Pacific Rim	3 credits
INST 390 African Politics and Development	3 credits
INST 393 The New Europe	3 credits
INST 394 Modern Latin America	3 credits
INST 399 Region Studies Abroad*	3 credits
INST 430 Intersectional Communication	3 credits
INST 440 Rhetoric of Social Change	3 credits

INST 480 Topics in International Studies*	1-3 credits
INST 497 Internship in International Studies	0-6 credits
HIST 325 World War I	3 credits
HIST 330 The Holocaust	3 credits
HIST 331 World War II	3 credits
HIST 335 Eastern Europe Since 1863	3 credits
HIST 340 The Cold War	3 credits
POLS 319 American Foreign Policy	3 credits
POLS 373 Arab-Israeli Conflict	3 credits
POLS 375 Global Environmental Politics	3 credits

<b>International Differences electives</b>	
<b>Majors: 6 credits; Minors: 3 credits</b>	
INST 302 Topics in International Differences*	3 credits
INST 304 Interreligious Dialogue	3 credits
INST 310 Third World Development	3 credits
INST 315 Latin American Society	3 credits
INST 325 Post-Soviet Russia and China	3 credits
INST 326 Global Gender Regimes	3 credits
INST 330 Religions of Asia	3 credits
INST 346 Parliamentary Government	3 credits
INST 355 The Politics of Eurasia	3 credits
INST 368 Islamic Civilization	3 credits
INST 369 Revolutions in Modern Latin America	3 credits
INST 392 Tyranny to Democracy	3 credits
INST 395 Comparative European Politics	3 credits
INST 399 Region Studies Abroad	3 credits
INST 480 Topics in International Studies	1-3 credits
INST 497 Internship in International Studies	0-6 credits
POLS 370 Modern Democracies (Florence)	3 credits
POLS 372 Middle East Politics	3 credits

**Note:**

\*International Relations Majors and Minors must consult with the International Studies Department Chair before registering for courses with an asterisk.

\*\*INST 497 Internship – This course must be taken for three credits, approved by the International Studies Department Chair, and cover content relevant to the students chosen region of study in order to be used as a major elective.

**International Studies: Asian Studies Majors and Minors**

<b>International Studies: Asian Studies majors must take one of the following courses:</b>	3 credits
INST 384 Foundations of East Asian Civilization	
INST 389 Politics of the Pacific Rim	

International Studies: Asian Studies majors must take four Asian Studies electives. Asian Studies minors must take three Asian Studies electives:

<b>Asian Studies electives:</b>
<b>Major: 12 credits; Minors: 9 credits</b>
INST 302 Topics in International Differences*
INST 310 Third World Development (3 credits)
INST 325 Post-Soviet Russia and China (3 credits)
INST 326 Global Gender Regimes (3 credits)
INST 330 Religions of Asia (3 credits)
INST 333 Buddhism (3 credits)
INST 343 Global Economic Issues (3 credits)
INST 344 International Organizations (3 credits)
INST 347 International Treaties (3 credits)
INST 360 Japanese Culture I (3 credits)
INST 361 Japanese Culture II (3 credits)
INST 362 Introduction to Chinese Culture (3 credits)
INST 368 Islamic Civilization (3 credits)
INST 374 Modern China (3 credits)
INST 375 Modern Japan (3 credits)
INST 384 Foundations of East Asian Civilization (3 credits)
INST 389 Politics of the Pacific Rim (3 credits)
INST 392 Tyranny to Democracy (3 credits)
INST 396 Chinese Philosophy (3 credits)
INST 399 Region Studies Abroad* (3 credits)
INST 480 Topics in International Studies* (1-3 credits)
INST 497 Internship in International Studies** (0-6 credits)
HIST 331 World War II (3 credits)
HIST 340 The Cold War (3 credits)
HIST 374 Maoist China (3 credits)
HIST 376 Tokugawa Japan (3 credits)
HIST 378 Zen, Modernity and the Counterculture (3 credits)
MKTG 417 International Marketing (3 credits)
PHIL 416 Marxism (3 credits)
POLS 372 Middle East Politics (3 credits)
POLS 373 Arab-Israeli Conflict (3 credits)

**Note:**

\*Courses with an asterisk must cover content relevant to the students chosen region of study.

\*\*INST 497 Internship – This course must be taken for three credits, approved by the International Studies Department Chair, and cover content relevant to the students chosen region of study in order to be used as a major elective.

## International Studies: European Studies Majors and Minors

<b>International Studies: European Studies majors must take one of the following two courses:</b>	3 credits
INST 387 Europe, 1914-1939	
INST 395 Comparative European Politics	

International Studies: European Studies majors must take four European Studies electives. International Studies: European Studies minors must take three European Studies electives.

<b>European Studies electives:</b>	
<b>Major: 12 credits; Minor 9 credits</b>	
Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.	
INST 302 Topics in International Differences* (3 credits)	
INST 325 Post-Soviet Russia and China (3 credits)	
INST 326 Global Gender Regimes (3 credits)	
INST 339 French Cinema (3 credits)	
INST 343 Global Economic Issues (3 credits)	
INST 344 International Organizations (3 credits)	
INST 346 Parliamentary Government (3 credits)	
INST 347 International Treaties (3 credits)	
INST 376 Russia and the USSR Since 1945 (3 credits)	
INST 381 Mafia and Political Violence in Film and Literature (3 credits)	
INST 383 Age of the French Revolution (3 credits)	
INST 387 Europe, 1914-1939 (3 credits)	
INST 391 Fascist Italy (3 credits)	
INST 392 Tyranny to Democracy (3 credits)	
INST 393 The New Europe (3 credits)	
INST 395 Comparative European Politics (3 credits)	
INST 397 Hitler's Germany (3 credits)	
INST 398 Modern Britain (3 credits)	
INST 399 Region Studies Abroad* (3 credits)	
INST 415 Spanish Cinema (3 credits)	
INST 416 The Italian Cinema (3 credits)	
INST 480 Topics in International Studies* (1-4 credits)	
INST 497 Internship in International Studies** (0-6 credits)	
HIST 325 World War I (3 credits)	
HIST 330 The Holocaust (3 credits)	
HIST 331 World War II (3 credits)	
HIST 335 Eastern Europe since 1863 (3 credits)	
HIST 340 The Cold War (3 credits)	
MGMT 352 International Management (3 credits)	
PHIL 416 Marxism (3 credits)	
POLS 357 Italian Political System (3 credits) (Florence)	

POLS 370 Modern Democracies (3 credits) (Florence)
SOCI 478 Social and Economic Development of Italy (3 credits) (Florence)

**Note:**

\*Courses with an asterisk must cover content relevant to the students chosen region of study.

\*\*INST 497 Internship – This course must be taken for three credits, approved by the International Studies Department Chair, and cover content relevant to the students chosen region of study in order to be used as a major elective.

## International Studies: Latin American Studies Majors and Minors

<b>All International Studies: Latin American Studies majors must take one of the following two courses:</b>	3 credits
INST 385 Latin American Politics	
INST 394 Modern Latin America	

International Studies: Latin American Studies majors must take four Latin American Studies electives. International Studies: Latin American Studies minors must take three Latin American Studies electives.

<b>Latin American Studies electives:</b>
<b>Majors: 12 credits; Minors 9 credits</b>
INST 302 Topics in International Studies* (3 credits)
INST 310 Third World Development (3 credits)
INST 315 Latin American Society (3 credits)
INST 316 Survey of Latin American Literature I (3 credits)
INST 317 Survey of Latin American Literature II (3 credits)
INST 326 Global Gender Regimes (3 credits)
INST 343 Global Economic Issues (3 credits)
INST 344 International Organizations (3 credits)
INST 347 International Treaties (3 credits)
INST 369 Revolutions in Modern Latin America (3 credits)
INST 372 Colonial Latin America (3 credits)
INST 377 Mexico (3 credits)
INST 385 Latin American Politics (3 credits)
INST 392 Tyranny to Democracy (3 credits)
INST 394 Modern Latin America (3 credits)
INST 399 Region Studies Abroad (3 credits)
INST 406 Narrative Fiction in Spanish America (3 credits)
INST 415 Spanish Cinema (3 credits)
INST 480 Topics in International Studies* (1-3 credits)
INST 497 Internship in International Studies (0-6 credits)
HIST 384 Women in Colonial Latin America (3 credits)
PHIL 416 Marxism (3 credits)

**Note:**

\*Courses with an asterisk must cover content relevant to the students chosen region of study.

\*\*INST 497 Internship – This course must be taken for three credits, approved by the International Studies Department Chair, and cover content relevant to the students chosen region of study in order to be used as a major elective.

Prior year degree requirements can be found here: [www.gonzaga.edu/catalogs/](http://www.gonzaga.edu/catalogs/)

**Courses**

**INST 190 Directed Study** **credit(s): 1-4**

Topic to be determined by faculty.

**INST 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

**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**

Selected International Studies topics of current and special interest.

Course repeatable for 9 credits.

**INST 290 Directed Study** **credit(s): 1-3**

Topic to be determined by faculty.

**INST 302 Topics: International Differences** **credit(s): 3**

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

Course repeatable 2 time.

**INST 303 Topics: International Interactions** **credit(s): 3**

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

Course repeatable for 12 credits.



**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, Fulfills the following degree requirement(s): SOSJ - Block D, Fulfills the following degree requirement(s): Core: Global Studies, Fulfills the following degree requirement(s): Core:

**Equivalent(s):** RELI 350, 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, Fulfills the following degree requirement(s): Core: Global Studies, Fulfills the following degree requirement(s): Core: World or Comparative Rel

**Equivalent(s):** RELI 305

**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, Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - Latin American Studies

**Equivalent(s):** SOCI 322

**Restriction(s):**

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

**INST 316 Latin American Literature 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, Fulfills the following degree requirement(s): INST - Latin American Studies

**Equivalent(s):** SPAN 307

**Prerequisite(s):** SPAN 302

**INST 317 Survey Latin-American Literature II 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, Fulfills the following degree requirement(s): INST - Latin American Studies

**Equivalent(s):** SPAN 308

**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, Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): 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, Fulfills the following degree

requirement(s): INST - Difference, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s)

**Equivalent(s):** RELI 351

**Restriction(s):**

Must not be the following Class(es): Freshman

**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 not be the following Class(es): Freshman

**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, Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): RELI - World's Religion conc, Fulfills the following degree requirem

**Equivalent(s):** RELI 353

**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 pre-requisite. Spring.

Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): INST - European Studies

**Equivalent(s):** FREN 331

**Restriction(s):**

Must not be the following Class(es): Freshman

**Prerequisite(s):** FREN 202 or one 300 level course

**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, 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):** 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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): INST - Interactions

**Equivalent(s):** POLS 376

**Restriction(s):**

Must not be the following Class(es): Freshman, Sophomore

**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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement

**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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): INST - Interactions

**Equivalent(s):** POLS 377

**Restriction(s):**

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

**INST 350 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

**Equivalent(s):** PHIL 453

**Restriction(s):**

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

**Prerequisite(s):** PHIL 301

**INST 351 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):** COMM 350

**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 355 The Politics of Eurasia 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?

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - Difference

**Equivalent(s):** POLS 369

**Restriction(s):**

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

**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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - Difference

**Equivalent(s):** CHIN 350

**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 faith and culture. The course also includes an introduction to key issues related to Islam in the contemporary world.

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): RELI - World's Religion conc, Fulfills the following degree requirem

**Equivalent(s):** HIST 348, RELI 354

**INST 369 Revolutions in Modern 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

**Equivalent(s):** HIST 382

**INST 372 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, Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement(s): INST - Latin American Studies, Fulfills the following degree requireme

**Equivalent(s):** HIST 380, NTAS 341

**INST 374 Modern China**

**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 region. It is desired but not required that students will have taken HIST 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): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - Difference

**Equivalent(s):** HIST 371

**Restriction(s):**

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

**INST 375      Modern Japan      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 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.

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - Difference

**Equivalent(s):** HIST 372

**Restriction(s):**

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

**INST 376      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 - Difference, Fulfills the following degree requirement(s): INST - European Studies

**Equivalent(s):** HIST 334

**Prerequisite(s):** HIST 102 or HIST 112

**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, Fulfills the following degree requirement(s): INST - Latin American Studies

**Equivalent(s):** HIST 383

**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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - European Studies

**Equivalent(s):** FREN 347, HIST 321

**Restriction(s):**

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

**Prerequisite(s):** (HIST 102 or HIST 112)

**INST 384      Foundations 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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - Interactions

**Equivalent(s):** HIST 326

**Restriction(s):**

Must not be the following Class(es): Freshman

**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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): ITAL - upper division elec

**Equivalent(s):** HIST 338

**Prerequisite(s):** HIST 102 or HIST 112

**INST 392 Tyranny to Democracy 21st Century 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, Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s):

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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): INST - Difference

**Equivalent(s):** PHIL 434

**Prerequisite(s):** PHIL 201 or PHIL 201H

**INST 397 Hitler's 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, Fulfills the following degree requirement(s): INST - European Studies

**Equivalent(s):** HIST 329

**Restriction(s):**

Must not be the following Class(es): Freshman

**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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): HIST - Modern Europe

**Equivalent(s):** HIST 332

**Restriction(s):**

Must not be the following Class(es): Freshman, Sophomore

**INST 399      Region Studies Abroad** **credit(s): 1-4**

Region study courses in politics, history, and economics taken abroad.

Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): INST - Interactions

Course repeatable 3 time.

**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. Introductionduces major analytical perspectives and organizing concepts fashioned by scholars to make these issues comprehensible.

**Equivalent(s):** POLS 366

**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 Spanish America** **credit(s): 3**

The novel and short story in Spanish America during the twentieth century.

Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): 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

**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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): INST - Latin American Studies

**Equivalent(s):** SPAN 415

**Prerequisite(s):** SPAN 302

**INST 416      The Italian Cinema** **credit(s): 3**

This course aims at presenting aspects of Italian society through film. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian. International Differences elective.

Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): ITAL - upper division elec

**Equivalent(s):** ITAL 315

**Restriction(s):**

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

**INST 430      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, Fulfills the following degree requirement(s): SOSJ - Block D

**Equivalent(s):** COMM 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 or COMM 370, minimum grade: C

**INST 432      CIS:      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

**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**

Selected International Studies topics of current and special interest.  
Course repeatable for 9 credits.

**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**

Topic to be determined by instructor.

Course repeatable for 12 credits.

**Restriction(s):**

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

**INST 497 Internship in Intr'l Studies**

**credit(s): 0-6**

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.

Course repeatable for 6 credits.

**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: T. Haaland

Professor: G. Brooke

Associate Professors: T. Haaland, S. Nedderman

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 on 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**

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 two courses:	3 credits
ITAL 301 Advanced Italian I	
ITAL 302 Advanced Italian II	
Electives (chosen from the elective list below or, <b>any Italian course(s) listed under Modern Languages</b> . At least nine elective credits must be from courses taught in Italian.)	18 credits
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, <b>any Italian course(s) listed under Modern Languages.</b> )	9 credits
The following courses may be applied toward electives for the major and minor in Italian Studies. <b>No more than two courses can be taken from the same discipline</b> (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 will need the prior approval of the Director of Italian Studies to be used toward the major and minor in Italian Studies.	
ECON 404 Economic Integration in European Communities (Florence only)	
ENGL 367 Love in the Renaissance (in 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 (in Florence only)	
HIST 312/ITAL 367 Renaissance Europe (in Florence and Spokane)	
HIST 336 History of Food (in 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 (in Florence only)	
POLS 345 Machiavelli and the Romans	
POLS 357 Italian Political System (in Florence only)	
SOC 378 Social Economic Development of Italy	
VART 360 Museum Studies (in Florence only)	
VART 393 Modern Italian Art (in Florence and Spokane)	
VART 397 Renaissance Art (in Florence only)	
VART 398 Roman Art and Architecture (in Florence only)	
VART 401 Renaissance Architecture (in Florence only)	
VART 466/PHIL 472 Philosophy of Art (in Florence only)	

### Courses

#### ITAL 101 Elementary Italian I

credit(s): 3

Grammar, composition, verbal practice and oral comprehension form the basis of this course. Designed to provide the student with the fundamentals of the Italian language. Fall (main campus) or Fall and Spring (Florence).

#### 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

<b>ITAL 102</b>	<b>Elementary Italian II</b>	<b>credit(s): 3</b>
A continuation of ITAL 101. Spring (main campus) or Fall and Spring (in Florence).		
<b>Prerequisite(s):</b> ITAL 101 or proficiency		
<b>ITAL 102L</b>	<b>Elementary Italian II Lab</b>	<b>credit(s): 0 or 1</b>
Taken only in conjunction with ITAL 102 when taken in Florence, Italy.		
<b>Corequisite(s):</b> ITAL 102		
<b>Prerequisite(s):</b> ITAL 101 or proficiency		
<b>ITAL 105</b>	<b>Elementary Italian Convers I</b>	<b>credit(s): 3</b>
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.		
<b>Prerequisite(s):</b> ITAL 101 or proficiency		
<b>ITAL 106</b>	<b>Elementary Italian Convers II</b>	<b>credit(s): 3</b>
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.		
<b>Prerequisite(s):</b> ITAL 102 or proficiency		
<b>ITAL 190</b>	<b>Directed Study</b>	<b>credit(s): 1-4</b>
Topic to be determined by faculty.		
<b>ITAL 201</b>	<b>Intermediate Italian I</b>	<b>credit(s): 4</b>
This course will build on existing skills in Italian, increase the ability to read, write, speak and understand the language, and introduce students to more refined lexical items, more complex grammatical structures, and more challenging cultural material. Fall (main campus) or Fall and Spring (Florence).		
<b>Prerequisite(s):</b> ITAL 102 or proficiency		
<b>ITAL 202</b>	<b>Intermediate Italian II</b>	<b>credit(s): 4</b>
A continuation of ITAL 201. Spring.		
<b>Prerequisite(s):</b> ITAL 201 or proficiency		
<b>ITAL 290</b>	<b>Directed Study</b>	<b>credit(s): 1-4</b>
Topic to be determined by faculty.		
Course repeatable for 8 credits.		
<b>ITAL 301</b>	<b>Advanced Italian I</b>	<b>credit(s): 3</b>
Advanced review of grammatical structures through conversation, readings, compositions and oral comprehension. In Italian.		
<b>Prerequisite(s):</b> ITAL 202 or proficiency		
<b>ITAL 302</b>	<b>Advanced Italian II</b>	<b>credit(s): 3</b>
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.		
Course repeatable 1 time.		
<b>Prerequisite(s):</b> ITAL 202 or proficiency		
<b>ITAL 303</b>	<b>Survey of Italian Literature I</b>	<b>credit(s): 3</b>
In Italian. An overview of Italian literature from the age of Dante through the Renaissance, including Petrarch, Boccaccio and Machiavelli.		
<b>Prerequisite(s):</b> ITAL 202		
<b>ITAL 304</b>	<b>Survey: Italian Literature II</b>	<b>credit(s): 3</b>
In Italian. An overview of Italian literature from the Renaissance through contemporary times.		
<b>Prerequisite(s):</b> ITAL 202		
<b>ITAL 306</b>	<b>Advanced Conversation</b>	<b>credit(s): 3</b>
In Italian. Advanced conversation for students returning from Florence.		
<b>Prerequisite(s):</b> ITAL 202		



**ITAL 307      Conversation Approach to Contemporary Issues      credit(s): 3**

In Italian. A course designed for those who wish to continue to improve their conversational skills.

**Prerequisite(s):** ITAL 202

**ITAL 308      Italian through Film      credit(s): 3**

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. Preparation for viewing includes background reading, thematic discussions and vocabulary building exercises. In Italian. Offered in Florence only.

**Prerequisite(s):** ITAL 202 or proficiency

**ITAL 313      The World of Dante      credit(s): 3**

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.

Fulfills the following degree requirement(s): ITAL - upper division elec, Fulfills the following degree requirement(s):

Core: Literature

**Restriction(s):**

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

**ITAL 314      Fascism in Film and Literature      credit(s): 3**

In English. This class examines the way fascism is presented in selected novels and films. An 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. Special arrangements may be made for majors in Italian Studies and minors in Italian.

Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s):

ITAL - upper division elec, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s):

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.

**Equivalent(s):** WOMS 324C

**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 proficiency

**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 not be the following Class(es): Freshman

**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 elec

**Equivalent(s):** HIST 312

**Restriction(s):**

Must not be the following Class(es): Freshman

<b>ITAL 380</b>	<b>Special Topics</b>	<b>credit(s): 1-3</b>
Selected topics in Italian language, literature, or civilization.		
Course repeatable for 9 credits.		
<b>Prerequisite(s):</b> ITAL 202		
<b>ITAL 390</b>	<b>Directed Study</b>	<b>credit(s): 1-3</b>
Topic to be determined by faculty.		
Course repeatable for 9 credits.		
<b>ITAL 391</b>	<b>Directed Study</b>	<b>credit(s): 1-3</b>
Topic to be determined by faculty.		
Course repeatable for 9 credits.		
<b>ITAL 440</b>	<b>Women in Italian Literature</b>	<b>credit(s): 3</b>
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.		
<b>Restriction(s):</b>		
Must be the following Class(es): Sophomore, Junior, Senior		
<b>ITAL 497</b>	<b>Internship</b>	<b>credit(s): 0-6</b>
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.		
Course repeatable for 6 credits.		
<b>Restriction(s):</b>		
Must be the following Class(es): Junior, Senior		
<b>Prerequisite(s):</b> ITAL 301, minimum grade: B or ITAL 302, minimum grade: B		
<b>ITAL 498</b>	<b>Senior Project</b>	<b>credit(s): 1</b>
Required of all Italian Studies majors. Permission from the Director of Italian Studies only.		

## Mathematics

Chairperson: Shannon Overbay

Professors: V. Coufal, T. McKenzie, S. Overbay, J. Burke (Emeritus), W. Carsrud (Emeritus), J. Firkins (Emeritus)

Associate Professors: L. Axon, R. Cangelosi, B. Dichone, M. Ghrist, R. Ray, G. Nord (Emeritus), J. Vander Beek (Emeritus)

Assistant Professors: M. Alsaker, E. Hogle, M. K. Kearney, D. Larson, J. Marks, K. Shultis, J. Stover, H. Whitlatch

Senior Lecturer: C. Goodwin

Lecturers: O. Kozubenko, S. Powers

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 the senior comprehensive (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. Majors may also participate in the annual William Lowell Putnam Mathematical Competition held every December.

<b>B.S. Major in Mathematics: 40 Credits</b>	
<b>Lower Division</b>	
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
<b>Upper Division</b>	
MATH 301 Fundamentals of Mathematics	3 credits
MATH 339 Linear Algebra	3 credits
MATH 413 Real Analysis I	3 credits
MATH 437 Abstract Algebra I	3 credits
MATH any 400-level	6 credits
MATH Electives*	9 credits
*One of these courses may be replaced by MATH 260.	
MATH 499 Senior Comprehensive	1 credit

## B.A. Major in Mathematics: 31 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

### Upper Division

MATH 301 Fundamentals of Mathematics	3 credits
MATH 339 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*	6 credits
*One of these courses may be replaced by MATH 260.	
MATH 499 Senior Comprehensive	1 credit

## B.S. Major in Applied Mathematics: 57-68 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 <sup>(1)</sup> Ordinary Differential Equations	3 credits
CPSC 121 Computer Science I	3 credits

<sup>(1)</sup> Computer Science concentration students will take MATH 231 Discrete Structures instead of MATH 260.

### Upper Division

MATH 301 Fundamentals of Mathematics	3 credits
MATH 339 Linear Algebra	3 credits
MATH 350 Elementary Numerical Analysis	3 credits
MATH 413 <sup>(2)</sup> Real Analysis	3 credits
Choose one of the following two courses:	3 credits
MATH 321 Statistics for Experimentalists	
MATH 422 <sup>(3)(4)</sup> Mathematical Statistics	
MATH 499 Senior Comprehensive	1 credit

<sup>(2)</sup> Computer Science concentration students will take MATH 437 Abstract Algebra I instead of MATH 413.

<sup>(3)</sup> Economics concentration students must take MATH 422 (not MATH 321).

<sup>(4)</sup> All concentrations besides Economics: If MATH 422 is chosen, then one MATH 400 level elective may be replaced by a MATH 300 level elective.

<b>Mathematics Electives (cannot double-count with another requirement)</b>	6-12 credits
MATH 260 <sup>(5)</sup> Ordinary Differential Equations	
MATH 328 Operations Research	
MATH 341 Modern Geometry	
MATH 351 Combinatorics & Graph Theory	
MATH 360-MATH 363 Selected Topics	
MATH 413 <sup>(6)</sup> Real Analysis	
MATH 414 Real Analysis II	
MATH 417 Complex Variables	
MATH 421 Probability Theory	
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	
<sup>(5)</sup> Computer Science concentration only: MATH 260 can be counted as a MATH 300-400 level elective.	
<sup>(6)</sup> Computer Science concentration only: MATH 413 can be counted as a MATH 400 level elective.	
<b>Select one of the following options:</b>	
<i>(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.)</i>	
<ul style="list-style-type: none"> <li>• No concentration</li> <li>• Biology concentration</li> <li>• Biochemistry concentration</li> <li>• Chemistry concentration</li> <li>• Computer Science concentration</li> <li>• Economics concentration</li> <li>• Physics concentration</li> </ul>	
<b>No concentration: 23-25 credits</b>	
<i>Choose two of the following three courses:</i>	8 credits
BIOL 105/BIOL 105L Information Flow in Biological Systems	
CHEM 101/CHEM 101L General Chemistry	
PHYS 103 Scientific Physics I	
<i>Choose one of the following four courses:</i>	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)	
<i>Choose one of the following two courses:</i>	3 credits
MATH 454 Partial Differential Equations	
MATH 462 Nonlinear Systems and Chaos	

<b>Mathematics Electives:</b> <i>Minimum of 6 credits must be chosen from the electives list above; cannot double-count with a required course</i>	
MATH 300-400 level elective	3 credits
MATH 400 level electives	6 credits
<b>Biology concentration: 34 credits</b>	
CHEM 101/CHEM 101L General Chemistry	4 credits
BIOL 105/BIOL 105L Information Flow in Biological Systems	4 credits
BIOL 106 Energy Flow in Biological Systems	3 credits
<i>Choose two of the following three courses:</i>	8 credits
BIOL 205/BIOL 205L Physiology and Biodiversity	
BIOL 206/BIOL 206L Ecology	
BIOL 207/BIOL 207L Genetics	
BIOL 300-400 level electives <sup>(6)</sup>	6 credits
<i>Choose one of the following two courses:</i>	3 credits
MATH 454 Partial Differential Equations	
MATH 462 Nonlinear Systems and Chaos	
<b>Mathematics Electives:</b> <i>All 6 credits must be chosen from the electives list above; cannot double-count with a required course</i>	
MATH 400 level electives	6 credits
<sup>(6)</sup> 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.	
<b>Biochemistry concentration: 33 credits</b>	
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
<i>Choose one of the following two courses:</i>	3 credits
MATH 454 Partial Differential Equations	
MATH 462 Nonlinear Systems and Chaos	
<b>Mathematics Electives:</b> <i>Minimum of 6 credits must be chosen from the electives list above; cannot double-count with a required course</i>	
MATH 300-400 level elective	3 credits
MATH 400 level electives	6 credits

<b>Chemistry concentration: 33 credits</b>	
PHYS 103 Scientific Physics I	4 credits
CHEM 101/CHEM 101L General Chemistry	4 credits
CHEM 205 Inorganic Chemistry	3 credits
CHEM 230/CHEM 230L Organic Chemistry I	5 credits
CHEM 310/CHEM 310L Analytical Chemistry	5 credits
CHEM 355 Physical Chemistry	3 credits
<i>Choose one of the following two courses:</i>	3 credits
MATH 454 Partial Differential Equations	
MATH 462 Nonlinear Systems and Chaos	
<b>Mathematics Electives:</b> <i>All 6 credits must be chosen from the electives list above; cannot double-count with a required course</i>	
MATH 400 level electives	6 credits
<b>Computer Science concentration: 27 credits</b>	
CPSC 122 Computer Science II	3 credits
CPSC 223 Algorithms and Abstract Data Structures	3 credits
CPSC 300-400 level electives <sup>(7)</sup>	6 credits
<i>Choose one of the following three courses:</i>	3 credits
MATH 457 Number Theory and Cryptography	
MATH 454 Partial Differential Equations	
MATH 462 Nonlinear Systems and Chaos	
<b>Mathematics Electives:</b> <i>Minimum of 9 credits must be chosen from the electives list above; cannot double-count with a required course</i>	
MATH 300-400 level electives	6 credits
MATH 400 level electives	6 credits
<sup>(7)</sup> 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).	
<b>Economics concentration: 27 credits</b>	
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
<i>Choose one of the following two courses:</i>	3 credits
ECON 301 Intermediate Microeconomics	
ECON 302 Intermediate Macroeconomics	
ECON 303 Game Theory and Economic Applications	3 credits
ECON 300-400 level elective <sup>(8)</sup>	3 credits
MATH 421 Probability Theory	3 credits
<i>Choose one of the following two courses:</i>	3 credits
MATH 454 Partial Differential Equations	
MATH 462 Nonlinear Systems and Chaos	



<b>Mathematics Electives:</b> <i>Minimum of 3 credits must be chosen from the electives list above; cannot double-count with a required course</i>	
MATH 300-400 level electives	6 credits
<sup>(8)</sup> 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).	
<b>Physics concentration: 31 credits</b>	
PHYS 103/PHYS 103L Scientific Physics I	5 credits
PHYS 204/PHYS 204L Scientific Physics II	5 credits
PHYS 200, 300, 400 level electives <sup>(9)</sup>	6 credits
<i>Choose two of the following three courses:</i>	6 credits
MATH 417 Complex Variables	
MATH 454 Partial Differential Equations	
MATH 462 Nonlinear Systems and Chaos	
<b>Mathematics Electives:</b> <i>Minimum of 6 credits must be chosen from the electives list above; cannot double-count with a required course</i>	
MATH 300-400 level elective	3 credits
MATH 400 level electives	6 credits
<sup>(9)</sup> 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).	
<b>Minor in Applied Mathematics: 24 Credits</b>	
<b>Lower Division</b>	
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	3 credits
<b>Upper Division</b>	
MATH 339 Linear Algebra	3 credits
<i>Choose one of the following two courses:</i>	3 credits
MATH 454 Partial Differential Equations	
MATH 462 Nonlinear Systems and Chaos	
<b>Mathematics Elective:</b> <i>Cannot double count with a course used above</i>	
MATH 301 Fundamentals of Mathematics	3 credits
MATH 321 Statistics for Experimentalists	
MATH 328 Operations Research	
MATH 341 Modern Geometry	
MATH 350 Elementary Numerical Analysis	
MATH 351* Combinatorics & Graph Theory	
MATH 360-MATH 363 Selected Topics	

MATH 413* Real Analysis I	
MATH 417* Complex Variables	
MATH 421* Probability Theory	
MATH 422* Mathematical Statistics	
MATH 437* Abstract Algebra I	
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	
<b>Minor in Mathematics: 24 credits</b>	
<b>Lower Division</b>	
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
<b>Upper Division</b>	
MATH 301 Fundamentals of Mathematics	3 credits
MATH 339 Linear Algebra	3 credits
MATH any 400-level	3 credits
MATH Electives	3 credits

### 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 Statistics** **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.

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.

Fulfills the following degree requirement(s): Core: Mathematics

**Prerequisite(s):** MATH 100

**MATH 157 Calculus and 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.

Fulfills the following degree requirement(s): Core: Mathematics

**Prerequisite(s):** MATH 147

**MATH 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.

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 231 Discrete Structures** **credit(s): 3**

Topics taken from sets, functions, matrices, ordered sets, partially ordered sets, directed graphs, algebraic systems, recursive definitions, and algorithms. Fall and Spring.

**Prerequisite(s):** MATH 148 or MATH 157

**MATH 258 Calculus and 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 and 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

**MATH 260 Ordinary Differential Equation** **credit(s): 3**

Solution methods for first order equations and for second and higher order linear equations. Includes series methods and solution of linear systems of differential equations. Fall and Spring.

**Prerequisite(s):** MATH 259

**MATH 290 Directed Reading** **credit(s): 1-3**

Readings and reports in selected mathematical topics. Upon sufficient demand.  
Course repeatable for 6 credits.

**Restriction(s):**

Must be the following Class(es): Sophomore

**Prerequisite(s):** MATH 157

**MATH 301 Fundamentals of Mathematics** **credit(s): 3**

A development of standard proof techniques through examination of logic, set theory, 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.

**Prerequisite(s):** MATH 259

**MATH 321 Statistics for Experimentalist** **credit(s): 3**

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.

**Prerequisite(s):** MATH 258

**MATH 328 Operations Research** **credit(s): 3**

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.

**Prerequisite(s):** MATH 258

**MATH 339 Linear Algebra** **credit(s): 3**

A systematic study of matrices, vector spaces, and linear transformations. Topics include systems of linear equations, determinants, dependence, bases, dimension, rank, eigenvalues and eigenvectors. Applications include geometry, calculus, and differential equations. Fall and Spring.

**Prerequisite(s):** MATH 259

**MATH 341 Modern Geometry** **credit(s): 3**

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.

**Prerequisite(s):** MATH 259

**MATH 350 Elementary Numerical Analysis** **credit(s): 3**

An introduction to numerical analysis: root finding, interpolation, numerical integration and differentiation, finite differences, numerical solution to initial value problems, and applications on a digital computer. Fall.

**Prerequisite(s):** MATH 258

**MATH 351 Combinatorics and Graph Theory** **credit(s): 3**

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.

**Prerequisite(s):** MATH 231 or MATH 301

**MATH 360 Selected Topics** **credit(s): 1-3**

Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. Upon sufficient demand.

Course repeatable for 6 credits.

**MATH 361 Selected Topics** **credit(s): 1-3**

Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. Upon sufficient demand.

Course repeatable for 6 credits.

**MATH 362 Selected Topics** **credit(s): 1-3**

Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. Upon sufficient demand.

Course repeatable for 9 credits.

**MATH 363 Selected Topics** **credit(s): 1-3**

Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. Upon sufficient demand.

Course repeatable for 6 credits.

**MATH 390 Directed Study** **credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 6 credits.

**MATH 413 Real Analysis I** **credit(s): 3**

Topics chosen from: the axioms and topology of the real line, sequences and series of numbers and functions, continuity and properties of continuous functions, differentiation, Riemann integrals and generalizations, differential forms, metric spaces, and mappings between Euclidean spaces. Spring and Fall, even years.

**Prerequisite(s):** MATH 301

**MATH 414 Real Analysis II** **credit(s): 3**

Continuation of MATH 413 with topics based on instructor and student interest. Spring, odd years.

**Prerequisite(s):** MATH 413

**MATH 417 Complex Variables** **credit(s): 3**

Complex numbers and functions, analyticity and the Cauchy-Riemann equations, integration, and Cauchy's theorem and formula. Other topics chosen from Taylor and Laurent series, the calculus of residues, conformal mapping, and applications. 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, odd years.

**Prerequisite(s):** MATH 301

**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 432 CIS:** **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

**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 450 Selected Topics** **credit(s): 1-3**

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.

Course repeatable for 9 credits.

**Restriction(s):**

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

**Prerequisite(s):** MATH 301

**MATH 451 Special Topics** **credit(s): 1-3**

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.

Course repeatable for 9 credits.

**Restriction(s):**

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

**Prerequisite(s):** MATH 301

**MATH 452 Selected Topics** **credit(s): 1-3**

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.

Course repeatable for 9 credits.

**Prerequisite(s):** MATH 301

**MATH 453 Selected Topic** **credit(s): 1-3**

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.

Course repeatable for 9 credits.

**Prerequisite(s):** MATH 301

**MATH 454 Partial Differential Equations** **credit(s): 3**

Derivation of the wave, heat, and Laplace's equations, separation of variables, Sturm-Liouville problems, sets of orthogonal functions, Fourier series, solutions of boundary value problems, Laplace transforms, and numerical methods. Spring.

**Prerequisite(s):** MATH 260

**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. 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 258, minimum grade: C-

**MATH 490 Directed Reading** **credit(s): 0-4**

Selected topics in mathematics.

Course repeatable for 6 credits.

**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** **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.

**Restriction(s):**

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

**Prerequisite(s):** MATH 301, minimum grade: C

**MATH 498B Thesis****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.

**Prerequisite(s):** MATH 498A, minimum grade: B

**MATH 499 Comprehensive****credit(s): 1**

A comprehensive survey of mathematics. Students will gain experience with both written and oral communication of 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: G. Brooke, C. Isabelli, B. Semple

Associate Professors: B. Boyer, L. Garcia-Torvisco, T. Haaland, F. Kuester (Emerita), R. Marquis, S. Nedderman, R. Stephanis

Assistant Professors: A. Schumacher

Senior Lecturers: D. Birginal, S. Katsushima, U. Perz

Lecturers: K. Bishop, A. Garcia-Osorio

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. 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. The English Language Center (ELC) offers a fully accredited intensive academic English program, a Global Bridge program for undergraduate students, and English language and culture support to the entire Gonzaga community.

Minors are available in French, German, Italian, and Spanish. Students interested in a minor in these languages are encouraged to consider a European Studies major through the International Studies Department. This major, along with its language skills, will provide an understanding of the changes in the new integrated Europe. It is also a very marketable degree. 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. Since the effective availability of upper level courses offered on the main Spokane campus will at times be contingent on enrollment, completion of the Italian minor may require participation in study abroad programs and/or enrolling in summer courses. Majors need a minimum of 19 credits (French) or 22 credits (Spanish) at the 300 level or above.

Gonzaga also offers programs of study (year or semester) in Paris, France or in Aix-en-Provence. Courses taken at the Institut Catholique (Paris) or at IAU (Aix) may be transferred to Gonzaga and applied to the major requirement, with prior approval from the Department Chair. Gonzaga-in-Florence, Italy, admits students for a year or a semester of study. There is also a summer program in Florence. The department has a fall and spring semester program in Granada, Spain, plus an occasional summer intensive program (up to six credits) in Cuernavaca, Mexico. Gonzaga students can also study abroad in Tokyo and Akita, Japan through the Japanese Program. Students can study at these colleges 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.

Students earning all Bachelor's degrees offered by the College of Arts and Sciences must complete a language requirement described here: College of Arts And Sciences degree requirements. A waiver for lower division requirements may be granted by the chairperson of the department on the recommendation of faculty according to the student's level of achievement or background. Three or six credits may be granted to students who achieve a score of four or five on the Advanced Placement Examination. Credit will not be given to native speakers of a language for their knowledge of that language. Students with previous experience in a language as well as native speakers or students with near-native fluency will not be allowed to enroll in first year language courses in that language. Students will be placed into an appropriate course level according to their skills or have the option of starting a new language. No language courses may be challenged for credit.

### **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 instructor.*

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: 38 Credits**

or 22 credits at the 300 level and above

#### **Lower Division**

SPAN 101 Elementary Spanish I	4 credits
SPAN 102 Elementary Spanish II	4 credits

SPAN 201 Intermediate Spanish I	4 credits
SPAN 202 Intermediate Spanish II	4 credits
<b>Upper Division</b>	
SPAN 301 Advanced Spanish	3 credits
SPAN 302 Advanced Spanish II	3 credits
Two of the following four courses:	6 credits
SPAN 303 Survey of Spanish Literature I	
SPAN 304 Survey of Spanish Literature II	
SPAN 307 Survey of Latin-American Literature I	
SPAN 308 Survey of Latin-American Literature II	
One of the following four courses:	3 credits
SPAN 409 Spanish Civilization and Culture	
SPAN 410 Spanish-American Civilization and Culture	
SPAN 415 Spanish Cinema	
SPAN 416 Latin American Cinema	
Spanish Electives	6 credits
SPAN 499 Spanish Comprehensive	1 credit
SPAN 499 requires 12 credits of upper division Spanish beyond SPAN 302 (not including SPAN 306 and SPAN 497).	

**Minor in French, German or Spanish: 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
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All Spanish minors are required to take SPAN 301 and SPAN 302.  
All Italian minor credits must be from courses taught in Italian.

**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**

Grammar, composition, verbal practice and oral comprehension form the basis of this course. Designed to provide the student with the fundamentals of Arabic.

**ARAB 102 Elementary Arabic II** **credit(s): 4**

A continuation of ARAB 101 through verbal practice, oral comprehension, reading composition and grammar.

**Prerequisite(s):** ARAB 101

**ARAB 201 Intermediate Arabic I** **credit(s): 4**

Intermediate reading, grammar, vocabulary and translation. Explores the root and pattern system of Arabic grammar and complex sentence structure.

**Prerequisite(s):** ARAB 102

**ARAB 202 Intermediate Arabic II** **credit(s): 4**

Intensive written and oral work to develop written and oral comprehension. Composition, advanced vocabulary work and grammar.

**Prerequisite(s):** ARAB 201

**ARAB 290 Directed Study** **credit(s): 1-4**

Topic to be determined by faculty.

Course repeatable 3 time.

**ARAB 497 Internship** **credit(s): 0-6**

Professional experience in a setting related to the Arabic-speaking community in which Arabic is used. Student is responsible to find an appropriate internship and to present a plan (description, objectives, proposed assessment) to the Department Chair for approval.

Course repeatable for 6 credits.

**Prerequisite(s):** ARAB 202

Chinese

**CHIN 101 Elementary Chinese I** **credit(s): 4**

Credit for Chinese language is given to students through the Consortium Agreement (Department Chair approval required) or Study Abroad programs only.

**CHIN 102 Elementary Chinese II** **credit(s): 4**

Credit for Chinese language is given to students through the Consortium Agreement (Department Chair approval required) or Study Abroad programs only.

**Prerequisite(s):** CHIN 101 or proficiency

**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 proficiency

**CHIN 202 Intermediate Chinese II** **credit(s): 4**

Credit for Chinese language is given to students through the Consortium Agreement (Department Chair approval required) or Study Abroad programs only.

**Prerequisite(s):** CHIN 201 or proficiency

**CHIN 290 Directed Study** **credit(s): 1-4**

Available only through sponsored Study Abroad programs.

Course repeatable for 12 credits.

**CHIN 301 Advanced Chinese I** **credit(s): 3 or 4**

Available only through sponsored Study Abroad programs.

**Prerequisite(s):** CHIN 202 or proficiency

**CHIN 302 Advanced Chinese II** **credit(s): 3 or 4**

Available only through sponsored Study Abroad programs.

**Prerequisite(s):** CHIN 301 or proficiency

<b>CHIN 303</b>	<b>Conversation and Composition</b>	<b>credit(s): 3</b>
Available only through sponsored Study Abroad programs.		
<b>Prerequisite(s):</b> CHIN 302		
<b>CHIN 390</b>	<b>Directed Study</b>	<b>credit(s): 1-3</b>
Available only through sponsored Study Abroad programs.		
French		
<b>FREN 101</b>	<b>Elementary French I</b>	<b>credit(s): 4</b>
Grammar and pronunciation, extensive oral practice, short compositions, and reading of simple texts. Fall.		
<b>FREN 102</b>	<b>Elementary French II</b>	<b>credit(s): 4</b>
A continuation of FREN 101. Spring.		
<b>Prerequisite(s):</b> FREN 101 or proficiency		
<b>FREN 190</b>	<b>Directed Study</b>	<b>credit(s): 1-4</b>
Topic to be determined by faculty.		
Course repeatable for 12 credits.		
<b>FREN 200</b>	<b>French Conversation</b>	<b>credit(s): 3</b>
Review of grammar and syntax with emphasis on spoken French. Progressive exercises in conversation. Upon sufficient demand.		
<b>Equivalent(s):</b> FREN 206		
<b>Prerequisite(s):</b> FREN 102 or proficiency		
<b>FREN 201</b>	<b>Intermediate French I</b>	<b>credit(s): 4</b>
Review of the fundamentals of grammar and syntax. In addition to work in oral French, there are progressive exercises in reading and composition. Fall.		
<b>Prerequisite(s):</b> FREN 102 or proficiency		
<b>FREN 202</b>	<b>Intermediate French II</b>	<b>credit(s): 4</b>
A continuation of FREN 201. Spring.		
<b>Prerequisite(s):</b> FREN 201 or proficiency		
<b>FREN 280</b>	<b>Special Topics</b>	<b>credit(s): 1-3</b>
By arrangement.		
<b>FREN 290</b>	<b>Directed Study</b>	<b>credit(s): 1-3</b>
Topic to be determined by faculty.		
Course repeatable for 12 credits.		
<b>FREN 300</b>	<b>Advanced Grammar Review</b>	<b>credit(s): 3</b>
An intensive one-semester grammar course with extensive oral practice. Fall.		
<b>Prerequisite(s):</b> FREN 202		
<b>FREN 301</b>	<b>Advanced French I</b>	<b>credit(s): 3</b>
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.		
<b>Prerequisite(s):</b> FREN 202 or proficiency		
<b>FREN 302</b>	<b>Advanced French II</b>	<b>credit(s): 3</b>
Continuation of FREN 301. A greater emphasis on composition and advanced style. Available only through sponsored Study Abroad programs.		
<b>Prerequisite(s):</b> FREN 301		
<b>FREN 303</b>	<b>Advanced Language Practice I</b>	<b>credit(s): 3</b>
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 202 or one 300 level course
- 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): FREN - Literature  
**Prerequisite(s):** FREN 202 or one 300 level course
- 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. Recommended for INST: European Studies major or minor. Taught in French.  
 Fulfills the following degree requirement(s): FREN - Literature  
**Prerequisite(s):** FREN 300
- 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 pre-requisite. Spring.  
 Fulfills the following degree requirement(s): INST - European Studies  
**Equivalent(s):** INST 339  
**Prerequisite(s):** FREN 202 or one 300 level course
- 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. Recommended for INST: European Studies major or minor. Taught in French.  
 Fulfills the following degree requirement(s): FREN - Culture  
**Prerequisite(s):** FREN 202 or one 300 level course
- 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**  
 Selected topics in French language, literature or civilization.  
 Course repeatable for 9 credits.  
**Prerequisite(s):** FREN 202 or one 300 level course
- FREN 390     Directed Study** **credit(s): 1-3**  
 Topic to be determined by faculty.  
 Course repeatable for 12 credits.

<b>FREN 491</b>	<b>Directed Reading</b>	<b>credit(s): 1-3</b>
Selected readings by arrangement. Course repeatable for 12 credits.		
<b>FREN 495</b>	<b>Senior Seminar</b>	<b>credit(s): 3</b>
The major French writers by genre. Fall. <b>Prerequisite(s):</b> FREN 323 or FREN 327		
<b>FREN 497</b>	<b>Internship</b>	<b>credit(s): 0-6</b>
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. Course repeatable for 6 credits. <b>Restriction(s):</b> Must be the following Class(es): Junior, Senior		
<b>FREN 499</b>	<b>French Comprehensive</b>	<b>credit(s): 1</b>
Required of all majors in their fourth year. <b>Restriction(s):</b> Must be the following Class(es): Senior		
<b>German</b>		
<b>GERM 101</b>	<b>Elementary German I</b>	<b>credit(s): 4</b>
This course aims to develop in the student the four language skills: oral comprehension, speaking, reading, and writing.		
<b>GERM 102</b>	<b>Elementary German II</b>	<b>credit(s): 4</b>
A continuation of GERM 101. <b>Prerequisite(s):</b> GERM 101 or proficiency		
<b>GERM 103</b>	<b>Intensive Introductory German</b>	<b>credit(s): 4</b>
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.		
<b>GERM 201</b>	<b>Intermediate German I</b>	<b>credit(s): 4</b>
Review and further training in the fundamentals of grammar and syntax; work in oral German and progressive exercises in reading and composition. <b>Prerequisite(s):</b> GERM 102 or proficiency		
<b>GERM 202</b>	<b>Intermediate German II</b>	<b>credit(s): 4</b>
A continuation of GERM 201. <b>Prerequisite(s):</b> GERM 201 or proficiency		
<b>GERM 290</b>	<b>Directed Study</b>	<b>credit(s): 1-4</b>
Topics to be determined by faculty.		
<b>GERM 301</b>	<b>Advanced German</b>	<b>credit(s): 3</b>
Reading and discussion of short stories with writing and grammar review. <b>Prerequisite(s):</b> GERM 202 or proficiency		
<b>GERM 305</b>	<b>German Conversation</b>	<b>credit(s): 3</b>
Modern texts are the basis for structured conversations within a correct grammatical framework. <b>Prerequisite(s):</b> GERM 202		

**GERM 306 German Youth Literature** **credit(s): 3**  
This course focuses on popular texts written for children and young adults. Advanced grammar will be part of the course.

**Restriction(s):**

Must not be the following Class(es): Freshman

**Prerequisite(s):** GERM 202

**GERM 307 Contemporary Issues** **credit(s): 3**

Reading and discussion of current social, political, economic and environmental issues of German speaking countries as represented by their media.

**Prerequisite(s):** GERM 202

**GERM 328 20th-Century Short Prose** **credit(s): 3**

**Equivalent(s):** GER 328

**Prerequisite(s):** GERM 301

**GERM 330 Literary Genres** **credit(s): 3**

A study of examples of the major literary forms (prose, drama, and poetry) in their historical context.

**Prerequisite(s):** GERM 202

**GERM 380 Special Topics** **credit(s): 0-4**

Topic to be determined by instructor.

Course repeatable 6 time.

**Prerequisite(s):** GERM 202

**GERM 390 Directed Study** **credit(s): 1-4**

Specific topic determined by professor.

Course repeatable for 8 credits.

**GERM 480 Seminar** **credit(s): 3**

Specific topic determined by professor.

Course repeatable for 6 credits.

**GERM 497 Internship** **credit(s): 0-6**

Professional experience in a supervised organizational setting allowing for the applied use of skills in German language and/or knowledge of German-speaking cultures. A maximum of three credits, with approval of the Department Chair, can be applied as upper division elective credits for the German minor.

Course repeatable for 6 credits.

**Restriction(s):**

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

Italian

**ITAL 101 Elementary Italian I** **credit(s): 3**

Grammar, composition, verbal practice and oral comprehension form the basis of this course. Designed to provide the student with the fundamentals of the Italian language. Fall (main campus) or Fall and Spring (Florence).

**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**

A continuation of ITAL 101. Spring (main campus) or Fall and Spring (in Florence).

**Prerequisite(s):** ITAL 101 or proficiency

<b>ITAL 102L</b>	<b>Elementary Italian II Lab</b>	<b>credit(s): 0 or 1</b>
Taken only in conjunction with ITAL 102 when taken in Florence, Italy.		
<b>Corequisite(s):</b> ITAL 102		
<b>Prerequisite(s):</b> ITAL 101 or proficiency		
<b>ITAL 105</b>	<b>Elementary Italian Convers I</b>	<b>credit(s): 3</b>
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.		
<b>Prerequisite(s):</b> ITAL 101 or proficiency		
<b>ITAL 106</b>	<b>Elementary Italian Convers II</b>	<b>credit(s): 3</b>
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.		
<b>Prerequisite(s):</b> ITAL 102 or proficiency		
<b>ITAL 190</b>	<b>Directed Study</b>	<b>credit(s): 1-4</b>
Topic to be determined by faculty.		
<b>ITAL 201</b>	<b>Intermediate Italian I</b>	<b>credit(s): 4</b>
This course will build on existing skills in Italian, increase the ability to read, write, speak and understand the language, and introduce students to more refined lexical items, more complex grammatical structures, and more challenging cultural material. Fall (main campus) or Fall and Spring (Florence).		
<b>Prerequisite(s):</b> ITAL 102 or proficiency		
<b>ITAL 202</b>	<b>Intermediate Italian II</b>	<b>credit(s): 4</b>
A continuation of ITAL 201. Spring.		
<b>Prerequisite(s):</b> ITAL 201 or proficiency		
<b>ITAL 290</b>	<b>Directed Study</b>	<b>credit(s): 1-4</b>
Topic to be determined by faculty.		
Course repeatable for 8 credits.		
<b>ITAL 301</b>	<b>Advanced Italian I</b>	<b>credit(s): 3</b>
Advanced review of grammatical structures through conversation, readings, compositions and oral comprehension. In Italian.		
<b>Prerequisite(s):</b> ITAL 202 or proficiency		
<b>ITAL 302</b>	<b>Advanced Italian II</b>	<b>credit(s): 3</b>
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.		
Course repeatable 1 time.		
<b>Prerequisite(s):</b> ITAL 202 or proficiency		
<b>ITAL 303</b>	<b>Survey of Italian Literature I</b>	<b>credit(s): 3</b>
In Italian. An overview of Italian literature from the age of Dante through the Renaissance, including Petrarch, Boccaccio and Machiavelli.		
<b>Prerequisite(s):</b> ITAL 202		
<b>ITAL 304</b>	<b>Survey: Italian Literature II</b>	<b>credit(s): 3</b>
In Italian. An overview of Italian literature from the Renaissance through contemporary times.		
<b>Prerequisite(s):</b> ITAL 202		
<b>ITAL 306</b>	<b>Advanced Conversation</b>	<b>credit(s): 3</b>
In Italian. Advanced conversation for students returning from Florence.		
<b>Prerequisite(s):</b> ITAL 202		
<b>ITAL 307</b>	<b>Conversation Approach to Contemporary Issues</b>	<b>credit(s): 3</b>
In Italian. A course designed for those who wish to continue to improve their conversational skills.		
<b>Prerequisite(s):</b> ITAL 202		



- ITAL 308 Italian through Film** **credit(s): 3**  
 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. Preparation for viewing includes background reading, thematic discussions and vocabulary building exercises. In Italian. Offered in Florence only.  
**Prerequisite(s):** ITAL 202 or proficiency
- ITAL 315 The Italian Cinema** **credit(s): 3**  
 In English. This course aims at presenting aspects of Italian society through film. Special arrangements may be made for majors in Italian Studies and minors in Italian.  
 Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): ITAL - upper division elec, Fulfills the following degree requirement(s): 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, Fulfills the following degree requirement(s): ITAL - upper division elec  
**Equivalent(s):** INST 381
- 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 proficiency
- 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 380 Special Topics** **credit(s): 1-3**  
 Selected topics in Italian language, literature, or civilization.  
 Course repeatable for 9 credits.  
**Prerequisite(s):** ITAL 202
- ITAL 390 Directed Study** **credit(s): 1-3**  
 Topic to be determined by faculty.  
 Course repeatable for 9 credits.

**ITAL 391 Directed Study** **credit(s): 1-3**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**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**

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.

Course repeatable for 6 credits.

**Restriction(s):**

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

**Prerequisite(s):** ITAL 301, minimum grade: B or ITAL 302, minimum grade: B

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 proficiency

**JPNE 190 Directed Study** **credit(s): 1-4**

Topic to be determined by faculty. May be repeated.

Course repeatable for 6 credits.

**JPNE 201 Intermediate Japanese I** **credit(s): 3**

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 proficiency

**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 proficiency

**JPNE 290 Japanese Tutoring** **credit(s): 1**

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. May be repeated for up to four credits.

Course repeatable for 4 credits.

**JPNE 291 Directed Study** **credit(s): 1-4**

Topic to be determined by faculty. May be repeated.

Course repeatable for 6 credits.

**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 proficiency

**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**

Selected topics in Japanese language, literature or civilization. May be repeated.

Course repeatable for 9 credits.

**Prerequisite(s):** JPNE 202

**JPNE 390      Directed Study** **credit(s): 0-4**

Topic to be determined by faculty. May be repeated.

Course repeatable for 15 credits.

**JPNE 401      Literature and Culture** **credit(s): 3-8**

**Equivalent(s):** JPN 401

**JPNE 491      Directed Study** **credit(s): 1-4**

Selected readings by arrangement. May be repeated.

Course repeatable for 15 credits.

**Restriction(s):**

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

**JPNE 497      Internship** **credit(s): 0-6**

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.

Course repeatable for 6 credits.

**Restriction(s):**

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

Modern Language

**MDLA 190      Elementary Language** **credit(s): 0-9**

Elementary language teaching.

Course repeatable for 12 credits.

**MDLA 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

**Restriction(s):**

Must be the following Class(es): Freshman

**MDLA 290 Intermediate Language** **credit(s): 0-9**

Course repeatable for 12 credits.

**MDLA 390 Advanced Language** **credit(s): 0-9**

Course repeatable for 12 credits.

Spanish

**SPAN 101 Elementary Spanish I** **credit(s): 4**

Introduction to the fundamental language skills of listening, speaking, reading, and writing Spanish.

**SPAN 102 Elementary Spanish II** **credit(s): 4**

A continuation of SPAN 101.

**Prerequisite(s):** SPAN 101 or proficiency

**SPAN 180 Special Topics Beginning Level** **credit(s): 0-4**

Topic to be determined by instructor.

Course repeatable for 12 credits.

**SPAN 185 Special Topics Abroad Beginning Level** **credit(s): 0-6**

Topic to be determined by instructor.

Course repeatable for 12 credits.

**SPAN 190 Directed Study** **credit(s): 1-8**

Topic to be decided by faculty.

Course repeatable 4 time.

**SPAN 201 Intermediate Spanish I** **credit(s): 4**

Review of the fundamentals of grammar and syntax. In addition to work in spoken Spanish there are progressive exercises in reading and composition.

**Prerequisite(s):** SPAN 102 or proficiency

**SPAN 202 Intermediate Spanish II** **credit(s): 4**

A continuation of SPAN 201.

**Prerequisite(s):** SPAN 201 or proficiency

**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 Topic Intermediate Level** **credit(s): 1 or 4**

By arrangement only. Topic selected by student-teacher consultation.

Course repeatable for 12 credits.

**SPAN 281 Special Topics** **credit(s): 1-4**

Topic selected by instructor.

Course repeatable for 12 credits.

**SPAN 285 Special Topic Abroad Intermediate Level** **credit(s): 0-6**

Course repeatable for 12 credits.

<b>SPAN 290</b>	<b>Spanish Grammar Review</b>	<b>credit(s): 3-4</b>
Review of Spanish grammar. Course repeatable for 12 credits.		
<b>SPAN 291</b>	<b>Directed Study</b>	<b>credit(s): 1-4</b>
Topic to be determined by faculty. Course repeatable for 6 credits.		
<b>SPAN 301</b>	<b>Advanced Spanish I</b>	<b>credit(s): 3</b>
Advanced grammar and composition. A review of specific grammatical constructs most fundamental to effective oral and written communication. Fulfills the following degree requirement(s): Core: Writing Enriched <b>Prerequisite(s):</b> SPAN 202 or proficiency		
<b>SPAN 302</b>	<b>Advanced Spanish II</b>	<b>credit(s): 3</b>
This course is a continuation of SPAN 301. <b>Prerequisite(s):</b> SPAN 301		
<b>SPAN 303</b>	<b>Survey of Spanish Literature I</b>	<b>credit(s): 3</b>
Readings and discussions of major works from the origins to the Golden Age. <b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 304</b>	<b>Survey of Spanish Literature II</b>	<b>credit(s): 3</b>
Continuation of SPAN 303; Golden Age to the present. <b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 305</b>	<b>Islamic Culture in Spain</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only. <b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 306</b>	<b>Advanced Conversation</b>	<b>credit(s): 3</b>
Designed for those who wish to continue improving their listening and speaking skills. <b>Prerequisite(s):</b> SPAN 302 (or concurrent)		
<b>SPAN 307</b>	<b>Survey Latin-American Literature I</b>	<b>credit(s): 3</b>
A study of the region's literary classics from the pre-Columbian period to the Independence in the early 19th century. Fulfills the following degree requirement(s): INST - Latin American Studies, Core: Literature <b>Equivalent(s):</b> INST 316 <b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 308</b>	<b>Survey Latin-American Literature II</b>	<b>credit(s): 3</b>
A study of the major literary works from the Independence period through Modernism and the classic works of the 20th century. Fulfills the following degree requirement(s): INST - Latin American Studies <b>Equivalent(s):</b> INST 317 <b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 309</b>	<b>Advanced Spanish Grammar Review</b>	<b>credit(s): 3</b>
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. <b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 319</b>	<b>Special Topic Language Advanced Level</b>	<b>credit(s): 0-6</b>
Topic to be determined by instructor. Course repeatable for 12 credits.		

<b>SPAN 350</b>	<b>Culture and Civilization</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 380</b>	<b>Special Topics Advanced Level</b>	<b>credit(s): 0-6</b>
Topic to be determined by instructor.		
Course repeatable for 12 credits.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 385</b>	<b>Special Topics Abroad Advanced Level</b>	<b>credit(s): 0-6</b>
Topic to be determined by instructor.		
Course repeatable for 12 credits.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 390</b>	<b>Directed Study</b>	<b>credit(s): 1-3</b>
Topic to be decided by faculty.		
Course repeatable for 6 credits.		
<b>SPAN 401</b>	<b>Spanish Poetry</b>	<b>credit(s): 3</b>
This course studies the evolution of Spanish verse from origins to the present. Emphasis is on major poets and the effects of their writings on subsequent generations.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 403</b>	<b>Spanish Theater</b>	<b>credit(s): 3</b>
Spanish theater from its origins to the present. Emphasis on the significance of the Golden Age of theater to the evolution of this genre.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 404</b>	<b>Spanish-American Theater</b>	<b>credit(s): 3</b>
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.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 405</b>	<b>Narrative Fiction in Spain</b>	<b>credit(s): 3</b>
Analysis of the historical evolution of the novel and short story and their literary antecedents in Spain, from origins to the present.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 406</b>	<b>Narrative Fiction in Spanish America</b>	<b>credit(s): 3</b>
The novel and short story in Spanish America during the twentieth century.		
Fulfills the following degree requirement(s): INST - Latin American Studies		
<b>Equivalent(s):</b> INST 406		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 407</b>	<b>Peninsular Contemporary Short Story</b>	<b>credit(s): 3</b>
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.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 409</b>	<b>Spanish Civilization and Culture</b>	<b>credit(s): 3</b>
A study of Spanish history and the historical development of the country's art, music, architecture, social customs		

and values.

Fulfills the following degree requirement(s): SPAN - Culture

**Prerequisite(s):** SPAN 302

**SPAN 410 Spanish American Civilization and Culture credit(s): 3**

A study of Spanish American history and historical development of the regions' social customs and values.

Fulfills the following degree requirement(s): SPAN - Culture

**Prerequisite(s):** SPAN 302

**SPAN 411 Mexican Culture credit(s): 3**

Summer session course in Mexico on Mexican society, art, history and literature.

**Prerequisite(s):** SPAN 302

**SPAN 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 - European Studies, INST - Latin American Studies, SPAN - Culture

**Equivalent(s):** INST 415

**Prerequisite(s):** SPAN 302

**SPAN 416 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): SPAN - Culture

**Equivalent(s):** INST 414

**Prerequisite(s):** SPAN 302

**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.

**Prerequisite(s):** SPAN 302

**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

**SPAN 419 Translation credit(s): 3**

Course offered in Granada, Spain only.

**Prerequisite(s):** SPAN 302

<b>SPAN 420</b>	<b>Current Spanish Socio-Political Life</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 425</b>	<b>Contemporary Spanish History</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Equivalent(s):</b> HIST 395		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 427</b>	<b>Franco Era</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 428</b>	<b>Modern Spanish History</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 429</b>	<b>Latin American History</b>	<b>credit(s): 3</b>
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 431</b>	<b>Golden Age Literature</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Equivalent(s):</b> SPAN 303		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 433</b>	<b>Spanish Art: Ancient and Medieval</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Equivalent(s):</b> VART 296		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 434</b>	<b>Spanish Art: Modern and Contemporary</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Equivalent(s):</b> VART 295		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 436</b>	<b>19th and 20th Century Literature</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Equivalent(s):</b> SPAN 304		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 438</b>	<b>Contemporary Spanish Poetry</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 442</b>	<b>Contemporary Latin America Women Literature</b>	<b>credit(s): 3</b>
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.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 446</b>	<b>Business Spanish</b>	<b>credit(s): 2 or 3</b>
Course taught in Granada only.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 447</b>	<b>European Union</b>	<b>credit(s): 2 or 3</b>
Course taught in Granada only.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 470</b>	<b>Special Topics Study Abroad</b>	<b>credit(s): 3</b>
Course repeatable for 12 credits.		
<b>Prerequisite(s):</b> SPAN 302		



<b>SPAN 471</b>	<b>The Hispanic Community in United States</b>	<b>credit(s): 3</b>
Social outreach course: readings on and volunteer work with Hispanic community.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 480</b>	<b>Seminar</b>	<b>credit(s): 3</b>
Specific topics to be chosen by professor.		
Course repeatable for 6 credits.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 481</b>	<b>Seminar</b>	<b>credit(s): 3</b>
Specific topics to be chosen by professor.		
Course repeatable for 12 credits.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 482</b>	<b>Spanish Dialects</b>	<b>credit(s): 3</b>
Course offered in Granada, Spain only.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 490</b>	<b>Directed Study</b>	<b>credit(s): 1-3</b>
Readings and reports on selected topics. By arrangement.		
Course repeatable for 6 credits.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 491</b>	<b>Directed Reading</b>	<b>credit(s): 1-3</b>
Readings and reports on selected topics. By arrangement.		
Course repeatable for 6 credits.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 497</b>	<b>Spanish Language Internship</b>	<b>credit(s): 0-3</b>
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 faculty member for approval and supervision.		
Course repeatable for 3 credits.		
<b>Prerequisite(s):</b> SPAN 302		
<b>SPAN 499</b>	<b>Comprehensive</b>	<b>credit(s): 1</b>
Required of all majors. <b>Prerequisite(s):</b> 12 credits of upper division Spanish beyond SPAN 302, not including SPAN 306 and 497.		
<b>Restriction(s):</b>		
Must be the following Class(es): Senior		
<b>Prerequisite(s):</b> 12 credits from SPAN 303-498		

## Music

Chairperson: Timothy Westerhaus

Professors: K. Hekmatpanah, R. Spittal, J. K. Waters, S.J. (Emeritus)

Associate Professor: T. Westerhaus

Assistant Professor: P. Hamlin

Senior Lecturer: D. Fague

Lecturer: J. Shank

The Music Department offers a Bachelor of Arts degree with majors in Music and Music Education, and minors in music, conducting, and jazz performance. The Music major requires the completion of a concentration in Performance, Composition, Sacred Music, or General Studies. 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, two, 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 through audition to all students regardless of major. Individual lessons are also available in voice, piano, organ, guitar, woodwinds, strings, brass, and percussion.

<b>B.A. Major in Music: 45-54 Credits</b>	
<b>Lower Division (30 credits)</b>	
MUSC 120 Introduction to Music Technology	1 credit
MUSC 131 Applied Lessons	4 credits
Ensembles <sup>(1)</sup>	4 credits
MUSC 140 Concert Choir	
MUSC 144 Gonzaga Men's Chorus	
MUSC 145 Gonzaga Women's Chorus	
MUSC 146 Wind Ensemble	
MUSC 147 Symphony Orchestra	
MUSC 150 Guitar Ensemble	
MUSC 153 String Chamber Ensemble	
MUSC 157 Liturgical Music Ensemble	
MUSC 161 Music Theory I	3 credits
MUSC 161L Theory I Ear Training Lab	1 credit
MUSC 162 Music Theory II	3 credits
MUSC 162L Theory II Ear Training Lab	1 credit
MUSC 211 Conducting	3 credits

MUSC 257 <sup>(2)</sup> Creative Music Lab Ensemble (MUSC 257 is a 1-credit course that must be repeated for a total of 3 credits)	3 credits
MUSC 261 Music Theory III	3 credits
MUSC 261L Theory III Ear Training Lab	1 credit
MUSC 262 <sup>(3)</sup> Music Theory IV	3 credits
MUSC 240 Piano Proficiency Exam	0 credit
<b>Upper Division (9 credits)</b>	
MUSC 391 Music History I	3 credits
MUSC 392 Music History II	3 credits
MUSC 480 Music History Seminar	3 credits
<sup>(1)</sup> Sacred Music concentration students must take MUST 157 for 4 credits.	
<sup>(2)</sup> Sacred Music concentration students do not take MUSC 257 as the content is covered in other required coursework.	
<sup>(3)</sup> MUSC 262 is not required for Sacred Music concentration students	
<b>General Studies in Music Concentration: 6 credits</b>	
One Music elective from the following:	3 credits
MUSC 375 Jazz History	
MUSC 346 The World of Opera	
MUSC 399 Research Methods	3 credits
MUSC 491 Thesis/Oral Comprehensive Exam	0 credit
MUSC 499 Senior Thesis	0 credit
<b>Performance Concentration: 10 Credits</b>	
MUSC 131 Applied Lessons	2 credits
MUSC 241 Upper Division Applied Exam	0 credit
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons	8 credits
MUSC 425 Full Recital	0 credit
<b>Composition Concentration: 6 Credits</b>	
MUSC 326 Composition Junior Portfolio	0 credit
MUSC 364 Composition	2 credits
MUSC 426 Composition Senior Portfolio	0 credit
MUSC 464 Advanced Composition	4 credits

<b>Sacred Music Concentration: 21 Credits</b>	
MUSC 131 Applied Lessons (Piano or Organ)	1 credit
MUSC 131C Applied Lessons (voice)	1 credit
Additional Ensembles:	2 credits
Chosen from: MUSC 140, 144, 145, 146, 147, 149, 150, 153	
MUSC 241 Upper Division Applied Exam	0 credit
MUSC 320 Vocal Pedagogy	2 credits
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons	4 credits
MUSC 364 Composition	2 credits
MUSC 497 Internship	3 credits
RELI 360 Liturgy	3 credits
One additional Religious Studies course selected from the following:	3 credits
RELI 370 Christian Spirituality	
RELI 372 Christian Leadership	
RELI 405 Christian Diversity	
<b>B.A. Major in Music Education: 51 Credits</b>	
<b>Required Music Courses (both Music Education Concentrations)</b>	
<b>Lower Division: 30 credits</b>	
MUSC 120 Introduction to Music Technology	1 credit
MUSC 131 Applied Lessons	4 credits
Ensembles	4 credits
MUSC 140 Concert Choir	
MUSC 144 Gonzaga Men's Chorus	
MUSC 145 Gonzaga Women's Chorus	
MUSC 146 Wind Ensemble	
MUSC 147 Symphony Orchestra	
MUSC 150 Guitar Ensemble	
MUSC 153 String Chamber Ensemble	
MUSC 157 Liturgical Music Ensemble	
MUSC 161 Music Theory I	3 credits
MUSC 161L Theory I Ear Training Lab	1 credit
MUSC 162 Music Theory II	3 credits
MUSC 162L Theory II Ear Training Lab	1 credit
MUSC 211 Conducting	3 credits
MUSC 257 Creative Music Lab Ensemble	3 credits
(MUSC 257 is a 1 credit course that must be repeated for a total of 3 credits)	
MUSC 261 Music Theory III	3 credits
MUSC 261L Theory III Ear Training Lab	1 credit
MUSC 262 Music Theory IV	3 credits
MUSC 240 Piano Proficiency Exam	0 credit
MUSC 241 Upper Division Applied Exam	0 credit

<b>Upper Division: 6 credits</b>	
MUSC 391 Music History I	3 credits
MUSC 392 Music History II	3 credits
<b>Required Music Education Courses: 10 credits (both Concentrations)</b>	
MUSC 131T Applied Conducting	1 credits
MUSC 133 Brass Techniques	1 credits
MUSC 134 Woodwind Techniques	1 credit
MUSC 135 String Techniques	1 credit
MUSC 136 Percussion Techniques	1 credit
MUSC 137 Vocal Techniques	1 credit
MUSC 139 World Music Methods	1 credit
MUSC 354 Music Education Methods	3 credits
<b>Choral and General Concentration: 5 Credits</b>	
MUSC 140 Concert Choir	3 credits
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons (Voice)	2 credits
<b>Instrumental and General Concentration: 5 Credits</b>	
Ensembles	3 credits
MUSC 146 Wind Ensemble	
MUSC 147 Symphony Orchestra	
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons (Instrument)	2 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.	
<b>Minor in Conducting: 20 credits</b>	
(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	
<b>Minor in Music: 22 credits</b>	
MUSC 131 (or higher) Applied Lessons (one instrument)	4 credits
Ensembles:	7 credits
MUSC 140 Concert Choir	
MUSC 144 Gonzaga Men's Chorus	
MUSC 145 Gonzaga Women's Chorus	
MUSC 146 Wind Ensemble	
MUSC 147 Symphony Orchestra	
MUSC 150 Guitar Ensemble	
MUSC 153 String Chamber Ensemble	
MUSC 161 Music Theory I	3 credits
MUSC 161L Theory I Ear Training Lab	1 credit
MUSC 162 Music Theory II	3 credits
MUSC 162L Theory II Ear Training Lab	1 credit
MUSC 171 Music in the Humanities	3 credits
<b>Minor in Jazz Performance: 22 Credits</b>	
MUSC 131 <i>or higher</i> Applied Jazz Improvisation (primary instrument)	4 credits
Jazz Ensembles	7 credits
MUSC 149 Jazz Workshop Combo	
MUSC 152 Gonzaga Jazz Ensemble	
MUSC 161 Music Theory I	3 credits
MUSC 161L Theory I Ear Training Lab	1 credit
MUSC 162 Music Theory II	3 credits
MUSC 162L Theory II Ear Training Lab	1 credit
MUSC 175 Jazz History	3 credits

## Courses

**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**

A continuation of MUSC 121, designed for both the student with some past keyboard experience and music majors preparing for the keyboard competency exam. 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.

for 3 credits.

**MUSC 130 Piano Proficiency Class** **credit(s): 1**

Designed for Music majors who intend to take the Piano Proficiency Exam (MUSC 240). It will cover basic piano technique (scales, arpeggios, hand positions), playing a melody with an accompaniment, clef reading, sight-reading, and basic repertoire.

Course repeatable for 4 credits.

**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 credits.

**MUSC 131B Applied Organ/Harpsichord** **credit(s): 1-2**

Course repeatable for 20 credits.

**MUSC 131C Applied Voice** **credit(s): 1-2**

Course repeatable for 20 credits.

**MUSC 131D Applied Violin** **credit(s): 1-2**

Course repeatable 19 time.

**MUSC 131E Applied Cello** **credit(s): 1-2**

Course repeatable for 20 credits.

**MUSC 131F Applied Oboe** **credit(s): 1-2**

Course repeatable for 20 credits.

**MUSC 131G Applied Guitar** **credit(s): 1-2**

Course repeatable for 20 credits.

**MUSC 131H Applied String Bass** **credit(s): 1-2**

Course repeatable for 20 credits.

<b>MUSC 131I Applied Clarinet</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131J Applied Saxophone</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131K Applied Flute</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131L Applied Trumpet</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131M Applied Low Brass</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131N Applied Percussion</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131O Applied Jazz Piano</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131P Applied Bassoon</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131Q Applied French Horn</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131R Applied Jazz Improvisation</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131S Applied Electric Bass</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131T Applied Conducting</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>Prerequisite(s):</b> MUSC 211	
<b>MUSC 131U Applied Jazz Bass</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131V Applied Harp</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131W Applied Viola</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131X Applied Jazz Guitar</b>	<b>credit(s): 1-2</b>
Course repeatable for 20 credits.	
<b>MUSC 131Y Applied Jazz Voice</b>	<b>credit(s): 1-2</b>
Individual Jazz Voice Lessons	
Course repeatable for 20 credits.	
<b>MUSC 131Z Applied Jazz Drum Set</b>	<b>credit(s): 1-2</b>
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.	
Course repeatable for 16 credits.	
<b>MUSC 133 Brass Techniques</b>	<b>credit(s): 1</b>
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.	
<b>Restriction(s):</b>	
Must be the following Class(es): Sophomore, Junior, Senior	



- 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): Sophomore, Junior, Senior
- 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): Sophomore, Junior, Senior
- 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): Sophomore, Junior, Senior
- MUSC 137    Vocal Techniques** **credit(s): 1**  
 Topic to be determined by instructor.  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior
- 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, and will lead them to formulate principles and methodologies for applying their knowledge of world music to their teaching in the elementary and secondary schools.
- MUSC 140    Concert Choir** **credit(s): 1**  
 Audition required.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design  
 Course repeatable for 10 credits.
- MUSC 143    Chamber Singers** **credit(s): 1**  
 Audition required.  
 Course repeatable for 10 credits.
- MUSC 144    Gonzaga Men's Chorus** **credit(s): 1**  
 A choir open to all students, without audition. The Men's Chorus sings TTBB literature. May be repeated for credit.  
 Course repeatable for 20 credits.
- MUSC 145    Gonzaga Women's Chorus** **credit(s): 1**  
 The Women's Chorus sings SSAA literature. Audition required.  
 Course repeatable for 20 credits.
- MUSC 146    Wind Ensemble** **credit(s): 1**  
 The Wind Symphony performs new and standard literature for concert band and wind ensemble. Audition required.  
 Course repeatable for 10 credits.

- MUSC 147    Symphony Orchestra** **credit(s): 1**  
 The Symphony Orchestra is open to all members of the University and Spokane community. Audition or permission from instructor required.  
 Course repeatable 19 time.
- MUSC 148    Chamber Ensemble** **credit(s): 1**  
 Audition required.  
 Course repeatable for 10 credits.  
**Prerequisite(s):** MUSC 140 or MUSC 146 or MUSC 147
- MUSC 149    Jazz Workshop Combo** **credit(s): 1**  
 Audition required.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design  
 Course repeatable for 10 credits.
- MUSC 150    Guitar Ensemble** **credit(s): 1**  
 Audition required.  
 Course repeatable for 10 credits.  
**Corequisite(s):** MUSC 131G
- MUSC 152    Gonzaga Jazz Ensemble** **credit(s): 1**  
 The Jazz Ensemble performs new and standard literature for big band/jazz orchestra. Membership in the Jazz Ensemble is limited to saxophones, trumpets, trombones, and rhythm section players. An entrance audition at the beginning of the Fall semester is required.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design  
 Course repeatable for 8 credits.
- MUSC 153    String Chamber Ensemble** **credit(s): 1**  
 A chamber ensemble for string students. Students must be proficient on their instrument. Audition required.  
 Course repeatable for 8 credits.
- MUSC 154    Percussion Ensemble** **credit(s): 1**  
 The Percussion Ensemble performs a wide variety of literature from standard to non-traditional and ethnic music. Instructor permission required.  
 Course repeatable for 8 credits.
- MUSC 155    Gonzaga Band** **credit(s): 1**  
 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.  
 Course repeatable for 20 credits.
- MUSC 156    Gonzaga Drum Line** **credit(s): 1**  
 GU Drum Line will consist of learning music and other protocol associated with the Gonzaga Bulldog Band. Students will concentrate on leaning 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.  
 Course repeatable for 8 credits.
- MUSC 157    Liturgical Music Ensemble** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.

<b>MUSC 161</b>	<b>Music Theory I</b>	<b>credit(s): 3</b>
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		
<b>Corequisite(s):</b> MUSC 161L		
<b>MUSC 161L</b>	<b>Theory I Ear Training Lab</b>	<b>credit(s): 1</b>
Course includes ear training, sight-signing, melodic, rhythmic and harmonic dictation. <b>Corequisite(s):</b> MUSC 161		
<b>MUSC 162</b>	<b>Music Theory II</b>	<b>credit(s): 3</b>
A continuation of MUSC 161. <b>Corequisite(s):</b> MUSC 162L <b>Prerequisite(s):</b> MUSC 161 and MUSC 161L, minimum grade: S		
<b>MUSC 162L</b>	<b>Theory II Ear Training Lab</b>	<b>credit(s): 1</b>
Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation. <b>Corequisite(s):</b> MUSC 162 <b>Prerequisite(s):</b> MUSC 161 and MUSC 161L		
<b>MUSC 171</b>	<b>Music in the Humanities</b>	<b>credit(s): 3</b>
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		
<b>MUSC 175</b>	<b>Jazz History</b>	<b>credit(s): 3</b>
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		
<b>MUSC 185</b>	<b>Special Topics:</b>	<b>credit(s): 1-3</b>
Course topic to be determined by Music faculty. Course repeatable for 3 credits.		
<b>MUSC 190</b>	<b>Directed Study</b>	<b>credit(s): 1-3</b>
Topic to be determined by faculty. Course repeatable for 9 credits.		
<b>MUSC 193</b>	<b>FYS:</b>	<b>credit(s): 3</b>
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		
<b>Restriction(s):</b> Must be the following Class(es): Freshman		
<b>MUSC 211</b>	<b>Conducting</b>	<b>credit(s): 3</b>
Fundamental study of conducting and score reading, and analysis skill applicable to instrumental and choral ensembles. <b>Prerequisite(s):</b> 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**

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.

Course repeatable for 8 credits.

**Prerequisite(s):** MUSC 221

**MUSC 223 Guitar Class III** **credit(s): 1**

A continuation of Guitar Class II, this course provides a survey of guitars styles from classical to contemporary.

Course repeatable for 8 credits.

**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

**MUSC 231 Vocal Diction I** **credit(s): 2**

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.

7 time.

**Prerequisite(s):** MUSC 131C (or concurrent) or MUSC 331C (or concurrent)

**MUSC 232 Vocal Diction II** **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)

**MUSC 240 Piano Proficiency Exam** **credit(s): 0**

This course is required for all music majors. It is required prior to enrolling in upper division music courses.

Course repeatable 2 time.

**MUSC 241 Upper Division Applied Exam** **credit(s): 0**

This course is required for students prior to enrolling in upper division applied lessons.

Course repeatable 2 time.

**MUSC 246 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 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

**MUSC 247 Music of Christian Tradition** **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, Fulfills the following degree requirement(s): Core: Fine Arts and Design

**MUSC 248 Development of Western Music 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

**MUSC 249 World Music 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

**MUSC 250 Music in America credit(s): 3**

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.

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

**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.

Course repeatable for 8 credits.

**Restriction(s):**

Must be in the following Major(s): Music, Music Education

**MUSC 261 Music Theory III credit(s): 3**

Continuation of Music Theory II. Advanced ear-training skills, analysis, stylistic writing, and introduction to complex musical forms.

**Corequisite(s):** MUSC 261L

**Prerequisite(s):** MUSC 162 and MUSC 162L

**MUSC 261L Theory III Ear Training Lab credit(s): 1**

Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation.

**Corequisite(s):** MUSC 261

**Prerequisite(s):** MUSC 162 and MUSC 162L

**MUSC 262 Music Theory IV credit(s): 3**

Continuation of Music Theory III. Twentieth-century and contemporary harmony and composition.

**Prerequisite(s):** MUSC 261 and MUSC 261L

<b>MUSC 290 Directed Study</b>	<b>credit(s): 1-3</b>
Topic to be determined by faculty.	
Course repeatable for 9 credits.	
<b>MUSC 320 Vocal Pedagogy</b>	<b>credit(s): 2</b>
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.	
<b>Prerequisite(s):</b> MUSC 131C (or concurrent) or MUSC 331C (or concurrent)	
<b>MUSC 321 Song Literature</b>	<b>credit(s): 2</b>
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.	
<b>Prerequisite(s):</b> MUSC 131C (or concurrent) or MUSC 331C (or concurrent)	
<b>MUSC 325 Half Recital</b>	<b>credit(s): 0</b>
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.	
<b>Corequisite(s):</b> MUSC 331	
<b>Prerequisite(s):</b> MUSC 240 and MUSC 241	
<b>MUSC 326 Composition Junior Portfolio</b>	<b>credit(s): 0</b>
Public performance and recording of two or more compositions written for MUSC 364. Required of composition emphasis Music majors.	
Course repeatable 3 time.	
<b>Corequisite(s):</b> MUSC 364	
<b>MUSC 331A Applied Piano</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131A and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331B Applied Organ/Harpsichord</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131B and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331C Applied Voice</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131C and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331D Applied Violin</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131D and MUSC 240, minimum grade: S	
<b>MUSC 331E Applied Cello</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131E and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331F Applied Oboe</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131F and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331G Applied Guitar</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131G and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331H Applied String Bass</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131H and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	

<b>MUSC 331I Applied Clarinet</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131I and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331J Applied Saxophone</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131J and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331K Applied Flute</b>	<b>credit(s): 2</b>
Course repeatable for 10 credits.	
<b>Prerequisite(s):</b> MUSC 131K and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331L Applied Trumpet</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131L and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331M Applied Low Brass</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131M and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331N Applied Percussion</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131N and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331O Applied Jazz Piano</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131O and MUSC 241, minimum grade: S	
<b>MUSC 331P Applied Bassoon</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131P and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331Q Applied French Horn</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131Q and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331R Applied Jazz Improvisation</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131R	
<b>MUSC 331S Applied Electric Bass</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131S and MUSC 241, minimum grade: S	
<b>MUSC 331U Applied Jazz Bass</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131U and MUSC 241, minimum grade: S	
<b>MUSC 331V Applied Harp</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131V and MUSC 241, minimum grade: S and MUSC 240, minimum grade: S	
<b>MUSC 331W Applied Viola</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131W and MUSC 241, minimum grade: S	
<b>MUSC 331X Applied Jazz Guitar</b>	<b>credit(s): 2</b>
Course repeatable for 16 credits.	
<b>Prerequisite(s):</b> MUSC 131X and MUSC 241, minimum grade: S	

- MUSC 331Z Applied Jazz Drum Set** **credit(s): 1-2**  
 Designed to continue in the development and refinement of jazz drumming.  
 Course repeatable 6 time.  
**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 333 Instrumental Conducting Lab** **credit(s): 0**  
 Instrumental Conducting Lab to accompany Applied Conducting (MUSC 131T).  
**Corequisite(s):** MUSC 331T
- MUSC 340 Jazz Piano Proficiency Exam** **credit(s): 0**  
 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.  
 Course repeatable  
**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**  
 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.  
 Course repeatable for 8 credits.  
**Prerequisite(s):** MUSC 331A
- MUSC 364 Composition** **credit(s): 2**  
 Two semester course: in the first semester, the required compositions include a solo instrumental piece and an instrumental duo or trio; and in the second semester, an accompanied song cycle or an a capella vocal piece or a work for solo instrument, sonata length.  
 Course repeatable for 12 credits.  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior  
**Prerequisite(s):** MUSC 262 and MUSC 240, minimum grade: S
- 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 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**

Sixty minute degree recital required for those students majoring in Music Performance. Presentation of recital requires successful audition one month prior to recital date.

Course repeatable 5 time.

**Prerequisite(s):** MUSC 325 and one course from MUSC 331A-331Z

**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 CIS:** **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

**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 462 Orchestration** **credit(s): 3**

Study of instruments in the band and orchestra regarding range, color, quality, and technical restriction as applied to scoring for solo and ensemble performance.

**Restriction(s):**

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

**Prerequisite(s):** MUSC 262 and MUSC 240, minimum grade: S

**MUSC 464 Advanced Composition** **credit(s): 2**

This course continues studies in original music composition. The students work in larger forms for choir, chamber ensembles or for large instrumental ensembles. There are public presentations of these works either on the home campus or elsewhere. The works will become part of the Senior Portfolio. Required for Music Majors, Composition Concentration.

Course repeatable for 6 credits.

**Prerequisite(s):** MUSC 364

**MUSC 480 Music History Seminar** **credit(s): 3**

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.

**Prerequisite(s):** MUSC 392, minimum grade: C and MUSC 391, minimum grade: C

**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.

Course repeatable for 9 credits.

**MUSC 491 Thesis/Oral Comprehensive Exam** **credit(s): 0**

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.

**Prerequisite(s):** (MUSC 291 or MUSC 391)( and MUSC 311 or MUSC 211)( and MUSC 390 or MUSC 391)( and MUSC 391 or MUSC 392) and MUSC 462 and MUSC 499, minimum grade: S

**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.

Course repeatable for 6 credits.

**Restriction(s):**

Must be in the following Major(s): Music, Music Education

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

**MUSC 499 Senior Thesis** **credit(s): 0**

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

Interim Director: Jessica Maucione

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. NTAS 101 will be offered annually in the fall semester.

<b>Minor in Native American Studies: 21 credits</b>	
<b>Lower Division</b>	
NTAS 101 Introduction to Native American Studies	3 credits
NTAS electives	0-6 credits
<b>Upper Division</b>	
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, Fulfills the following degree requirement(s): Core: Global Studies

**NTAS 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

**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, Fulfills the following degree requirement(s): Core: Social Justice, Fulfills the following degree requirement(s): Core: Global Studies

**Equivalent(s):** ENVS 360, 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, Fulfills the following degree requirement(s): HIST - U.S. History, Fulfills the following degree requirement(s): Core: History

**Equivalent(s):** HIST 211

**NTAS 290 Special Topics**

**credit(s): 1-3**

Topic to be determined by instructor.

Course repeatable for 9 credits.

**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, Fulfills the following degree requirement(s): 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.

**Equivalent(s):** ENVS 325, POLS 310

**NTAS 320 Native American Art and Performance 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 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, Fulfills the following degree requirement(s): Core: Global Studies, Fulfills the following degree requirement(s): Core: World or Comparative Rel

**Equivalent(s):** RELI 356

**NTAS 330 Native Americans and Sports credit(s): 3**

This course will explore the tradition of sport in Native American cultures, and will examine how Native American athletes have participated in American sports, including football, baseball, basketball, and track. Through literature and documentary films, we will understand the historical context of this participation and also begin to explore social impacts within and outside Native communities. We will also explore the Native American mascot discourses. We will conclude with a very contemporary look at how the Nike N7 program is bringing sport to Native American communities in an effort to improve health through sport, which is leading to a new kind of activism. Spring, every four years beginning 2016.

Fulfills the following degree requirement(s): Core: Social Justice, Fulfills the following degree requirement(s): Core: Global Studies

**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, Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement(s): INST - Latin American Studies

**Equivalent(s):** HIST 380, INST 372

**NTAS 359 America: Invasion to Rebellion credit(s): 3**

This course will examine the process of colonization on the North American continent. Issues which will be considered include: the world views of the people who eventually lived together in North America, the retentions, borrowings and changes in cultures during colonization, the varied Native American responses to the diverse incoming Europeans and Africans, the increasing commitment to racial slavery and the enslaveds' responses to this, the wide array of assumptions European empires held toward this continent and colonization, and the relationship between the colonies and the empire.

Fulfills the following degree requirement(s): HIST - U.S. History

**Equivalent(s):** HIST 359

**NTAS 390 Native American Studies Topics credit(s): 0-4**

Topics to be determined by instructor.

Fulfills the following degree requirement(s): NTAS - elective  
5 time.

**NTAS 432 CIS: 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

**NTAS 490 Directed Study credit(s): 1-6**

Topic to be decided by faculty.

Course repeatable for 12 credits.

**NTAS 497 Experiential Learning: Internship credit(s): 0-6**

Professional work experience in a field related to Native American Studies.

Course repeatable for 6 credits.

**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

Chairperson: Jay Ciaffa

Director of the Philosophy Graduate Program: Danielle Layne

Professors: M. Alfino, K. Besmer, P. Burke, D. Calhoun, B. Clayton, B. Henning, T. Jeannot, D. Kries, W. Pomerleau, E. Schmidt, M. Tkacz, R.M. Volbrecht (Emeritus)

Associate Professors: D. Bradley, J. Ciaffa, T. Clancy, S.J., T. Di Maria, D. Layne, C. Lassiter, Q. Liu, E. Maccarone, J. Wagner

Assistant Professors: M. Howard, T. Tritten, M. Turnbull, T. Weidel

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

PHIL 101 Reasoning	3 credits
PHIL 201 Philosophy of Human Nature	3 credits

### Upper Division

PHIL 301 Ethics	3 credits
PHIL 305 History of Ancient Philosophy	3 credits
PHIL 310 History of Medieval Philosophy	3 credits
PHIL 320 History of Modern Philosophy	3 credits
PHIL 400-430 Philosophy Seminar	6 credits
PHIL 400 level elective courses	9 credits
PHIL 432 Core Integration Seminar	3 credits
PHIL 499 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 in 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 in Ethics or Political Philosophy	
<b>Kossel Concentration: 44 Credits</b>	
PHIL 402 Faith, Reason, and Knowledge	3 credits
PHIL 403 Faith, Reason, and Being	3 credits
LATN 101	4 credits
LATN 102	4 credits
<b>Note:</b> In fulfilling the upper-division requirements of the major, Kossel Concentration students must take PHIL 402 and PHIL 403.	
<b>Minor in Philosophy: 21 Credits</b>	
<b>Lower Division</b>	
PHIL 101 Reasoning	3 credits
PHIL 201 Philosophy of Human Nature	3 credits
<b>Upper Division</b>	
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**

Topic to be determined by faculty.

Course repeatable for 9 credits.

### **PHIL 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

**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 or PHIL 101H or PHIL 102H)

**PHIL 201H      Philosophy of Human Nature Honors      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**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**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): Sophomore, Junior, Senior

**Prerequisite(s):** PHIL 201 or PHIL 201H( and PHIL 101 or PHIL 101H or PHIL 102H)

**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, Fulfills the following degree requirement(s):  
CLAS - Greek course, Fulfills the following degree requirement(s): CLAS - Rome course

**Equivalent(s):** PHIL 401

**Restriction(s):**

Must be in the following Field(s) of Study: 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**

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.

Course repeatable for 9 credits.

**Prerequisite(s):** PHIL 301 or PHIL 301H

**PHIL 391 Directed Study credit(s): 1-6**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**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 Field(s) of Study: 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 Field(s) of Study: 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 201 or PHIL 201H

**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): Sophomore, Junior, Senior

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 or PHIL 201H

**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 or PHIL 201H

**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, Fulfills the following degree requirement(s):

CLAS - Greek course, Fulfills the following degree requirement(s): CLAS - Rome course, Fulfills the following degree requirement(s): PHIL -

**Equivalent(s):** PHIL 481, SOSJ 412

**Prerequisite(s):** PHIL 201 or PHIL 201H

- 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, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): INST - Latin American Studies, Fulfills the following degree r  
**Prerequisite(s):** PHIL 201 or PHIL 201H
- PHIL 418 Special Topics: Contemporary Seminar** **credit(s): 3**  
 Topics will be determined by the instructor.  
 Fulfills the following degree requirement(s): PHIL - Contemporary  
 Course repeatable for 9 credits.  
**Prerequisite(s):** PHIL 201 or PHIL 201H
- PHIL 419 Special Topics: Ethics/Political Seminar** **credit(s): 3**  
 Topics will be determined by the instructor.  
 Fulfills the following degree requirement(s): PHIL - Ethics or Political  
 Course repeatable for 9 credits.
- 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 or PHIL 201H
- 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 or PHIL 201H
- 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 or PHIL 201H
- 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 or PHIL 201H
- 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 201 or PHIL 201H

**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 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**PHIL 429 Special Topics: Philosophy Seminar credit(s): 3**

Topic will be determined by the instructor.

Course repeatable 4 time.

**Restriction(s):**

Must be in the following Field(s) of Study: 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 or PHIL 201H

**PHIL 432 CIS: 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):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 or PHIL 201H

**PHIL 438 Philosophy 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 Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**PHIL 446 Philosophical Reflection of 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 Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

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

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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, Fulfills the following degree requirement(s): PHIL - Ethics or Political

**Equivalent(s):** INST 350

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 301 or PHIL 301H

**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 Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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

**Equivalent(s):** PHIL 352S

**Restriction(s):**

Must be in the following Field(s) of Study: Nursing, Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 301 or PHIL 301H

**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, Fulfills the following degree requirement(s):

Core: Core Integration Seminar

**Equivalent(s):** WGST 435

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: 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

**Equivalent(s):** ENVS 358

**Restriction(s):**

Must be in the following Field(s) of Study: 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 Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**PHIL 462 Theories of Solidarity and Social Justice 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, Fulfills the following degree requirement(s): SOSJ - Block A

**Equivalent(s):** PHIL 408, SOSJ 410

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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, Fulfills the following degree requirement(s): SOSJ - Block A

**Equivalent(s):** PHIL 409, SOSJ 411

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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 Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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, Fulfills the following degree requirement(s): PHIL - Ethics or Political

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**PHIL 472 Philosophy of Art** **credit(s): 3**

An analysis of beauty, creativity, and taste according to the theories of Plato, Aristotle, Aquinas, and selected 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):** VART 466

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

Must not be the following Class(es): Freshman

**Prerequisite(s):** PHIL 201 or PHIL 201H

**PHIL 475      Philosophy of the Visual Arts**

**credit(s): 3**

Examines contemporary applied theories of art in a variety of visual art media including painting, sculpture, film, and photography.

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**PHIL 478      Philosophy of Technology**

**credit(s): 3**

This course in applied philosophy involves reflection and self-understanding of our technology-saturated world. Examinations of well-known philosophers' writings on technology will be covered. Course goals include a deeper, more reflective understanding of the nature of technology, its role in our lives, its ethical implications, its political ramifications and its relation to society.

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**PHIL 484      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.

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**PHIL 485      Philosophy in Film**

**credit(s): 3**

Many current films raise first-order philosophical questions or issues, though few films are particularly good at solving those same problems or resolving the conflict underlying the issues. This course seeks to explore many contemporary films (none older than "Blade Runner") and the philosophical issues they raise, both by their explicit content and by their implicit content. Metaphysical issues about the mind and body relationship, the nature and extent of free will, and the nature of personal identity will be included. Some epistemological issues having to do with how well we can expect to have access to reality, and what might be among the impediments to the access will also be included. The course generally avoids treating ethical or moral issues, but also takes an interest in the use of the emotions in films, the treatment of violence and human sexuality in films and the nature of comedy in films. Some attention will also be given to film techniques, especially from the point of view of the audience.

**Restriction(s):**

Must be in the following Field(s) of Study: Philosophy

**Prerequisite(s):** PHIL 201 or PHIL 201H

**PHIL 489H      Honors Seminar**

**credit(s): 3**

Topics and credit by arrangement. Spring or Fall.

**Restriction(s):**

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

**Prerequisite(s):** HONS 190

<b>PHIL 490 Directed Study</b>	<b>credit(s): 0-6</b>
Topics and credits by arrangement. Course repeatable for 9 credits.	
<b>Restriction(s):</b> Must not be the following Class(es): Freshman	
<b>Prerequisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 491 Special Topics</b>	<b>credit(s): 3</b>
Topics to be determined by the instructor. Course repeatable for 12 credits.	
<b>Restriction(s):</b> Must be in the following Field(s) of Study: Philosophy	
<b>Prerequisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 492 Special Topics: Contemporary</b>	<b>credit(s): 3</b>
Topics will be determined by the instructor. Fulfills the following degree requirement(s): PHIL - Contemporary Course repeatable for 12 credits.	
<b>Restriction(s):</b> Must be in the following Field(s) of Study: Philosophy	
<b>Prerequisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 493 Special Topics: Ethics/Political</b>	<b>credit(s): 3</b>
Topics will be determined by the instructor. Fulfills the following degree requirement(s): PHIL - Ethics or Political Course repeatable for 12 credits.	
<b>Restriction(s):</b> Must be in the following Field(s) of Study: Philosophy	
<b>Prerequisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 495 Study Abroad Special Topics</b>	<b>credit(s): 1-15</b>
To be determined by the department. Course repeatable for 15 credits.	
<b>PHIL 497 Internship</b>	<b>credit(s): 0-6</b>
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. Course repeatable for 6 credits.	
<b>Prerequisite(s):</b> PHIL 201	
<b>PHIL 498 Research</b>	<b>credit(s): 1-3</b>
Course requires permission of instructor and Department Chair.	
<b>PHIL 499 Senior Exit Requirement</b>	<b>credit(s): 0</b>
<b>Restriction(s):</b> Must be in the following Major(s): Philosophy Must be the following Class(es): Senior	
<b>Prerequisite(s):</b> PHIL 201 or PHIL 201H	

## Physics

Chairperson: E. Aver

Professors: J. Bierman, J. Byrne (Emeritus), A. Greer, E. Kincanon

Associate Professors: E. Aver, A. Fritsch, N. Moore

Assistant Professors: C. Fink, M. Geske

Senior Lecturers: H. Hoeck-Mills, J. Wilson

Lecturers: L. Aldridge, T. Bacha

Lab Specialists: D. Buckley, J. Kemper

The Department of Physics offers Bachelor of Science and Bachelor of Arts degrees in Physics. Students are expected to declare their major in this area in their first year. 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.

Summer research opportunities within the department, as well as with other programs, such as Research Experience for Undergraduates (REU) programs, are encouraged. Majors in Physics are expected to achieve a familiarity with scientific computation and the use of computers to model and solve physical problems. Both lower and upper division course offerings span hands-on, experimental physics and the development of theoretical physics.

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 that 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 department's external website and its internal MyGU website.

<b>B.S. Major in Physics: 54 Credits</b>	
<b>Lower Division</b>	
PHYS 103 and PHYS 103L Scientific Physics I	5 credits
PHYS 204 and PHYS 204L Scientific Physics II	5 credits
PHYS 205 Modern Physics	3 credits
PHYS 208 Computational Physics	2 credits
PHYS 210 Introduction to Linear Electronics	2 credits
PHYS 217 Modern Physics Laboratory	2 credits
CHEM 101 and CHEM 101L General Chemistry	4 credits
CPSC 121 Computer Science I	3 credits
MATH 157 Calculus and Analytical Geometry I	4 credits
MATH 258 Calculus and Analytical Geometry II	4 credits

<b>Upper Division</b>	
PHYS 300 Mathematical Methods	3 credits
PHYS 301 Intermediate Mechanics	3 credits
PHYS 306 Electricity and Magnetism	3 credits
PHYS 310 Intermediate Laboratory	2 credits
PHYS 464 Introduction to Quantum Physics	3 credits
Two of the following six courses:	6 credits
PHYS 307 Optics	
PHYS 402 Advanced Mechanics	
PHYS 407 Electricity and Magnetism II	
PHYS 409 Nuclear and Particle Physics	
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.	
<b>Minor in Physics: 27 Credits</b>	
<b>Lower Division</b>	
PHYS 103 Scientific Physics I	4 credits
PHYS 103L Scientific Physics I Laboratory	1 credit
PHYS 204 Scientific Physics II	4 credits
PHYS 204L Scientific Physics II Laboratory	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
<b>Upper Division</b>	
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 department chair approval, PHYS 390, PHYS 490, PHYS 497, and PHYS 499 may count toward the minor. Also with 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 Laboratory      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 pre-requisite for any advanced work. Fall.
- PHYS 101L      General Physics I Laboratory      credit(s): 1**  
 Taken concurrently with or after the lecture course PHYS 101. Three hours of laboratory. Fall.  
**Corequisite(s) or Prerequisite(s):** PHYS 101
- 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 pre-requisite for any advanced work. Spring.  
**Prerequisite(s):** PHYS 101 or PHYS 103
- PHYS 102L      General Physics II Laboratory      credit(s): 1**  
 Taken concurrently with or after the lecture course PHYS 102. Three hours of laboratory. Spring.  
**Corequisite(s) or Prerequisite(s):** PHYS 102  
**Prerequisite(s):** PHYS 101L or PHYS 103L
- 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. Fall and Spring.  
**Corequisite(s) or Prerequisite(s):** MATH 157
- PHYS 103L      Scientific Physics I Laboratory      credit(s): 1**  
 Taken concurrently with or after the lecture course PHYS 103. Three hours of laboratory. Fall and Spring.  
**Corequisite(s) or Prerequisite(s):** PHYS 103
- PHYS 104      Scientific Inquiry      credit(s): 2**  
 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 combination of PHYS 104 and PHYS 104L will satisfy the Core Scientific Inquiry requirement. Fall and Spring.  
 Fulfills the following degree requirement(s): Core: Science Inquiry  
 Course repeatable 2 times.  
**Corequisite(s):** PHYS 104L
- PHYS 104L      Scientific Inquiry Laboratory      credit(s): 1**  
 Taken concurrently with PHYS 104. The lab experience focuses on developing an understanding of the scientific method and the processes of science, including measurement, modeling, and analysis. This experience includes hands-on activities and experiments highlighting the covered processes. Two hours of laboratory. The combination of PHYS 104 and PHYS 104L will satisfy the Core Scientific Inquiry requirement. Fall and Spring.  
 Fulfills the following degree requirement(s): Core: Science Inquiry  
 Course repeatable 2 times.  
**Corequisite(s):** PHYS 104
- 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 Laboratory      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 Laboratory      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 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 Geophysics Laboratory      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 Topics      credit(s): 1-4**

Topic to be determined by instructor.

Course repeatable for 12 credits.

**PHYS 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

**PHYS 198      Lab Methodology      credit(s): 0-1**

Course repeatable for 8 credits.

**PHYS 199      Special Topics      credit(s): 3-4**

Topic to be determined by instructor.

Course repeatable for 9 credits.

**PHYS 199L      Special Topics Laboratory      credit(s): 0-1**

Course repeatable for 3 credits.

**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. Fall and Spring.

**Corequisite(s) or Prerequisite(s):** MATH 258

**Prerequisite(s):** PHYS 103

- PHYS 204L Scientific Physics II Laboratory credit(s): 1**  
 Taken concurrently with or after the lecture course PHYS 204. Three hours of laboratory. Fall and Spring.  
**Corequisite(s) or Prerequisite(s):** PHYS 204  
**Prerequisite(s):** PHYS 103L
- 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 Laboratory 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, PHYS 217L  
**Corequisite(s) or Prerequisite(s):** PHYS 205
- PHYS 290 Sophomore Directed Reading credit(s): 1-4**  
 Directed reading in approved topics. Requires completion of a form, departmental approval and cannot be registered for via ZAGWEB.  
 Course repeatable for 12 credits.
- 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 (PHYS 204 and MATH 259 and MATH 260)
- 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 (PHYS 204 and MATH 259 and MATH 260)
- 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**  
 Topic to be determined by faculty.  
 Course repeatable for 12 credits.
- 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 EandM. 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 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 (PHYS 204 and MATH 259 and MATH 260)
- PHYS 432 CIS:** **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
- 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**  
 Directed reading in advanced topics. Requires completion of form, and department permission.  
 Course repeatable for 12 credits.
- PHYS 497 Internship** **credit(s): 0-6**  
 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.

Course repeatable for 6 credits.

**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

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 499, 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>B.A. Major in Political Science: 31 credits</b>	
<b>Lower Division</b>	
POLS 101 American Politics	3 credits
POLS 102, POLS 103 or POLS 104 if taken in the freshman or sophomore years	0-6 credits
<b>Upper Division</b>	
POLS 300-329; POLS 484 U.S. Government and Politics	6 credits
POLS 330-349; POLS 486 Political Thought	6 credits
POLS 350-389; POLS 487-488 Comparative Government/International Relations	6 credits
POLS Electives	3-9 credits
POLS 499 Comprehensive Exam Preparation	1 credit
<b>Minor in Political Science: 18 Credits</b>	
<b>Lower Division</b>	
POLS 101 American Politics	3 credits
POLS 102, POLS 103 or POLS 104 if taken in the freshman or sophomore years	0-3 credits

<b>Upper Division</b>	
POLS 302-329; POLS 484 U.S. Government and Politics	3 credits
POLS 330-349; POLS 486 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.

Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

### **POLS 102 Political Thinkers and Actors** **credit(s): 3**

Treatment of six distinctive figures in political life: philosopher, saint, prince, revolutionary, statesman, and citizen, in order to determine their characteristic contributions to an understanding of politics. Examples: Socrates, Thomas More, Machiavelli's Prince, American Founding Fathers, Marx and Engels, and the students of the 1960's.

Uses a variety of materials, including pamphlets, philosophical dialogues, essays, and dramas.

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.

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.

Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

### **POLS 190 Directed Study** **credit(s): 1-4**

Topic to be determined by instructor.

Course repeatable for 9 credits.

### **POLS 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

#### **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.

**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. Fulfills the following degree requirement(s): BU - LPP conc Req, Fulfills the following degree requirement(s): CRIM - Elective, Fulfills the following degree requirement(s): CRIM - Law, Fulfills the following degree requirement(s): CRIM - Political Scienc

**Equivalent(s):** WGST 343

**Restriction(s):**

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

**POLS 304      Criminal Justice Amendments and Courts      credit(s): 3**

Study of the 4th, 5th, 6th and 8th amendments to the constitution and how they are applied in the criminal justice system. Focus on relevant case law, operation of the courts and law enforcement in the criminal justice system. Fulfills the following degree requirement(s): CRIM - Elective, Fulfills the following degree requirement(s): CRIM - Law, Fulfills the following degree requirement(s): CRIM - Political Science

**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.

**Restriction(s):**

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

**POLS 309      Political Parties and Elections      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.

**Restriction(s):**

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

**POLS 310      Native American Government and Politics      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.

**Equivalent(s):** ENVS 325, NTAS 311

**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.

Fulfills the following degree requirement(s): BU - LPP conc Req, Fulfills the following degree requirement(s): CRIM - Elective, Fulfills the following degree requirement(s): CRIM - Political Science

**Restriction(s):**

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

**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.

Fulfills the following degree requirement(s): CRIM - Elective, Fulfills the following degree requirement(s): CRIM - Political Science

**Equivalent(s):** WGST 341C

**Restriction(s):**

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

**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.

**Equivalent(s):** ENVS 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.

Fulfills the following degree requirement(s): INST - Interactions

**Restriction(s):**

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

**POLS 320 Bureaucracy and Citizens credit(s): 3**

From a citizen's viewpoint, the need for public bureaucracy, its politics, improvement, and relations with citizens.

Fulfills the following degree requirement(s): CRIM - Elective, Fulfills the following degree requirement(s): CRIM - Political Science

**Equivalent(s):** POLS 321

**Restriction(s):**

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

**POLS 321 Politics and Public Administration credit(s): 3**

The way American public bureaucracy operates.

Fulfills the following degree requirement(s): BU - LPP conc Req, Fulfills the following degree requirement(s): CRIM - Elective, Fulfills the following degree requirement(s): CRIM - Political Science

**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.

**Equivalent(s):** SOSJ 342, WGST 340

**Restriction(s):**

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

**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.

Fulfills the following degree requirement(s): BU - LPP conc Req, Fulfills the following degree requirement(s): CRIM - Elective, Fulfills the following degree requirement(s): CRIM - Law, Fulfills the following degree requirement(s): CRIM - Political Scienc

**Restriction(s):**

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

**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. Upon sufficient demand.

**Restriction(s):**

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

**POLS 325 Selected Topics: American Politics** **credit(s): 3**

The study of selected topics in American politics. Upon sufficient demand.  
Course repeatable for 9 credits.

**Restriction(s):**

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

**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.

**Equivalent(s):** SOSJ 343, 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.

Fulfills the following degree requirement(s): BU - LPP conc Req

**Equivalent(s):** WGST 344

**Restriction(s):**

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

**POLS 328 Politics of the Pacific NorthWest** **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.

**Equivalent(s):** ENVS 380

**Restriction(s):**

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

**POLS 329 North 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.

**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.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec

**Restriction(s):**

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

**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.

**Restriction(s):**

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

**POLS 332 American Political Thought: The 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.

**Restriction(s):**

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

**POLS 333 American Political Thought: Civil War and After credit(s): 3**

Political thought from the Progressives through the rise of Neoconservatism and the newly emergent Republican majority. Relies on political documents such as speeches and essays, fiction with political overtones, and scholarly writing about American politics and thought.

**POLS 335 Marxism 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.

**Restriction(s):**

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

**POLS 336 Selected Texts In Political Thought credit(s): 3**

Intensive look at a single writer or group of writers; designed to achieve greater understanding than is possible in a broad survey course. Upon sufficient demand.

Course repeatable for 12 credits.

**Restriction(s):**

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

**POLS 337 Ethics and Politics credit(s): 3**

Problem of "dirty hands" in politics and why it occurs. Three different ways politics can be ethical. How the separation of powers in the American Constitution is a distinction of moral authorities. Close reading of classic works including Machiavelli, Just War, the Lincoln-Douglas debates. Spring.

**Restriction(s):**

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

**POLS 338 20<sup>th</sup> Century Political Thought 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): Sophomore, Junior, Senior

**POLS 340 Christian Political Thought credit(s): 3**

Examines Protestant and Catholic theologies of politics: ancient, modern, and contemporary. Variety of Christian reactions to politics: power, authority, social justice, freedom, rights, obligations, citizenship, sin, and grace in

history and institutions. Considers secular critiques of Christian thought. Upon sufficient demand.  
Fulfills the following degree requirement(s): CATH - Catholic Studies elec

**Restriction(s):**

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

**POLS 341 Feminist Thought credit(s): 3**

Analyzes 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.

**Equivalent(s):** WGST 401

**Restriction(s):**

Must not be the following Class(es): Freshman

**POLS 343 War and Peace 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.

**POLS 345 Machiavelli and The Romans credit(s): 3**

An extended examination of Machiavelli's political thought. The course will focus on The Prince, The Discourses (including some treatment of Livy's Discourses) and other relevant works (including Plutarch's Essays).

Fulfills the following degree requirement(s): ITAL - upper division elec

**POLS 346 Tocqueville and America 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.

**POLS 350 Survey of International Studies 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.

**Equivalent(s):** INST 301

**Restriction(s):**

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

**POLS 351 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):** INST 342

**Restriction(s):**

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

**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.

Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement(s): 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.

Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): INST - European Studies

**Equivalent(s):** INST 395

**Restriction(s):**

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

**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.

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): INST - European Studies

**Equivalent(s):** INST 325

**Restriction(s):**

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

**POLS 356 Area Studies in Politics credit(s): 3-4**

An analysis of selected foreign governments.

Course repeatable for 12 credits.

**Restriction(s):**

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

**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, Fulfills the following degree requirement(s): ITAL - upper division elec

**Restriction(s):**

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

**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.

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): INST - Latin American Studies, Fulfills the following degree require

**Equivalent(s):** INST 310, SOSJ 329

**Restriction(s):**

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

**POLS 360 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, Fulfills the following degree requirement(s): INST - European Studies

**Equivalent(s):** INST 346

**Restriction(s):**

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

**POLS 361 European Relations**

**credit(s): 3**

Offered in Paris only.

**Restriction(s):**

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

**POLS 363 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

**Equivalent(s):** INST 326, WGST 342

**Restriction(s):**

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

**POLS 364 Politics of the Pacific Rim**

**credit(s): 3**

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.

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - Interactions

**Equivalent(s):** INST 389

**Restriction(s):**

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

**POLS 365 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.

**Equivalent(s):** INST 390

**Restriction(s):**

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

**POLS 366 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. Introductionduces major analytical perspectives and organizing concepts fashioned by scholars to make these issues comprehensible.

**Equivalent(s):** INST 401

**Restriction(s):**

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

**POLS 367 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, Fulfills the following degree requirement(s): INST - Interactions

**Equivalent(s):** INST 393

**Restriction(s):**

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

**POLS 368 Tyranny to Democracy in the 21<sup>st</sup> Century 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, Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s)

**Equivalent(s):** INST 392, SOSJ 346

**Restriction(s):**

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

**POLS 369 The Politics of Eurasia 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.

Fulfills the following degree requirement(s): INST - Difference

**Equivalent(s):** INST 355

**Restriction(s):**

Must not be the following Class(es): Freshman

**POLS 370 Modern Democracies credit(s): 3**

Selected foreign democratic systems; constitutional and ideological principles; governmental forms, practices, and problems. Taught at Gonzaga-in-Florence.

Fulfills the following degree requirement(s): INST - Difference, Fulfills the following degree requirement(s): INST - European Studies

**Restriction(s):**

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

**POLS 371 International Law 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.

Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement

**Equivalent(s):** INST 345

**Restriction(s):**

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

- POLS 372 Middle East Politics 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.  
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.  
Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement(s): RELI - Contemporary Issues
- POLS 375 Global Environmental Politics credit(s): 3**  
Unique interdisciplinary examination of the historical, philosophical, and moral consequences of human interaction with the global environment by focusing on the relevant local, national and international governments, national and indigenous peoples, non-governmental organizations (NGOs), regimes and industries.  
Fulfills the following degree requirement(s): INST - Interactions  
**Equivalent(s):** ENVS 322
- 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.  
Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): 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.  
Fulfills the following degree requirement(s): INST - Asian Studies content, Fulfills the following degree requirement(s): INST - European Studies, Fulfills the following degree requirement(s): INST - Interactions, Fulfills the following degree requirement  
**Equivalent(s):** INST 347  
**Restriction(s):**  
Must be the following Class(es): Sophomore, Junior, Senior
- POLS 378 Climate Change Science and Politics credit(s): 3**  
**Equivalent(s):** ENVS 324
- POLS 390 Directed Study credit(s): 1-3**  
Topic to be determined by instructor.  
Course repeatable for 9 credits.
- POLS 395 Topics in Political Science credit(s): 3**  
Selected questions in the discipline.  
Course repeatable for 12 credits.

- 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.
- POLS 432 CIS:** **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
- POLS 484 Seminar in American Politics** **credit(s): 3**  
 Selected topics.  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior
- POLS 486 Seminar in Political Thought** **credit(s): 3**  
 Selected topics.  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior
- POLS 487 Seminar in International Relations** **credit(s): 3**  
 Selected topics.  
 Course repeatable for 8 credits.  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior
- POLS 488 Seminar: Comparative Politics** **credit(s): 3**  
 Selected topics.  
 Course repeatable for 9 credits.  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior
- POLS 490 Directed Readings** **credit(s): 1-3**  
 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 credits.
- POLS 492 Independent Research or Study** **credit(s): 1-4**  
 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 credits.
- POLS 497 Public Affairs Internship:** **credit(s): 0-9**  
 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.  
 Course repeatable for 9 credits.

**POLS 499      Comprehensive Exam Preparation****credit(s): 1**

Required of all Political Science majors in their final year; students must register during regular registration.

**Restriction(s):**

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

## Psychology

Chairperson: Monica Bartlett

Professors: N. Worsham, M. Kretchmar-Hendricks, A.M. Medina

Associate Professors: M. Bartlett, V. Norasakkunkit, M. Nelson

Assistant Professors: S. Arpin, A. Bies, T. McCulloh, P. Romanowich, A. Stivers, G. Thorne

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 or complete independent research under faculty supervision, the results of which must be presented at a regional or national conference (PSYC 498, 499). 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)**

PSYC 101 General Psychology	3 credits
PSYC 202 Statistics for Psychology	3 credits
PSYC 206 Scientific Principles of Psychology	3 credits

**Upper Division (minimum 24 credits)**

Area A:	6 credits
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PSYC 300-320 (3-6 credits)

PSYC 330-334 (0-3 credits)

Area B:

PSYC 335-340

3 credits

PSYC 345-364

3 credits

Area C:

PSYC 365-399

3 credits

Area D:

PSYC 450-497

3 credits

PSYC 300-497\*

6 credits

One of the following two courses:

0 credits

PSYC 498 Comprehensive Alternative

PSYC 499 Comprehensive

**Research Concentration:**

Area A:

PSYC 300-320

3 credits

PSYC 300-334

3 credits

Area B:

PSYC 335-340

3 credits

PSYC 345-364

3 credits

Area C:

PSYC 365-399

3 credits

Area D:

PSYC 450 Advanced Statistics in Psychology

3 credits

One of the following:

3-4 credits

PSYC 493 Group Research Topics (3 credits)

PSYC 496 Individual Research Topics (3 credits)

PSYC 455/PSYC 455L Graduate Emphasis: Advanced Research Methods &amp; Lab (4 credits)

PSYC 470/PSYC 470L Behavior Analysis &amp; Lab (4 credits)

PSYC 300-497\*

3 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
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\*Majors may take either PSYC 406 or PSYC 408 (*but not both*) to fulfill upper-division major requirements; 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, personality, 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 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

### 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 Field(s) of Study: Psychology, Psychology

**Prerequisite(s):** PSYC 101

### PSYC 206 Scientific Principles of Psychology

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 scientific principles guiding psychology. Majors must earn a grade of B- or better (course may be repeated). Research concentration students must earn an A- or better. Fall and Spring.

### Restriction(s):

Must be in the following Field(s) of Study: Psychology, Psychology

Must not be the following Class(es): Freshman

**Prerequisite(s):** PSYC 101( and MATH 121 or MATH 321 or PSYC 202 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

### PSYC 280 Nurturing Reverence for Life

credit(s): 3

This course is aimed at non-psychology majors, participating in the Zambia program. Through readings and direct field observation, students will be introduced to the behavior of chimpanzees, in the tradition of comparative

psychology. Students will also expand their world-view through cultural immersion activities by working with local and visiting school children and at a nearby Women's Center. Permission of Instructor required.

**PSYC 281 Special Topics** **credit(s): 3**

Topics to be determined by faculty.

Course repeatable for 6 credits.

**Restriction(s):**

Must be in the following Major(s): Psychology

**Prerequisite(s):** PSYC 101

**PSYC 285 Psychology of Transcendence** **credit(s): 3**

Utilizing perspective gained from development psychology, developmental psychopathology, object relations theory, and attachment theory this course will explore both positive and defensive uses of the human quest of transcendence. Focusing on religious traditions throughout the world (Judaism, Christianity, Islam, Buddhism, Hinduism, etc.) this course will provide familiarity with common themes of transcendent experience (salvation, enlightenment, timeless grace, etc.).

**Restriction(s):**

Must be the following Class(es): Senior

**Prerequisite(s):** PSYC 101 and one course from PHIL 400-499 and one course from RELI 300-399

**PSYC 290 Directed Study** **credit(s): 1-3**

Topic to be determined by faculty. Permission of Department Chair required.

Course repeatable for 3 credits.

**PSYC 300 Biological Psychology** **credit(s): 3**

This course will introduce students to the biological structures and processes that are involved in psychological behavior. Students will learn about the cells, anatomy, and development of the human nervous system, and about the biological processes related to specific behaviors including perception, movement, emotion, learning, memory, and cognition.

Fulfills the following degree requirement(s): PSYC - Area A 300-320, Fulfills the following degree requirement(s):

PSYC - Area A 300-334

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 305 Sensation and Perception** **credit(s): 3**

Examines the transduction of sensory information, its processing and organization by the human nervous system, and how these processes result in perceptual experiences. Emphasis on vision and hearing.

Fulfills the following degree requirement(s): PSYC - Area A 300-320, Fulfills the following degree requirement(s):

PSYC - Area A 300-334

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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, Fulfills the following degree requirement(s):

PSYC - Area A 300-320, Fulfills the following degree requirement(s): PSYC - Area A 300-334

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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, Fulfills the following degree requirement(s):

PSYC - Area A 300-334

**Restriction(s):**

Must be in the following Field(s) of Study: 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 pre-requisite, but is not required.

Fulfills the following degree requirement(s): PSYC - Area A 300-320, Fulfills the following degree requirement(s):

PSYC - Area A 300-334

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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, Fulfills the following degree requirement(s):

PSYC - Area B 335-340, Fulfills the following degree requirement(s): PSYC - Area B 335-364

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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, Fulfills the following degree requirement(s): CRIM - Psychology, Fulfills the following degree requirement(s): PSYC - Area B 335-340, Fulfills the following degree requirement(s): PSYC - Area

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or EDSE 320 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or EDSE 320 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 352 Emerging Adulthood credit(s): 3**

This course examines psychological development during the lifespan from post-adolescence through middle age, with an emphasis on emerging adulthood.

Fulfills the following degree requirement(s): PSYC - Area B 335-364

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or EDSE 320 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 355 Psychology of Aging credit(s): 3**

This course will explore the interaction and impact of the aging process on physiological, cognitive, and psychological changes within the individual. The course will include topics such as the diversity of aging experiences, retirement, widowhood, coping with illness, family care giving, and mental health issues.

Fulfills the following degree requirement(s): PSYC - Area B 335-364

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

Must not be the following Class(es): Freshman

**Prerequisite(s):** PSYC 101

**PSYC 357 Lifespan Development credit(s): 3**

Lifespan development explores the physical, cognitive, and socio-emotional changes that humans experience across the lifespan from birth through old age. In the course we will address questions such as: "Is development continuous or discontinuous?" "Are we the product of nature or nurture?" "Do all people follow a similar trajectory or is human development marked by diversity?" Drawing on developmental, social and cognitive psychology, and an understanding of development milestones of each age period, in the course as we investigate development we will pay special attention to the roles of parents, peers, schools, and socioeconomic contexts in those processes.

Fulfills the following degree requirement(s): PSYC - Area B 335-364

**Prerequisite(s):** PSYC 101

**PSYC 364 Abnormal Child Psychology credit(s): 3**

An overview of theory, research, and practice in developmental psychopathology. The major disorders of childhood are reviewed. Upon sufficient demand.

Fulfills the following degree requirement(s): PSYC - Area B 335-364

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

Must not be the following Class(es): Freshman, Sophomore

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 365 Ethics in Psychology credit(s): 3**

Using the APA ethical guidelines for psychologists we will examine the aspirational goals, the standards themselves, the history of the current standards, and how to apply them in a variety of situations faced by psychologists.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101

**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 that influence learning, and how to structure the classroom environment to maximize learning. Upon sufficient demand.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

**Prerequisite(s):** PSYC 101

**PSYC 375 Cross-cultural Psychology credit(s): 3**

An exploration of the psychological research which seeks to understand differences and similarities in human

behavior when compared across cultures and groups.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 380 Industrial-Organizational Psychology credit(s): 3**

A survey of psychology applied to the work experience. Selection, evaluation, leadership, and work motivation are among the broad range of topics covered.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

Course repeatable for 6 credits.

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 385 Behavior Management credit(s): 3**

A critical review of learning procedures used to effect behavioral change in the natural environment. Includes treatment of both normal and maladaptive behaviors.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101

**PSYC 390 Psychopathology credit(s): 3**

Survey of major emotional and behavior disorders; discussion of causation, symptomology, and treatment.

Fulfills the following degree requirement(s): CRIM - Elective, Fulfills the following degree requirement(s): CRIM - Psychology, Fulfills the following degree requirement(s): PSYC - Area C 365-399

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 391 Sem: Culture and Mental Health credit(s): 3**

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 pre-requisites are Cultural Psychology (PSYC 318) and Psychopathology (PSYC 390).

Fulfills the following degree requirement(s): PSYC - Area C 365-399

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 395 Clinical Neuropsychology credit(s): 3**

Neuropsychology is the study of the relationship between brain functioning and behavior, especially as it applies to psychopathology. The course will incorporate an introduction to neuroanatomy, an overview of neuropsychological assessment, and clinical case studies.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 396 Seminar: Health/Pediatric Psychology credit(s): 3**

This course is designed to cover a survey of health/pediatric psychology (i.e. studying the interface between psychological and physical processes), while simultaneously providing in-depth analysis of various topic areas (e.g. oncology, pain, etc.). Course content will emphasize many aspects of health/pediatric psychology including basic

and applied research, consultation, clinical intervention, and health promotion strategies. Reading/writing intensive.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 397 Children:Risk and Resilience credit(s): 3**

The reading and writing intensive seminar focuses on factors and contexts that pose risks for development as well as those that promote resilience. Topics include the neuro-biological, behavioral, and social effects of child neglect, maltreatment, and other childhood trauma; an exploration of global and political issues including extreme poverty; a Children's Bill of Rights; and the research on resilience, including some promising programs to promote resilience. Recommended especially for students interested in clinical or social work with children or in teaching.

Fulfills the following degree requirement(s): PSYC - Area C 365-399

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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.

**Equivalent(s):** ENVS 333

**Prerequisite(s):** PSYC 101

**PSYC 402 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, Fulfills the following degree requirement(s): CRIM - Psychology

**Equivalent(s):** CRIM 370

**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)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 be in the following Field(s) of Study: Psychology

Must be the following Class(es): Senior

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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, and experiential approaches. This course is especially recommended for students considering a career in a clinical context as a therapist. We will apply family systems theories to clinical case studies and examine how family therapists try to bring about change.

Students will have an opportunity to integrate these concepts as they begin to clarify and develop their own therapeutic framework.

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 414 Group Process**

**credit(s): 3**

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.

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 416 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):** WGST 352

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 422 Development in Diverse Environments**

**credit(s): 3**

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 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 428 Seminar: Psychology of Trauma**

**credit(s): 3**

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 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 432 CIS:**

**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

**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 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 442 Pre-immersion for Study Abroad credit(s): 1**

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.

Course repeatable for 2 credits.

**PSYC 449 Special Elective Topics credit(s): 3**

Topic to be determined by faculty.

Course repeatable for 9 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 450 Advanced Statistics in Psychology credit(s): 3**

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

Course repeatable for 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 455 Graduate 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 or 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

**Corequisite(s):** PSYC 455L, PSYC 498

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 455L Graduate Emphasis: Advanced Research Method Lab** **credit(s): 1**

See PSYC 455 course description. To be taken concurrently with PSYC 455. Permission of instructor required.

**Corequisite(s):** PSYC 455

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 relationships; self-disclosure and social support.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 460 Testing and Measurement** **credit(s): 3**

Emphasis on the theoretical aspects of psychological testing for test administration, construction, and evaluation. Either PSYC 460 or PSYC 462 (but not both) will count toward Psychology major and minor requirements.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 462 Psychological Assessment credit(s): 3**

Emphasis on the theoretical aspects of psychological testing for test administration, construction, and evaluation in clinical settings. Either PSYC 460 or PSYC 462 (but not both) will count toward Psychology major and minor requirements.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 465 History and Systems of Psychology credit(s): 3**

The various systematic approaches to the understanding of psychological phenomena are surveyed in historical context; such schools as structuralism, functionalism, psychoanalysis humanistic psychology, and varieties of behaviorism and cognitivism, will be considered.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101

**PSYC 470 Behavior Analysis credit(s): 4**

The attitudes, principles, and techniques which enter into the experimental analysis of behavior. Concentrated laboratory study and the communication of experimental findings.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

**Corequisite(s):** PSYC 470L

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

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

**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

**Restriction(s):**

Must be in the following Field(s) of Study: 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 Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 474 Seminar: Attachment Across the 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 Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 480 Comparative Psychol 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 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 485 Special Topics in Advanced T/P/R credit(s): 3**

Topic to be determined by faculty.

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 490 Directed Study** **credit(s): 0-3**

Directed study of special topic to include readings and practical application.

Fulfills the following degree requirement(s): PSYC - Area D 450-497

Course repeatable for 3 credits.

**Restriction(s):**

Must be in the following Major(s): Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**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 Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 493 Group Research Topics** **credit(s): 0-3**

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

Course repeatable for 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 494 Tutoring** **credit(s): 0-3**

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.

Course repeatable for 12 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 495 Practicum** **credit(s): 1**

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

Course repeatable for 3 credits.

**Prerequisite(s):** PSYC 390, minimum grade: B- and PSYC 399, minimum grade: B-

**PSYC 496 Individual Research Topics** **credit(s): 1-3**

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

Course repeatable for 12 credits.

**Restriction(s):**

Must be in the following Major(s): Psychology

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 497 Internship**

**credit(s): 0-6**

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

Course repeatable for 9 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology

**PSYC 498 Comprehensive Alternate**

**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 be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 499 Comprehensive**

**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 be in the following Field(s) of Study: Psychology

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

**Prerequisite(s):** PSYC 101 and (PSYC 206 or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)



## Religious Studies

Chairperson: Kevin B. McCrudden

Professors: M. Cook, S.J. (Emeritus), J. Dallen (Emeritus), H. Doohan (Emerita), L. Doohan (Emeritus), J. Downey (Emeritus), P. Hartin (Emeritus), R. Large, K. McCrudden, P. McCormick, J. Milos, C.S.J (Emerita), A. Nigro, S.J. (Emeritus), M. Rindge, L. Schearing, J. Sheveland, C. Siejk (Emerita), C. Skok (Emeritus), B. Tyrrell, S.J. (Emeritus)

Associate Professors: E. Clark, S. Dunn, E. Goldstein, R. Hauck, S. Kuder, S.J., J. Mudd, A. Wendlinder

Assistant Professors: G. Chien, M. McCabe, R. Siebeking, K. Vander Schel

Senior Lecturer: P. Baraza

Lecturers: J. Nguyen, S.J., S. Starbuck, Q. Tran, S.J.

Religion pervades our economic, political, and social lives. Gonzaga's Religious Studies majors explore the religious dimensions of human experience and cultures. They analyze how religious traditions mediate meaning and value through sacred texts, theological reflection, ethics, spirituality, and ritual. Students utilize these meanings and values to respond to critical human problems in a contemporary global context. In keeping with the University's Jesuit inspired mission, Religious Studies majors will be attentive to caring for the whole person, promoting justice, and being women and men for and with others, especially the poor.

A Bachelor of Arts degree with a major in Religious Studies requires 36 credits. Following two 100 level scripture courses (New Testament and Hebrew Bible), students will be required to take 4 more classes which will effectively build on the interpretative skills they have acquired on the 100 level. These will be (1) History of Christian thought, (2) a course on the Catholic Intellectual tradition, (3) Christian Ethics, and (4) Interreligious Dialogue, a course that seeks to build interconnections between Christian theology and the theologies of other religious traditions. All majors will also take a Junior Seminar where they will learn methodology and develop research skills prior to their advanced study. Lastly, students are also required to take a course in religions other than Christianity.

Each major must choose either a Christian Theology or Religious Pluralism Concentration. Majors who want to delve deeper into the history, beliefs and practices of Christianity should choose the Christian Theology concentration. They will select three electives from the following four areas: Systematic Theology, Women and Theology, Practical Theology and Contemporary Issues, and an upper level Scripture class. Other majors, seeking a more comparative approach in the study of religion, should choose the Religious Pluralism concentration. They will be required to select three electives from the following four areas: World Religion, Women and Religion, Religions and Contemporary Issues, and the study of Sacred texts. Each concentration will conclude with a Senior Seminar.

### 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.

The Religious Studies Department also offers a minor in Religious Studies. A total of eighteen credits is required for the minor in Religious Studies, of which nine (9) credits must be upper division.

Only electives offered by the Department of Religious Studies or approved by the Department Chair may be counted toward the major.

<b>B.A. Major in Religious Studies 36 Credits</b>	
<b>Integrated Foundation</b>	
One of the following Hebrew Bible courses*:	3 credits
RELI 105 Old and New Testament	
RELI 110 The Hebrew Bible	
RELI 111 Feminist Interpretations of the Hebrew Bible	
RELI 112 Ecojustice and the Hebrew Bible	
One of the following New Testament courses*:	3 credits
RELI 105 Old and New Testament	
RELI 120 The New Testament	
RELI 124 Gospels: The Life and Teachings of Jesus	
One of the following History of Christian Thought courses*:	3 credits
RELI 205 History and Teaching of Christianity	
RELI 215 Christian Diversity	
One of the following Christian Theology/Catholic Intellectual Tradition courses*:	3 credits
RELI 200 Religion and Human Experience	
RELI 210 Christian Doctrine	
RELI 211 Feminist Christian Doctrine	
RELI 212 Spirituality of Apostle Paul	
RELI 215 Christian Diversity	
RELI 220 Catholicism	
RELI 221 African Catholicism	
RELI 225 African American Religions	
RELI 230 Contemporary Church	
RELI 231 Women and Contemporary Church	
RELI 240 Special Topics	
RELI 250 American Christianities	
RELI 270 Theology in Global Contexts	
RELI 330 Principles of Christian Morality	3 credits
RELI 350 Interreligious Dialogue	3 credits
RELI 399 Junior Seminar	3 credits
One of the following World's Religions courses*:	3 credits
RELI 351 Religions of Asia	
RELI 352 Judaism	
RELI 353 Buddhism	
RELI 354 Islamic Civilization	
RELI 355 Hinduism	
RELI 356 Native American Religions	
RELI 492B Holocaust	
(or other non-Christian Religions)	

Concentration courses Students complete one course in three of the four areas.	9 credits
RELI 499 Senior Seminar	3 credits
<b>Christian Theology Concentration 9 credits</b>	
Students complete one course in three of the four areas.	
Systematic Theology	3 credits
RELI 210-240	
RELI 420-429	
RELI 440-443	
RELI 445-449	
Women and Theology:	3 credits
RELI 211 Feminist Christian Doctrine	
RELI 371 Women and Christian Spirituality	
RELI 385 Feminist Theologies	
RELI 485 Feminism and Christianity	
RELI 486 Women and Spiritual Journey	
Practical Theology	3 credits
RELI 310-370 (excluding RELI 330, RELI 350-355)	
RELI 430-439	
RELI 444 Women in Ministry	
RELI 449-486	
Scripture	3 credits
RELI 310 Bible and Contemporary Christian Ethics	
RELI 401-419	
<b>Religious Pluralism Concentration: 9 credits</b>	
Students complete one course in three of the four areas.	
World's Religions	3 credits
RELI 403 Greek Gods and Heroes	
RELI 351 Religions of Asia	
RELI 352 Judaism	
RELI 353 Buddhism	
RELI 354 Islamic Civilization	
RELI 356 Native American Religions	
Women and Religion	3 credits
RELI 408 Women and the Bible	
RELI 410 Hebrew Scriptures: Special Topics	
RELI 486 Women and Spiritual Journey	
Religions and Contemporary Issues	3 credits
POLS 373 Arab-Israeli Conflict	
RELI 305 Religion and Violence	
RELI 355 Hinduism	

RELI 492B Holocaust	
SOCI 384 Sociology of Religion	
Sacred Texts	3 credits
RELI 401-402	
RELI 404-406	
RELI 409-410	
RELI 496A-496B	
<b>Minor in Religious Studies: 18 Credits</b>	
<b>Lower Division Courses</b>	
One of the following Scripture/Sacred Texts courses	3 credits
RELI 105 Old and New Testament	
RELI 110 The Hebrew Bible	
RELI 111 Feminist Interpretations of the Hebrew Bible	
RELI 112 Ecojustice and the Hebrew Bible	
RELI 120 The New Testament	
RELI 124 Gospels: The Life and Teachings of Jesus	
One of the following Christianity/Catholic Traditions courses>	3 credits
RELI 200 Religion and Human Experience	
RELI 210 Christian Doctrine	
RELI 211 Feminist Christian Doctrine	
RELI 212 Spirituality of Apostle Paul	
RELI 215 Christian Diversity	
RELI 220 Catholicism	
RELI 221 African Catholicism	
RELI 225 African American Religions	
RELI 230 Contemporary Church	
RELI 231 Women and Contemporary Church	
RELI 240 Special Topics	
RELI 250 American Christianities	
RELI 270 Theology in Global Contexts	
<b>Upper Division Courses</b>	
One of the following World/Comparative Religions courses	3 credits
RELI 351 Religions of Asia	
RELI 352 Judaism	
RELI 353 Buddhism	
RELI 354 Islamic Civilization	
RELI 355 Hinduism	
RELI 403 Greek Gods and Heroes	
RELI 356 Native American Religions	
RELI Electives	9 credits
* for Religious Studies majors and minors ONLY: Advanced courses (400 level) in the areas of scripture, history/theology, and Christian morality MAY be	

substituted for this requirement. Approval from the Department Chair is Required.

## Courses

- RELI 105 Old and New Testament** **credit(s): 3**  
A study of both Old and New Testament as the scriptures of Christianity.
- RELI 105H 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): Core: Christian or Catholic  
**Prerequisite(s):** HONS 190 (or concurrent)
- RELI 110 The Hebrew Bible** **credit(s): 3**  
Examines the historical, literary and contemporary worlds of the Hebrew Bible.  
Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel  
**Equivalent(s):** RELI 112
- RELI 110H Honors: The Hebrew Bible** **credit(s): 3**  
For Honors students. See RELI 110 for course description.  
**Prerequisite(s):** HONS 190 (or concurrent)
- RELI 111 Feminest Interpretation of the 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):** WGST 251
- RELI 112 Ecojustice and the Hebrew Bible** **credit(s): 3**  
Examines the Hebrew Bible in terms of its literary, historical, and cultural dimensions with special attention to the role Earth and all creation plays in the biblical materials.  
Fulfills the following degree requirement(s): Core: Christian or Catholic  
**Equivalent(s):** ENVS 140, ENVS 160, RELI 110
- RELI 120 The 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.  
Fulfills the following degree requirement(s): Core: Christian or Catholic
- 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 124 Gospels: Life and 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.  
Fulfills the following degree requirement(s): Core: Christian or Catholic
- RELI 124H Gospels: Life and Teachings of Jesus, Honors** **credit(s): 3**  
For Honors Students. See RELI 124 for course description.  
**Equivalent(s):** RELI 124  
**Prerequisite(s):** HONS 190 (or concurrent)
- RELI 190 Directed Study** **credit(s): 1-6**  
Topic to be decided by faculty.  
Course repeatable for 12 credits.

**RELI 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

**Restriction(s):**

Must be the following Class(es): Freshman

**RELI 193H FYS: Honors 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

**Prerequisite(s):** HONS 190

**RELI 200 Religion and Human Experience credit(s): 3**

An exploration of some of the basic experiences, concepts, and challenges involved in being religious.

Fulfills the following degree requirement(s): Core: Global Studies, Core: World or Comparative Rel

**RELI 205 History and Teachings 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.

Fulfills the following degree requirement(s): Core: Christian or Catholic

**RELI 205H History and Teachings of Christianity, Honors 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.

**Prerequisite(s):** HONS 190H

**RELI 210 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.

Fulfills the following degree requirement(s): RELI - Systematic Theology, Core: Christian or Catholic

**Equivalent(s):** RELI 210H

**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, WGST 252C

**RELI 212 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. In

this sense, Paul's spirituality offers a window into the ways in which first century Christians navigated the often complex process of translating their faith convictions into patterns of behavior.

Fulfills the following degree requirement(s): Core: Christian or Catholic

**RELI 215 Christian Diversity credit(s): 3**

An introduction to the history, beliefs, and practices of selected denominations within Christianity such as Orthodox, Lutheran, Anglican, Reform, Anabaptist, and others. Students will also examine the impact of culturally diverse expressions of Christianity within a North American context, e.g. African American and Hispanic.

Fulfills the following degree requirement(s): RELI - Systematic Theology, Core: Christian or Catholic

**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 220 Catholicism credit(s): 3**

Exploration of the identity of the Roman Catholic tradition with emphasis on Catholicism's dialogue with the contemporary world.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec, Core: Christian or Catholic

**Equivalent(s):** RELI 220H

**RELI 220H Honors Catholicism credit(s): 3**

For Honors students only. See RELI 220 for course description.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec, RELI - Systematic Theology

**Prerequisite(s):** HONS 190

**RELI 221 African Catholicism credit(s): 3**

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.

Fulfills the following degree requirement(s): RELI - Systematic Theology, Core: Christian or Catholic, Core: Global Studies

**RELI 225 African American Religions credit(s): 3**

This course introduces you 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.

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 - Systematic Theology

**RELI 231 Women and Contemporary Church 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): CATH - Catholic Studies elec, RELI - Systematic Theology

**Equivalent(s):** RELI 230, WGST 255

**RELI 240 Seminar: Special Topics credit(s): 3**

Topic to be determined by instructor.

Fulfills the following degree requirement(s): RELI - Systematic Theology, Core: Christian or Catholic

Course repeatable 3 time.

**RELI 240H Seminar: Special Topics Honors credit(s): 3**

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)

**RELI 250 American Christianities credit(s): 3**

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.

Fulfills the following degree requirement(s): Core: Christian or Catholic

**RELI 270 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.

Fulfills the following degree requirement(s): Core: Christian or Catholic, Core: Global Studies

**RELI 290 Directed Study credit(s): 1-6**

Topic to be decided by faculty.

Course repeatable for 12 credits.

**RELI 305 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.

Fulfills the following degree requirement(s): RELI - Contemporary Issues, Core: Global Studies, Core: World or Comparative Rel

**Equivalent(s):** INST 305

**RELI 310 Bible and Contemporary Christian Ethics credit(s): 3**

Moral and ethical dilemmas confront every society. Biblical texts address multiple moral and ethical issues, often framing such issues as questions of justice or injustice. This course explores four contemporary ethical issues by placing personal narratives into mutually critical dialogue with biblical texts. We will analyze the interplay between the treatment of ethics in biblical texts and contemporary experiences of justice/injustice. This course focuses upon four contemporary issues: wealth/poverty; wary/violence/peace; nationalism/patriotism; and gender/sexuality.

Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Scripture, RELI - Systematic Theology

**Equivalent(s):** WGST 357

**RELI 311 Bible and Film in Dialogue 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?

Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Systematic Theology, Core: Christian or Catholic

**RELI 330 Principles of Christian Morality 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?

Fulfills the following degree requirement(s): RELI - Systematic Theology, Core: Ethics

**Restriction(s):**

Must not be in the following Major(s): Environmental Studies Major, Nursing



- RELI 331 Christian Sexual Morality** **credit(s): 3**  
 A Christian perspective on the ethical dimensions of human sexuality and issues of gender.  
 Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Systematic Theology, Core: Ethics  
**Restriction(s):**  
 Must not be in the following Major(s): Environmental Studies Major, Nursing
- RELI 332 Christian Marriage** **credit(s): 3**  
 Christian and Catholic teachings on marriage and family life in light of contemporary challenges.  
 Fulfills the following degree requirement(s): CATH - Catholic Studies elec, RELI - Practical Theology, RELI - Systematic Theology
- RELI 333 Christian Medical Ethics** **credit(s): 3**  
 How should Christians judge and respond to the technologies and dilemmas of modern medicine? What Christian principles should guide our medical and health care decisions and policies?  
 Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Systematic Theology
- RELI 334 Healing and Wholeness** **credit(s): 3**  
 A Christ-centered model and method for healing, transforming, transcending physical challenges, psychological wounds, addictive, tendencies and for ongoing transfiguration of the whole person.  
 Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Systematic Theology
- 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): RELI - Practical Theology, RELI - Systematic Theology, SOSJ - Block A  
**Equivalent(s):** SOSJ 310
- RELI 335A Christianity and Human Rights** **credit(s): 3**  
 This course focuses on human rights in order to address the general issue of how religion and politics might honestly mix. Can Christian thought contribute to grounding a critical cross-cultural conversation? Issues include the use and abuse of religious traditions, conflicts between human rights and religion, the notion of universal human rights, the Asian values debate, human rights in contemporary American society, human rights in the church, globalization, unity and diversity, relativism, Christian resources and the formulation of a political theology.  
 Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Systematic Theology
- RELI 336 Christian Ethics of 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.  
 Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Systematic Theology, Core: Christian or Catholic
- RELI 337 Vietnam: War and Christian 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.  
 Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Systematic Theology
- RELI 343 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.  
 Fulfills the following degree requirement(s): RELI - Practical Theology, Core: Christian or Catholic  
**Equivalent(s):** SOSJ 361
- RELI 350 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): SOSJ - Block D, Core: Global Studies, Core: World or Comparative Rel  
**Equivalent(s):** INST 304, SOSJ 365

**RELI 351 Religions of Asia credit(s): 3**

The diverse non-Western religious beliefs and practices and various religious perspectives regarding world brotherhood and sisterhood. Includes an introduction to the religions of the world.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, RELI - World's Religion conc, Fulfills the following degree requirem

**Equivalent(s):** INST 330

**RELI 352 Judaism credit(s): 3**

Judaism as a living religion and a diverse religio-cultural phenomenon; Judaism's history and a survey of contemporary Jewish religious practices.

Fulfills the following degree requirement(s): RELI - World's Religion conc

**RELI 353 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 a waking, 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, Fulfills the following degree requirem

**Equivalent(s):** INST 333

**RELI 354 Islamic Civilization credit(s): 3**

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.

Fulfills the following degree requirement(s): INST - Asian Studies content, INST - Difference, RELI - World's Religion conc, Fulfills the following degree requirem

**Equivalent(s):** HIST 348, INST 368

**RELI 355 Hinduism credit(s): 3**

Introduction to the foundations and milestones of Hinduism and the importance of Hindu mythology in shaping Indian culture and rituals.

Fulfills the following degree requirement(s): RELI - Contemporary Issues, RELI - World's Religion conc

**RELI 356 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): NTAS – elective RELI - World's Religion conc, Core: Global Studies

**Equivalent(s):** NTAS 322

**RELI 360 Liturgy credit(s): 3**

A general survey of liturgy; the roots and contemporary manifestations of celebration, ritual, and symbol.

Fulfills the following degree requirement(s): RELI - Practical Theology, Core: Christian or Catholic

**RELI 361 Worship in Western Christianity credit(s): 3**

The historical evolution of worship in western Christianity to the twentieth century and how it has been understood theologically; contemporary Catholic and Protestant traditions of worship.

Fulfills the following degree requirement(s): RELI - Practical Theology

- RELI 370 Christian Spirituality** **credit(s): 3**  
 The sources, nature, and forms of Christian spirituality historically and within the contemporary context.  
 Fulfills the following degree requirement(s): CATH - Catholic Studies elec, RELI - Practical Theology, Core: Christian or Catholic
- RELI 371 Women and Christian Spirituality** **credit(s): 3**  
 An exploration of the themes, questions, and foundations of Christian spirituality with special focus on the experience of women.  
 Fulfills the following degree requirement(s): CATH - Catholic Studies elec, RELI - Women and Theology  
**Equivalent(s):** WGST 356
- RELI 381 Ignatian Spirituality** **credit(s): 3**  
 The personal spirituality and legacy of St. Ignatius Loyola.  
 Fulfills the following degree requirement(s): RELI - Practical Theology
- RELI 385 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.  
 Fulfills the following degree requirement(s): RELI - Women and Theology, Core: Christian or Catholic  
**Equivalent(s):** WGST 355
- RELI 390 Applied Theology: Special Topics** **credit(s): 3-4**  
 Course repeatable for 9 credits.
- RELI 391 Directed Study** **credit(s): 1-6**  
 Topic to be decided by faculty.  
 Course repeatable for 12 credits.
- RELI 399 Junior Seminar** **credit(s): 3**  
 As preparation for the 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. Fall.  
**Restriction(s):**  
 Must be in the following Major(s): Religious Studies  
 Must be the following Class(es): Junior, Senior
- RELI 401 Pentateuch** **credit(s): 3**  
 An historical-critical and theological study of the documents which constituted Israel's understanding of covenant with God.  
 Fulfills the following degree requirement(s): RELI - Scripture, RELI - Sacred Texts  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 402 Genesis** **credit(s): 3**  
 The focus of this course is two-fold: 1) to engage in a detailed literary and historical critical analysis of these stories, and 2) to examine how these stories continue to be discussed and debated in the twenty-first century. Some topics for consideration will be: 1) science and Genesis (Evolution, Genetic Engineering), 2) race and Genesis, 3) gender and Genesis, 4) Jewish/Christian/Muslim relations and Genesis.  
 Fulfills the following degree requirement(s): RELI - Scripture, RELI - Sacred Texts  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 403 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.

Fulfills the following degree requirement(s): RELI - Scripture, RELI - World's Religion conc

**Equivalent(s):** CLAS 310

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 404 Psalms Literature**

**credit(s): 3**

An examination of Israel's Psalms that explores their poetic and theological elements, their history of interpretation in Judaism and Christianity, and their use in contemporary worship.

Fulfills the following degree requirement(s): RELI - Scripture, RELI - Sacred Texts

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 405 Wisdom Literature**

**credit(s): 3**

A study of the literary, theological, and historical dimensions of the books of Proverbs, Job Ecclesiastes, Sirach, and the Wisdom of Solomon and their place in the development of Hebrew thought.

Fulfills the following degree requirement(s): RELI - Scripture, RELI - Sacred Texts

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 406 Prophets of Israel**

**credit(s): 3**

A survey of prophecy in ancient Israel that focuses on the nature of prophecy, the role and message of the prophets, and the parameters of contemporary prophetic ministry.

Fulfills the following degree requirement(s): RELI - Scripture, RELI - Sacred Texts

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 408 Women and the Bible**

**credit(s): 3**

Examines women's depiction in Old Testament narratives, ancient Israel's patriarchal culture, and the Old Testaments role in supporting modern women's full humanity. Engages feminist hermeneutics and scholarship.

Fulfills the following degree requirement(s): RELI - Scripture, RELI - Women and Religion

**Equivalent(s):** WGST 455

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 409 Dead Sea Scrolls**

**credit(s): 3**

Surveys the history of the discovery of the Dead Sea Scrolls, the contents of the Scrolls, and the archeology of the Qumran community. Explores the relationship between the Scrolls and early Judaism, the development of the Old Testament, and the development of early Christianity. Asks what the scrolls can reveal about our own understanding of God, Jesus, and Christian Faith.

Fulfills the following degree requirement(s): RELI - Scripture, RELI - Sacred Texts

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 410 Hebrew Scriptures: Special Topics**

**credit(s): 3**

Fulfills the following degree requirement(s): RELI - Scripture, RELI - Sacred Texts, RELI - Women and Religion

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 411 Synoptic Gospel**

**credit(s): 3**

Matthew, Mark, and Luke in their interrelationship and their independent development.

Fulfills the following degree requirement(s): RELI - Scripture

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 412 Johannine Literature**

**credit(s): 3**

The Gospel of John and the Johannine letters.

Fulfills the following degree requirement(s): RELI - Scripture

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 413 Paul: Apostle and Letter Writer**

**credit(s): 3**

Paul's life and theology as reflected in his letters.

Fulfills the following degree requirement(s): RELI - Scripture

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

- RELI 414 Revelation and General Epistles** **credit(s): 3**  
 How to interpret the Book of Revelation and the Epistles of James, Hebrews, Jude, and 1st and 2nd Peter.  
 Fulfills the following degree requirement(s): RELI - Scripture  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 417 Christians, Romans, and Jews** **credit(s): 3**  
 Origin, character, and development of Christianity in first-century Rome as revealed in the New Testament.  
 Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course, CLAS - Rome course, RELI -  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 418 Apocalyptic Literature** **credit(s): 3**  
 How to interpret the various books of apocalyptic literature in the Old and New Testaments.  
 Fulfills the following degree requirement(s): RELI - Scripture  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 419 New Testament: Special Topics** **credit(s): 3**  
 Fulfills the following degree requirement(s): RELI - Scripture  
 Course repeatable for 6 credits.  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 420 Contemporary Trends in Theology** **credit(s): 3**  
 A selective engagement of current themes and authors who are setting the course for theology in the 21st century.  
 Fulfills the following degree requirement(s): RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 421 Trinity, Creation, and Eschatology** **credit(s): 3**  
 The manifestation of God's purposes for human existence and the Christian's relationship with the Triune God.  
 Fulfills the following degree requirement(s): RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 422 Christology** **credit(s): 3**  
 The key movements in Christology today in the light of scriptural and conciliar teachings on Christ.  
 Fulfills the following degree requirement(s): RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 424 Suffering God** **credit(s): 3**  
 Can we really honor the reality of God and the concrete fact of human suffering at the same time? What is the relationship between suffering and God? The course investigates this ambiguous but classic religious experience as articulated in political and liberation theologies.  
 Fulfills the following degree requirement(s): RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 425 Political Theology** **credit(s): 3**  
 The critical relationship of religious and political values as foundational; memory, narrative, and solidarity as theological categories. Special emphasis on the work of Johann Baptist Metz with some attention to J. Moltmann and D. Soelle.  
 Fulfills the following degree requirement(s): RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 426 Globalization, Religion and Human Rights** **credit(s): 3**  
 An introduction to the notion of universal human rights with special attention to the role of religion in the debate. The contribution of recent Christian theology to this conversation. Issues include the clash of cultures, cultural relativity and universal truths, the possibility of a global ethic, the use and abuse of religious language, and theological contributions to international political dialogue.  
 Fulfills the following degree requirement(s): RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

- RELI 429 Systematic Theology:Special Topics** **credit(s): 3**  
 Fulfills the following degree requirement(s): RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 430 Theological Ethics** **credit(s): 3**  
 How does theological ethics inform a Christian understanding of our practical moral life? This course will examine the fundamental concepts of Christian theological ethics and study their application to specific ethical issues and problems.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 431 Christian Sexual Morality** **credit(s): 3**  
 Fundamental Christian moral principles and their application to the expression of human sexuality and issues of gender.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 432 CIS:** **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):** one course from RELI 300-399 or RELI 200H-299H
- RELI 435 Church and Social Justice** **credit(s): 3**  
 The issues of justice from a Church perspective as they affect society locally, nationally, and internationally.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 437 The Ethics of Nonviolence** **credit(s): 3**  
 An examination, through the writings of Mohandas Gandhi and Martin Luther King, Jr., of the sources, presuppositions, and goals of nonviolence as both a personal ethic and a movement for social change.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Equivalent(s):** SOSJ 440  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 438 Death and Dying** **credit(s): 3**  
 Study of the ethical issues that death and dying raise for human existence. Topics include definitions of death, truth-telling, termination of treatment, God and death, and war and death.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 439 Ethics: Special Topics** **credit(s): 3**  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 440 Ecclesiology** **credit(s): 3**  
 Study of the Church's ecumenical self-understanding of its nature and function in the contemporary world as reflected in official documents and theological writings.  
 Fulfills the following degree requirement(s): CATH - Catholic Studies elec, RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

- RELI 443      The Early Church** **credit(s): 3**  
 An examination of the central social, theological and institutional developments in the church from its origin to the fourth century. Emphasis is placed 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.  
 Fulfills the following degree requirement(s): CLAS - Elective course, CLAS - Greek course, CLAS - Rome course, RELI -  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 444      Women in Ministry** **credit(s): 3**  
 Women's participation in the Church's mission as expressed in scripture, history, tradition, and the contemporary life of the Church. Special emphasis on the development of skills which will enable a positive contribution to the issues.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 445      Church History to the Reformation** **credit(s): 3**  
 The historical origins of Christianity and its development to the Reformation.  
 Fulfills the following degree requirement(s): CATH - Catholic Studies elec, RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 446      The Reformation** **credit(s): 3**  
 The figures, ideas, and events that produced the religious challenge to medieval Christendom in the sixteenth century.  
 Fulfills the following degree requirement(s): RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 447      American Religious History** **credit(s): 3**  
 The role of religion in the development of American culture from the colonial period to the present.  
 Fulfills the following degree requirement(s): RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 448      Church History: Special Topics** **credit(s): 3**  
 Fulfills the following degree requirement(s): CATH - Catholic Studies elec, RELI - Systematic Theology  
 Course repeatable for 12 credits.  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 449      Ecclesiology: Special Topics** **credit(s): 3**  
 Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Systematic Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 450      Theology of Ministry** **credit(s): 3**  
 Theological foundations for ministry in the church including historical roots and contemporary experience. Attention will be given to both the theory and practice of ministry. Skills of theological reflection will provide the method of inquiry and direction for collaborative pastoral response.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 451      Pastoral Counseling** **credit(s): 3**  
 Foundations of theological models, methodology, and practice crucial to pastoral counseling. Special attention to counseling theory and related pastoral issues with emphasis on theological reflection and evaluative methods.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 452      Spiritual Direction** **credit(s): 3**  
 A holistic approach to the history, theological, and psychological foundations and methods of spiritual direction.

Personality types and prayer forms are also studied within the context of the director-directee relationship.

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 453 Programming and Administration in Ministry** **credit(s): 3**

Practical skills in church administration and collaborative ministerial leadership: skills for developing and administering ministry programs.

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 455 Sharing Faith** **credit(s): 3**

This course proposes foundations for a participatory and empowering approach to religious education and pastoral ministry. The curriculum is focused around five generative themes: the who, what, why, where, and how of Christian religious education. Within these themes the course examines particular topics and correlates with other issues in ministry.

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 457 Supervised Ministry** **credit(s): 1-4**

Ministerial experience under supervision and assistance in theological reflection. Permission from department required.

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 458 Practicum** **credit(s): 3**

Field based experience involving demonstrated competence in ministry.

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** RELI 450

**RELI 459 Ministry: Special Topics** **credit(s): 3**

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 460 Community Outreach** **credit(s): 3**

A course on volunteer work with both classroom and volunteer fieldwork components.

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 461 Sacraments** **credit(s): 3**

Theological study of the scriptural, doctrinal, and systematic presentation of sacramental life and worship.

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 463 Sacraments of Initiation** **credit(s): 3**

Christians are made, not born; a study of how this has been and is done sacramentally through baptism, confirmation, and the Eucharist.

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 465 Eucharist** **credit(s): 3**

Study of its Jewish origins, New Testament foundations and Catholic theology, including real presence, sacrifice, and ministry. The Eucharist as prayer and the Eucharist in ecumenical perspective.

Fulfills the following degree requirement(s): CATH - Catholic Studies elec, RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 469 Liturgy-Sacraments: Special Topics** **credit(s): 3**

Fulfills the following degree requirement(s): RELI - Practical Theology

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H



- RELI 471      New Testament Spirituality** **credit(s): 3**  
 The nature of biblical spirituality and a consideration of the spiritual teachings of the gospel writers.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 472      Christian Spiritual Traditions** **credit(s): 3**  
 A study of themes, issues, and selected classic texts in the history of Christian spirituality.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 473      Contemporary Christian Spirituality** **credit(s): 3**  
 A contemporary exploration of human relationships: self, community, world, and God through the lens of Christian spirituality.  
 Fulfills the following degree requirement(s): CATH - Catholic Studies elec, RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 474      Understanding Christian Mystic** **credit(s): 3**  
 The lives of Teresa of Avila and John of the Cross; their works and relevance for today.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 475      Spirituality and Social Justice** **credit(s): 3**  
 Explores the interconnectedness of the Christian experience of God and the commitment to justice in society; the dialectic of the mystical and prophetic dimensions of Christian existence.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 476      Prayer and Discernment** **credit(s): 3**  
 Practical spiritual and personal development: contemplative prayer, discernment, spiritual direction, healing ministry.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 479      Spirituality: Special Topics** **credit(s): 3**  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 480      Spirituality and Ministry** **credit(s): 3**  
 An exploration of spirituality as formative and foundational to contemporary ministry.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 482      Spirituality and Adult Life Cycle** **credit(s): 3**  
 The dynamics of Christian growth in connection with contemporary life-cycle research.  
 Fulfills the following degree requirement(s): RELI - Practical Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 485      Feminism and Christianity** **credit(s): 3**  
 An investigation and critique of the dialogue between feminist theory and Christian theology. Specific issues and persons are selected for consideration.  
 Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Women and Theology  
**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H
- RELI 486      Women and Spiritual Journey** **credit(s): 3**  
 An exploration of the impact of the women's movement on the understanding and experience of spirituality. Issues include God-imagery, scriptural approaches, expressions of prayer and ritual.  
 Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Women and Religion, RELI - Women and Theology

**Equivalent(s):** WGST 457

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 490 Directed Readings** **credit(s): 1-6**

Permission from Department required.

Course repeatable for 12 credits.

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 491 God and Philosophy** **credit(s): 3**

Philosophical views about God and our knowledge of God.

**Equivalent(s):** PHIL 466

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**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.

Fulfills the following degree requirement(s): RELI - Contemporary Issues

**Equivalent(s):** SOCI 384

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 495 Religion Theology and Science** **credit(s): 3**

A survey of various theological mediations of science, society, and religion. What challenges and opportunities does contemporary science offer to contemporary Christianity? How might one speak of Christian belief, scientific method, and religious experience in the modern world?

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 496A Classical Hebrew I** **credit(s): 3**

Fulfills the following degree requirement(s): CLAS - Elective course

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 496B Classical Hebrew II** **credit(s): 3**

Fulfills the following degree requirement(s): CLAS - Elective course

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**RELI 497 Internship** **credit(s): 0-6**

Provides undergraduate majors and minors in Religious Studies with valuable professional experience in non-profit, faith based, ecclesial, or governmental organizations, while creating opportunity to explore potential career paths.

Course repeatable for 6 credits.

**RELI 497A Elementary Biblical Greek I** **credit(s): 4**

A beginner's course in New Testament Greek: grammar, composition, and easy prose selections. Fall, alternate years.

**Equivalent(s):** GREK 151

**RELI 497B Elementary Biblical Greek II** **credit(s): 4**

Continuation of RELI 497A and more advanced grammar, composition and readings. Spring, alternate years.

**Equivalent(s):** GREK 152

**Prerequisite(s):** RELI 497A or GREK 151

**RELI 498 Practicum** **credit(s): 3**

**RELI 499 Senior Seminar** **credit(s): 1-3**

Taken in the Spring semester of the senior year this course will examine contemporary topics in Theological Ethics. Students will analyze the theological and ethical dimensions of the topic. The class is conducted in a seminar discussion format and will culminate in a major research paper. Required of all Religious Studies majors.

Course repeatable for 3 credits.

**Restriction(s):**

Must be in the following Major(s): Religious Studies

## Sociology

Chairperson: Andrea Bertotti Metoyer

Professor: G. Weatherby

Associate Professors: M. Bahr, A. Bertotti Metoyer, V. Gumbhir, W. Hayes, M. Marin, A. Miranne

Assistant Professors: A. Bruns, M. Deland, J. Johnston, N. Morlock

Professors Emeriti: J. Rinehart, E. Vacha

The study of sociology 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 requirements for a major in sociology have been designed to facilitate the acquisition of skills in social scientific theorizing and research design. The student may use the credits available in electives to pursue an interest in a specific content 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 in order to insure that both sets of requirements may be met. These students are advised to choose a minor which will broaden and strengthen their knowledge of social science.

<b>B.A. Major in Sociology: 33 Credits</b>	
<b>Lower Division</b>	
SOCI 101 Introduction to Sociology	3 credits
SOCI 202 Statistics for Social Science	3 credits
SOCI 204 Research Methods	3 credits
SOCI Lower-division electives	0-6 credits
<b>Upper Division</b>	
SOCI 311 Classical Social Theory	3 credits
SOCI 312 Contemporary Social Theory	3 credits
SOCI Electives	9-15 credits
SOCI 499 Sociology Senior Capstone	3 credits
<b>Minor in Sociology: 18 Credits</b>	
<b>Lower Division</b>	
SOCI 101 Introduction to Sociology	3 credits
SOCI Electives	0-6 credits
<b>Upper Division</b>	
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**

Topic determined by instructor.

Course repeatable for 6 credits.

**SOCI 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

**Restriction(s):**

Must be the following Class(es): Freshman

**SOCI 200 Social Problems, Solutions 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 not be the following Class(es): Freshman

**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.
- SOCI 283 Sociology of Health and Medicine** **credit(s): 3**  
 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.
- SOCI 290 Directed Study** **credit(s): 0-3**  
 Topic determined by instructor.  
 Course repeatable for 6 credits.
- SOCI 295 Special Topics** **credit(s): 1-3**  
 Topic determined by instructor.  
 Course repeatable for 9 credits.
- SOCI 311 Classical Social Theory** **credit(s): 3**  
 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))
- SOCI 312 Contemporary Social Theory** **credit(s): 3**  
 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):** (SOCI 101 (or concurrent) or CRIM 101 (or concurrent))
- SOCI 322 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.  
 Fulfills the following degree requirement(s): INST - Difference, INST - Latin American Studies  
**Equivalent(s):** INST 315  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior
- SOCI 323 Race and Minority Relations** **credit(s): 3**  
 A consideration, through theory and research, of the concepts of race; racial conflicts; ethnic, political, sexual, and religious minorities; and the modes of adjustment to such situations.  
 Fulfills the following degree requirement(s): SOSJ - Block B  
**Equivalent(s):** SOSJ 321  
**Restriction(s):**  
 Must be the following Class(es): Sophomore, Junior, Senior

**SOCI 325 Mexican American Experience credit(s): 3**

This course will study the historical development of Mexican American society, culture and community from 1848 to the present. Sociological themes of assimilation and cultural pluralism will provide the foundation for the analysis of this ethnic group.

**Restriction(s):**

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

**SOCI 326 East Asian Society credit(s): 3**

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 transformative 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 Collective Behavior and Social Movement credit(s): 3**

Crowds, riots, protests, and social movements are the subject matter of this course. These forms of social behavior 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 the range of collectivities encompassed within the field of collective and social movement behavior, and their impact on society particularly 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, 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.

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 354      Sociology of Mental Illness** **credit(s): 3**

This course provides an analysis of the problems of mental health and illness from the sociological perspective. Sociological approaches on the definition of mental illness; the social epidemiology of mental illness, problems of recognizing and defining conditions of mental illness, and hospital and community treatment of mental illness will be covered.

**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 Field(s) of Study: 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 not be the following Class(es): Freshman

**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

**SOCI 378      Social Economic Development of Italy**

**credit(s): 3**

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.

Fulfills the following degree requirement(s): INST - European Studies, ITAL - upper division elec

**Restriction(s):**

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

**SOCI 380      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):** SOSJ 345

**SOCI 381      Politics and Society**

**credit(s): 3**

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.

**Restriction(s):**

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

**SOCI 382      Population and Society**

**credit(s): 3**

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.

**Equivalent(s):** ENVS 382

**SOCI 383 Environmental Sociology**

**credit(s): 3**

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.

**Equivalent(s):** ENVS 326

**Restriction(s):**

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

**SOCI 384 Sociology of Religion**

**credit(s): 3**

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.

Fulfills the following degree requirement(s): RELI - Contemporary Issues

**Equivalent(s):** RELI 493

**Restriction(s):**

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

**SOCI 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):** CRIM 385

**Restriction(s):**

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

**SOCI 388 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. Equivalent: SOSJ 327

Fulfills the following degree requirement(s): SOSJ - Block B

**Equivalent(s):** SOSJ 327

**Restriction(s):**

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

**SOCI 390 Feminist Thought**

**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

**SOCI 391 Directed Study**

**credit(s): 1-3**

Topic determined by instructor.

Course repeatable for 6 credits.

<b>SOCI 395</b>	<b>Topics in Sociology</b>	<b>credit(s): 1-4</b>
Topic determined by instructor.		
Course repeatable for 9 credits.		
Must be the following Class(es): Sophomore, Junior, Senior		
<b>SOCI 396</b>	<b>Topics in Sociology</b>	<b>credit(s): 3-4</b>
Topic determined by instructor.		
Course repeatable for 8 credits.		
<b>Restriction(s):</b>		
Must be in the following Major(s): Sociology		
Must be the following Class(es): Sophomore, Junior, Senior		
<b>SOCI 397</b>	<b>Topics in Sociology</b>	<b>credit(s): 1-4</b>
Topic determined by instructor.		
Course repeatable for 8 credits.		
Must be the following Class(es): Sophomore, Junior, Senior		
<b>SOCI 398</b>	<b>Topics in Sociology</b>	<b>credit(s): 3</b>
Topic determined by instructor.		
Must be the following Class(es): Sophomore, Junior, Senior		
<b>SOCI 399</b>	<b>Topics in Sociology</b>	<b>credit(s): 3</b>
Topic determined by instructor.		
Course repeatable for 6 credits.		
Must be the following Class(es): Sophomore, Junior, Senior		
<b>SOCI 432</b>	<b>CIS:</b>	<b>credit(s): 3</b>
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		
<b>SOCI 486</b>	<b>Seminar</b>	<b>credit(s): 1-3</b>
Topic determined by instructor.		
<b>Restriction(s):</b>		
Must be the following Class(es): Junior, Senior		
<b>SOCI 487</b>	<b>Seminar</b>	<b>credit(s): 1-3</b>
Topic determined by instructor.		
Course repeatable for 12 credits.		
<b>Restriction(s):</b>		
Must be the following Class(es): Junior, Senior		
<b>SOCI 488</b>	<b>Seminar</b>	<b>credit(s): 1-3</b>
Topic determined by instructor.		
Course repeatable for 12 credits.		
<b>Restriction(s):</b>		
Must be the following Class(es): Junior, Senior		

**SOCI 489 Seminar** **credit(s): 1-3**

Topic determined by instructor.

Course repeatable for 12 credits.

**Restriction(s):**

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

**SOCI 490 Directed Readings** **credit(s): 1-3**

Supervised advanced reading in selected topics in sociology. Must obtain prior permission from Sociology Department Chair.

Course repeatable for 6 credits.

**Restriction(s):**

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

**SOCI 494 Seminar in Research and Theory** **credit(s): 1-3**

In this class, 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 class. 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.

Course repeatable for 3 credits.

Must be the following Class(es): Senior

**SOCI 495 Independent Research Project** **credit(s): 1-3**

Approved directed experience in sociological research proposed by the student.

Course repeatable for 3 credits.

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

**SOCI 496 Practicum in Sociology** **credit(s): 1-3**

Supervised experience in a selected social agency. Credit by arrangement.

Course repeatable for 6 credits.

**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**

Practical experience working within a variety of settings related to the field of sociology. Internships are individually arranged.

Course repeatable for 3 credits.

**Restriction(s):**

Must not be the following Class(es): Freshman, Sophomore

**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 requirement. Spring.

**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 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.

<b>Minor in Solidarity and Social Justice: 21 Credits</b>	
<b>Required courses:</b>	
SOSJ 101 Introduction to Solidarity and Social Justice	3 credits
SOSJ 499 Solidarity and Social Justice Praxis	3 credits
<b>Elective courses:</b>	
Block A: What is social justice and why does it matter? (One of the following courses)	3 credits
SOSJ 410/PHIL 462 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? (One of the following courses)	3 credits
SOSJ 220/SOCI 244 Sex, Gender, and Society	
SOSJ 320/ECON 322 Work, Wages, and Inequality	
SOSJ 321/SOCI 323 Race and Minority Relations	
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 439 Special Topics Block B	
Block C: How does social change happen? (One of the following courses)	3 credits
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 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 350 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	
VART 170 Photographic Art	
SOSJ 479 Special Topics Block D	
<b><i>(A maximum of six credits may be taken from any one department)</i></b>	

**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, Sophomore, Junior

**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 180 Special Topics credit(s): 0-3**

Topic to be determined by Instructor.

Course repeatable for 6 credits.

**SOSJ 190 Directed Study credit(s): 0-6**

Topic to be determined by instructor.

Course repeatable for 12 credits.

**SOSJ 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

**Restriction(s):**

Must be the following Class(es): Freshman

**SOSJ 220 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):** SOCI 244, WGST 201

**SOSJ 240 Social Problems, Solutions and Social Change credit(s): 3**

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.

Fulfills the following degree requirement(s): SOSJ - Block C

**Equivalent(s):** SOCI 200

**Restriction(s):**

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

**SOSJ 260 Fundamentals of Television Production credit(s): 3**

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

**Equivalent(s):** BRCO 203

**Corequisite(s):** SOSJ 260L

**SOSJ 260L Fundamentals of Television Production Lab** **credit(s): 0**

See SOSJ 260 for course description. Taken concurrently with SOSJ 260.

**Equivalent(s):** BRCO 203L

**Corequisite(s):** SOSJ 260

**SOSJ 261 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.

Fulfills the following degree requirement(s): SOSJ - Block D

**Equivalent(s):** JOUR 270

**Prerequisite(s):** INMD 101

**SOSJ 262 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.

Fulfills the following degree requirement(s): SOSJ - Block D

**Equivalent(s):** JOUR 210

**Prerequisite(s):** JOUR 110 or SOSJ 160

**SOSJ 263 Analyzing Habits and Practices** **credit(s): 3**

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.

**Equivalent(s):** COMM 285

**Prerequisite(s):** COMM 100

**SOSJ 280 Special Topics** **credit(s): 1-3**

Topic to be determined by Instructor.

2 time.

**SOSJ 320 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, Core: Social Justice

**Equivalent(s):** ECON 312, ECON 322

**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): Sophomore, Junior, Senior

**Prerequisite(s):** ECON 201 or ECON 270H

**SOSJ 321 Race and Minority Relations** **credit(s): 3**

A consideration, through theory and research, of the concepts of race; racial conflicts; ethnic, political, sexual, and

religious minorities; and the modes of adjustment to such situations. Fall, alternate years.

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 class, 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**

A study of the experiences of African-Americans from the 1600s to the present, which will include the development of slavery, the Civil War and Reconstruction, African-Americans on the frontier, and the African-American experience in the 20th century.

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 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 Collective Behavior and Social Movement credit(s): 3**

Crowds, riots, protests, and social movements are the subject matter of this course. These forms of social behavior 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 the range of collectivities encompassed within the field of collective and social movement behavior, and their impact on society particularly 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<sup>st</sup> Century**

**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

**SOSJ 347 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, SOSJ - Block C

**Equivalent(s):** HIST 351

**SOSJ 360 Writing in the Workplace**

**credit(s): 3**

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.

Fulfills the following degree requirement(s): ENGL - Writing, SOSJ - Block D

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**SOSJ 363      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.

Fulfills the following degree requirement(s): SOSJ - Block D

**Equivalent(s):** COMM 331

**SOSJ 365      Interreligious Dialogue      credit(s): 3**

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 350

**SOSJ 366      Writing for Social Action      credit(s): 3**

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

**SOSJ 367      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.

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 397      Special Topics      credit(s): 1-3**

Topic to be determined by instructor.

Course repeatable 3 time.

**SOSJ 410      Theories Solidarity and Social Justice      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, PHIL 462

**Prerequisite(s):** PHIL 201 or PHIL 201H

**SOSJ 411      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, PHIL 463

**Prerequisite(s):** PHIL 201 or PHIL 201H

**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

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**Equivalent(s):** PHIL 414, PHIL 481

**Prerequisite(s):** PHIL 201 or PHIL 201H

**SOSJ 419 Special Topics Block A credit(s): 1-3**

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block A

Course repeatable 3 time.

**SOSJ 432 CIS: 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

**SOSJ 439 Special Topics Block B credit(s): 1-3**

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block B

Course repeatable 3 time.

**SOSJ 459 Special Topics Block C credit(s): 1-3**

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block C

Course repeatable 3 time.

**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**

Topic to be determined by instructor.

Fulfills the following degree requirement(s): SOSJ - Block D

Course repeatable 3 time.

**SOSJ 497 Internship** **credit(s): 0-6**

Practical experience working within a variety of settings related to the fields of solidarity and social justice.

Internships are individually arranged.

Course repeatable for 6 credits.

**SOSJ 499 Solidarity and Social Justice 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 Major(s): Solidarity and Social Justice

## Theatre and Dance

Chairperson: Charles Pepiton

Associate Professors: K. Jeffs, C. Pepiton

Assistant Professors: S. Ostersmith, C. Smith, L. Stamoolis

Lecturers: P. Erickson, S. Fealk, K. Parbon, R. Childers

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 and 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 and 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 and Dance at Gonzaga reflects the Catholic, Jesuit character and liberal arts tradition of the institution.

### Mission Statement

The Theatre and 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.

<b>B.A. Major in Theatre Arts: 44-49 credits</b>	
<b>Lower Division</b>	
THEA 100 Introduction to Theatre Arts	3 credits
THEA 200 Theatre History	3 credits
THEA 111 Acting I	4 credits
THEA 216 Acting II	4 credits
THEA 235 Design Process	3 credits
THEA 253 Directing I	3 credits
THEA 260 Technical Lab	2 credits
THEA 261 Performance Lab	2 credits

Two of the following five courses:	6-7 credits
THEA 132 Stagecraft	
THEA 134 Costume Construction	
THEA 237 Costume and Fashion Design	
THEA 239 Lighting Design	
THEA 332 Scenic Design	
Minimum of two credits from the following courses:	2 credits
THEA 120 Voice and Movement	
THEA 124 Ballet I	
THEA 125 Jazz Dance I	
THEA 224 Contemporary Modern Dance I	
THEA 230 Topics in Dance	
THEA 320 Ballet II	
THEA 321 Jazz Dance II	
THEA 322 Musical Theatre Dance	
THEA 323 Urban Dance	
<b>Upper Division</b>	
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
One of two concentrations:	8-9 credits
<b>Performance concentration:</b>	<b>9 credits</b>
THEA 240 Theatre for Young Audiences	3 credits
THEA 316 Acting for the Camera	4 credits
Two credits from the following courses:	2 credits
THEA 261 Performance Lab	
THEA 490-THEA 494 Directed Studies	
<b>Technical Theatre concentration:</b>	<b>8-9 credits</b>
One of the following four courses:	3 credits
THEA 134 Costume Construction	
THEA 237 Costume and Fashion Design	
THEA 239 Lighting Design	
THEA 332 Scenic Design	
One of the following courses:	3-4 credits
BRCO 204/BRCO 204L Audio Production	
BRCO 303 Intermediate Television Production	
Two credits from the following courses:	2 credits
THEA 260 Technical Lab	
THEA 490-494 Directed Studies	

<b>B.A. Major in Dance: 35 credits</b>	
<b>Lower Division</b>	
THEA 122 Interdisciplinary Arts	3 credits
THEA 227 Principles of Dance Conditioning	3 credits
THEA 228 Dance History	3 credits
THEA 260 Technical Lab	1 credit
Two of the following four courses:	4 credits
THEA 124 Ballet I	
THEA 125 Jazz I	
THEA 224 Contemporary/Modern I	
THEA 226 Accelerated Dance Technique	
<b>Upper Division</b>	
Two of the following five courses:	6 credits
THEA 320 Ballet II	
THEA 321 Jazz II	
THEA 322 Musical Theatre Dance	
THEA 323 Urban Dance	
THEA 324 Modern Dance II	
THEA 425 Choreography	3 credits
THEA 496A Strategies for Dance Instruction I	3 credits
THEA 498 Senior Project I	1 credit
One of two concentrations:	
<b>Dance Pedagogy concentration: 8 credits</b>	
THEA 426 Advanced Composition and Production	2 credits
THEA 496B Strategies for Dance Instruction II	2 credits
Electives:	4 credits
EDPE 224 Nutrition for Health and Fitness* (3 credits)	
EDPE 311 Health, Fitness, & Phys Ed Pedagogical Principles* (3 credits)	
EDTE 201 Learning Theories and Epistemologies (3 credits)	
EDTE 221E Elementary Instruction & Assessment** (3 credits)	
THEA 497 Internship (not to exceed 3 credits)	
THEA 132 Stagecraft (4 credits)	
THEA 134 Costume Construction (3 credits)	
THEA 237 Costume and Fashion Design (3 credits)	
THEA 239 Lighting Design (3 credits)	
*EDPE 190 prerequisite is waived	
**Students taking EDTE 221E must enroll concurrently in THEA 496A or THEA 496B.	



<b>Performance concentration:</b>	<b>8 credits</b>
THEA 226 Accelerated Dance Technique	2 credits
THEA 426 Advanced Composition and Production	2 credits
Electives:	4 credits
EDPE 224 Nutrition for Health and Fitness (3 credits)	
THEA 120 Voice and Movement (3 credits)	
THEA 226 Accelerated Dance Technique (2 credits, can be repeated)	
THEA 260 Technical Lab (not to exceed 2 credits)	
THEA 261 Performance Lab (not to exceed 4 credits)	
THEA 320-324 Additional Upper-Division Performance Courses (3 credits)	
THEA 497 Internship (not to exceed 3 credits)	
THEA 496B Strategies for Dance Instruction II (2 credits)	
THEA 132 Stagecraft (4 credits)	
THEA 134 Costume Construction (3 credits)	
THEA 237 Costume and Fashion Design (3 credits)	
THEA 239 Lighting Design (3 credits)	
<b>Minor in Theatre Arts: 20-21 credits</b>	
<b>Lower Division</b>	
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
<b>Upper Division</b>	
One of the following three courses:	3 credits
THEA 240 Theatre for Young Audiences	
THEA 253 Directing I	
THEA 332 Scenic Design	
<b>Minor in Dance: 20 credits</b>	
<b>Lower Division</b>	
One of the following theory/practice courses:	3 credits
THEA 122 Interdisciplinary Arts	
THEA 227 Principles of Dance Conditioning	

Two of the following technique/practice courses:	4 credits
THEA 124 Ballet I	
THEA 125 Jazz I	
THEA 224 Contemporary Modern Dance I	
THEA 226 Accelerated Dance Technique	
THEA 228 Dance History	3 credits
One of the following courses:	1 credit
THEA 260 Technical Lab	
THEA 261 Performance Lab	
<b>Upper Division</b>	
One of the following performance courses:	3 credits
THEA 320 Ballet II	
THEA 321 Jazz II	
THEA 322 Musical Theatre Dance	
THEA 323 Urban Dance	
THEA 324 Modern Dance II	
THEA 425 Choreography	3 credits
THEA 496A Strategies for Dance Instruction I	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 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**

Beginning instruction in ballet. This course includes the technique, vocabulary and history of classical ballet. May

be repeated. Fall.

Course repeatable for 8 credits.

**Equivalent(s):** THEA 120

**THEA 125 Jazz Dance I**

**credit(s): 2**

Beginning and continuing instruction in jazz dance. This course includes the technique, vocabulary and history of the genre. May be repeated. Fall.

Course repeatable for 8 credits.

**THEA 130 Topics in Dance**

**credit(s): 1-2**

Advanced courses, visiting artists, cultural dance. Periodic offering.

Course repeatable for 6 credits.

**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**

Topic to be determined by faculty.

Course repeatable for 6 credits.

**THEA 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

**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

**Prerequisite(s):** THEA 100

**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**

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.

Course repeatable 12 time.

**THEA 224 Contemporary Modern Dance I credit(s): 2**

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. May be repeated. Fall.

Course repeatable for 8 credits.

**THEA 226 Accelerated Dance Technique credit(s): 2**

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.

Course repeatable for 8 credits.

**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**

Topic to be determined by instructor. Periodic offering.

Course repeatable for 6 credits.

**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.

**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

- THEA 253 Directing I** **credit(s): 3**  
 The fundamental techniques of play analysis, actor communication, and composition are introduced and applied to model plays. Organizational, leadership, and conceptual skills are developed as students audition, cast, and rehearse chosen scenes from the modern realistic repertoire for performance. Fall.  
**Equivalent(s):** THEA 453  
**Restriction(s):**  
 Must not be the following Class(es): Freshman  
**Prerequisite(s):** THEA 111
- THEA 260 Technical Lab** **credit(s): 1**  
 Introductionductory level participation in one or more phases of the technical production process (set construction, costume construction, lighting, sound, etc.) Spring and Fall.  
 Course repeatable for 6 credits.
- THEA 261 Performance Lab** **credit(s): 1**  
 Performance of a role in a main stage theatre production. Spring and Fall.  
 Course repeatable for 6 credits.
- THEA 290 Directed Study** **credit(s): 1-3**  
 Topic to be determined by faculty.  
 Course repeatable for 6 credits.
- THEA 293 Special Topics** **credit(s): 1-4**  
 Topic to be determined by Instructor.  
 Course repeatable 2 time.
- THEA 294 Special Topics** **credit(s): 1-3**  
 Topic to be determined by Instructor.  
 2 time.
- 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**  
 This intermediate course in ballet focuses on technique, vocabulary, and choreography. Student participants in public performance. May be repeated. Spring.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design  
 Course repeatable for 8 credits.  
**Prerequisite(s):** THEA 124 or THEA 226
- THEA 321 Jazz Dance II** **credit(s): 3**  
 This intermediate course in jazz dance focuses on technique, vocabulary, choreography and performance studies. Dancers participate in public performances of the spring dance concert. May be repeated. Spring.  
 Fulfills the following degree requirement(s): Core: Fine Arts and Design  
 Course repeatable for 9 credits.  
**Prerequisite(s):** THEA 125
- THEA 322 Musical Theatre Dance** **credit(s): 3**  
 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. May be repeated. Spring, even years.  
 Course repeatable 2 time.

**THEA 323 Urban Dance credit(s): 3**

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.

Course repeatable 3 time.

**THEA 324 Modern Dance II credit(s): 3**

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. May be repeated. Spring.

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

Course repeatable 1 time.

**Prerequisite(s):** THEA 224

**THEA 330 Topics in Dance credit(s): 1-3**

Topic to be determined by instructor. Periodic Offering.

Course repeatable for 9 credits.

**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**

Topic to be determined by faculty.

Course repeatable for 6 credits.

**THEA 425 Choreography credit(s): 3**

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.

Course repeatable for 6 credits.

**THEA 426 Advanced Composition and Production credit(s): 2**

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.

Course repeatable for 4 credits.

**Prerequisite(s):** THEA 425, minimum grade: B

**THEA 432 CIS: 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

**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**

Intensive study of a particular aspect of theatre. Permission from Department Chair required. Upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

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

**THEA 481 Theatre Seminar** **credit(s): 1-3**

Intensive study of a particular aspect of theatre. Permission from Department Chair required. Upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

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

**THEA 482 Theatre Seminar** **credit(s): 1-3**

Intensive study of a particular aspect of theatre. Permission from Department Chair required. Upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

Must not be the following Class(es): Freshman, Sophomore

**THEA 483 Theatre Seminar** **credit(s): 1-3**

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

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

**THEA 484 Theatre Seminar** **credit(s): 1**

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

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

**THEA 485 Theatre Seminar** **credit(s): 1-3**

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

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

**THEA 486 Theatre Seminar** **credit(s): 1-3**

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

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

**THEA 487 Theatre Seminar** **credit(s): 1-3**

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

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

**THEA 488 Theatre Seminar** **credit(s): 1-3**

Intensive study of a particular aspect of theatre. Pre-requisite: permission of instructor. On sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

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

**THEA 489 Theatre Seminar** **credit(s): 1-6**

Intensive study of a particular aspect of theatre. Permission of instructor required. Upon sufficient demand.

Course repeatable for 6 credits.

**Restriction(s):**

Must not be the following Class(es): Freshman, Sophomore

**THEA 490 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.

Course repeatable for 6 credits.

**THEA 491 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.

Course repeatable for 6 credits.

**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**

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

Course repeatable for 6 credits.

**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**

Professional work experience in theatre related field. Fall, Spring, and Summer.

Course repeatable for 3 credits.

**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 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 credits

<b>Lower Division</b>	
INMD 101 Media Literacy	3 credits
One of the following two options:	3 credits
VART 170 Photographic Art <sup>(1)</sup>	
OUR 270 Photojournalism	
One of the following two options:	3 credits
VART 112 Design Fundamentals <sup>(2)</sup>	
JOUR 280 Design and Editing	
<b>Upper Division</b>	
VART 472 Creative Filmmaking	3 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: Cynthia Stavrianos

Associate Professor: S. Diaz

Assistant Professor: N. Rodriguez-Coss

The Gonzaga Women's and Gender Studies program is an interdisciplinary and multidisciplinary program that develops the capacity of students to understand the world through diverse theories and methodologies, using gender as a central analytic component. We seek to examine, question, and reflect on the constructions of gender and the impact these have on lived experiences of persons locally, nationally, and transnationally; to foster understanding of the intersectionality of gender, race, ethnicity, sexuality, and socioeconomic class; to cultivate the ethical obligation to combat sexism, heterosexism, and other forms of discrimination; and to encourage students to respect and value difference as we work for social justice.

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 in 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.

<b>Minor in Women's and Gender Studies: 21 credits</b>	
<b>Lower Division</b>	
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
<b>Upper Division</b>	
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 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

**Restriction(s):**

Must be the following Class(es): Freshman

**WGST 201 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.

**Equivalent(s):** SOSJ 220

**WGST 202 Gender, Difference, and Power** **credit(s): 3**

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.

**WGST 205 Gender and Pop Culture** **credit(s): 3**

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 culture 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.

**WGST 219 Introduction to Literature** **credit(s): 3**

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**

This course examines gender issues in various literary texts. Course may focus on only one genre or may include several genres.

**WGST 221 Literature and Film** **credit(s): 3**

An introductory exploration of the relationship between literature and film, with the goal of learning to "read" films critically and appreciatively.

Fulfills the following degree requirement(s): Core: Literature

**Equivalent(s):** ENGL 204

**WGST 222 Multicultural Literature** **credit(s): 3**

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.

**WGST 223 Writing** **credit(s): 3**

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.

**WGST 237C Ethics** **credit(s): 3**

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 201 or PHIL 201H

**WGST 251 Feminist 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 111, WOMS 251

**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):** WOMS 252

**WGST 255 Women and Contemporary Church** **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**

Topic to be determined by faculty.

Course repeatable for 12 credits.

**WGST 303 -isms: Racism, Classism, and 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 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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):** WOMS 323C

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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):** WOMS 326C

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, 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, 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, SOSJ 342, WOMS 340

**Restriction(s):**

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

**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): Sophomore, Junior, Senior

**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, POLS 363, WOMS 342

**Restriction(s):**

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

**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, WOMS 343

**Restriction(s):**

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

**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, WOMS 344

**Restriction(s):**

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

**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): Sophomore, Junior, Senior

**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, 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.

Fulfills the following degree requirement(s): RELI - Women and Theology, Core: Christian or Catholic

**Equivalent(s):** RELI 385, WOMS 355

**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, WOMS 356

**WGST 357 Bible and Contemporary Christian 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.

Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Scripture, RELI - Systematic Theology

**Equivalent(s):** RELI 310

**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, WOMS 360

**WGST 380 Special Topics** **credit(s): 1-3**

Topic to be determined by instructor.

Course repeatable for 9 credits.

**Equivalent(s):** WOMS 380

**WGST 390 Independent Study** **credit(s): 0-6**

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.

Course repeatable for 6 credits.

**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 Critical 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 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, WOMS 416

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, WOMS 417

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, WOMS 422C

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, WOMS 423C

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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, WOMS 424C

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**WGST 432 CIS:**

**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

**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 or PHIL 201H

**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, WOMS 435

**Prerequisite(s):** PHIL 201 or PHIL 201H

**WGST 455 Women and the Bible** **credit(s): 3**

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. Fulfills the following degree requirement(s): RELI - Scripture, RELI - Women and Religion

**Equivalent(s):** RELI 408, WOMS 455

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**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.

Fulfills the following degree requirement(s): RELI - Practical Theology, RELI - Women and Religion, RELI - Women and Theology

**Equivalent(s):** RELI 486, WOMS 457

**Prerequisite(s):** one course from RELI 300-399 or RELI 200H-299H

**WGST 460 Studies in Women Writers** **credit(s): 3**

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.

Fulfills the following degree requirement(s): ENGL - Major Elective require

**Equivalent(s):** ENGL 460, WOMS 460

**Prerequisite(s):** (ENGL 101 or ENGL 101H or ENGL 200) and one course from (CLAS 220 or ENGL 102 or ENGL 104H or ENGL 105 or ENGL 106 or ENGL 206H-207H or ENGL 201-249 or ENGL 251-299 or WGST 220 or WGST 222)

**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.

Course repeatable for 12 credits.

**Equivalent(s):** WOMS 490

**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.

Course repeatable for 12 credits.

**Equivalent(s):** WOMS 491

**Prerequisite(s):** (WGST 201 or WGST 202) and WGST 401(WOMS 201

**WGST 497 Women and Gender Studies Internship** **credit(s): 0-6**

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.

Course repeatable for 6 credits.

**WGST 499 Symposium** **credit(s): 3**

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.

**Equivalent(s):** WOMS 499

**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

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: P. Buller

Professors: K. Anderson, C. Barnes (Dean Emeritus), J. Beck, R. Bennett, M. Beqiri, E. Birrer (Emeritus), S.

Bozman, P. Buller, K. Carnes (Emeritus), C. Chen, T. Chuang, D. Elloy, J. Helgeson, K. Henrickson, K.

Hickman (Emeritus), E. Johnson, S. Kern, L. Kurpis, D. Law, P. Loroz, M. McPherson, J. Monks (Emeritus),

M. Shrader, V. Patil, M. Pepper, B. Steverson, D. Stewart, W. Teets (Emeritus), W. Terpening

(Emeritus), D. Xu, G. Weber

Associate Professors: G. Barone, A. Brajcich, R. Bull Schaefer, N. Chase (Emerita), D. Hackney, R.

Herzog, M. Hoag, T. Olsen, C. Stevens, A. Thatte, A. Voy

Assistant Professors: M. Banyji, J. Correia, S. Hedin, J. Morscheck, M. Tackett, Y. Zhang

Lecturers: C. DeHart, A. Leithauser, C. Lipsker

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	
ACCT 311 Data Analysis for Accountants	3 credits
ACCT 360 Intermediate Financial Accounting I	3 credits
ACCT 361 Intermediate Financial Accounting II	3 credits
ACCT 362 Accounting Information Systems	3 credits
ACCT 363 Cost Accounting	3 credits
ACCT 365 Federal Taxation I	3 credits
ACCT 366 Federal Taxation II	3 credits
ACCT 460 Advanced Financial Accounting	3 credits
ACCT 464 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): Sophomore, Junior, Senior

**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): Sophomore, Junior, Senior

**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 Major(s): Accounting, Business Administration

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

**ACCT 290 Directed Study credit(s): 1-3**

Topic to be decided by faculty.

Course repeatable for 6 credits.

**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 (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**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 (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**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 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 (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**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 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 (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**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): 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

- 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 (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**ACCT 366 Federal Taxation II** **credit(s): 3**

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.

**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

**Prerequisite(s):** ACCT 365, minimum grade: C

**ACCT 367 Financial Reporting and Analysis**

**credit(s): 3**

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.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

Must not be in the following Major(s): Accounting

**Prerequisite(s):** ACCT 260

**ACCT 390 Directed Study**

**credit(s): 1-3**

Topic to be decided by faculty.

Course repeatable for 6 credits.

**ACCT 460 Advanced Financial Accounting**

**credit(s): 3**

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.

**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

**Prerequisite(s):** ACCT 361

**ACCT 464 Auditing**

**credit(s): 3**

A study of auditing concepts and practices. Includes audit planning and procedures, EDP auditing, statistical sampling, ethical considerations, and report writing. 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, Post-Bacc

**Prerequisite(s):** ACCT 361 and ACCT 362

**ACCT 466 IFRS and U.S. GAAP I**

**credit(s): 3**

The course builds on intermediate-level reviews of various US Generally Accepted Accounting Principles (GAAP) theory and practice issues dealing with accounting for businesses, adding coverage of selected advanced topics, then helping students integrate into their understanding of financial accounting similarities and differences between US GAAP and International Financial Reporting Standards (IFRS). Related financial and managerial analysis and control topics will also be covered. Spring.

**Corequisite(s):** ACCT 467

**Restriction(s):**

Must be in the following Major(s): Accounting

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

**Prerequisite(s):** ACCT 361 ACCT 361

**ACCT 467 IFRS and U.S. GAAP II****credit(s): 3**

A continuation of ACCT 466 and taken concurrently with ACCT 466. Spring.

**Corequisite(s):** ACCT 466

**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

**Prerequisite(s):** ACCT 361

**ACCT 471 Forensic Accounting Lab****credit(s): 3**

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.

**Prerequisite(s):** ACCT 464

**ACCT 489 Special Topic Seminar****credit(s): 1-3**

On sufficient demand.

**Restriction(s):**

Must be in the following Major(s): Accounting

Must be the following Class(es): Senior

**Prerequisite(s):** (ACCT 260 and ACCT 261) or ACCT 263) and BMIS 235 and (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**ACCT 491 Directed Study****credit(s): 1-3**

Directed Study requires completion of a form, and department permission. Zagweb registration is not available.

Available Summer only

Course repeatable for 6 credits.

**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.

Course repeatable for 12 credits.

**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.

<b>Economics Concentration: 15 credits</b>	
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

### Courses

**ECON 200 Economic Analysis credit(s): 3**

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.

Fulfills the following degree requirement(s): Core: Social/Behavioral Sci

**Equivalent(s):** ECON 103, ECON 270H

**Restriction(s):**

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

Must not be in the following Field(s) of Study : Economics

**ECON 201 Microeconomics credit(s): 3**

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.

**Equivalent(s):** ECON 101, MBUS 500

**ECON 202 Macroeconomics credit(s): 3**

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.

**Equivalent(s):** ECON 102

**ECON 290 Directed Study**

**credit(s): 1-3**

Lower division topic to be determined in consultation with the faculty. Directed study requires completion of a form and permission from Department Chair. Zagweb registration is not available. Summer.

Course repeatable for 6 credits.

**ECON 301 Intermediate Microeconomics**

**credit(s): 3**

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.

**Equivalent(s):** ECON 403

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

**Prerequisite(s):** (ECON 201, minimum grade: B- or ECON 270H, minimum grade: B-)( and MATH 114 or MATH 148 or MATH 157)

**ECON 302 Intermediate Macroeconomics**

**credit(s): 3**

Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Spring.

**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): Sophomore, Junior, Senior

**Prerequisite(s):** ECON 202, minimum grade: B-( and MATH 114 or MATH 148 or MATH 157)

**ECON 303 Game Theory and Economic 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. Upon sufficient demand.

**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. Fall, Spring, and Summer.

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, SOSJ 320

**Prerequisite(s):** ECON 201 or ECON 270H

**ECON 324 Economics 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, 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): Sophomore, Junior, Senior

**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 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 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 401 Adam Smith and Karl Marx** **credit(s): 3**

A course focused on reading and discussing the works of two opposite but highly influential economic thinkers, Smith and Marx. Supplemented with material on other important economic thinkers from 1500 to 1870. Fall, odd-numbered years.

**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 402 Currents in 20th Cent Econ** **credit(s): 3**

Emphasis on the works of Institutionalists, neoclassical, Austrian, Keynesian, post-Keynesian and Chicago School economists. Fall, even-numbered years

**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 and the European Community** **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 be the following Class(es): Junior, Senior

**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 489 Special Topic Seminar** **credit(s): 1-3**

Topics and credit by arrangement.

Course repeatable for 9 credits.

**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

**ECON 491 Directed Study****credit(s): 0-3**

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.

Course repeatable for 6 credits.

**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 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

## 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.

<b>Entrepreneurship and Innovation Concentration: 12 credits</b>	
BENT 490 Creativity, Innovation and Entrepreneurship	3 credits
BENT 491 Creating New Ventures	3 credits
<b>One of the following:</b>	3 credits
BENT 492 Technology Entrepreneurship	
BENT 493 Social Entrepreneurship	
<b>One of the following:</b>	3 credits
BUSN 470 Multidisciplinary Action Projects	
BUSN 491 Startup Accelerator	
BUSN 494 Small Business Consulting	
BENT 495 New Venture Lab	
BENT 497 Internship	
BMIS 443 Technology for Web/Mobile-Based Business	

### Courses

**BENT 340 Small Business in Europe****credit(s): 3**

Small and medium sized businesses play a major role in the Italian economic system. Students will interact with the business community as they learn fundamental management and marketing principles as well as the unique organization structures, legal considerations, and operational issues associated with business enterprise in Italy. Florence only. On sufficient demand.

**BENT 490 Creativity, Innovation, & Entrshp credit(s): 3**

Prepares students with the fundamentals of idea generation, feasibility assessment, team building, and assembly of resources for the creation of a new venture. The class includes guest speakers, case studies, and a team project. Any major at the university can enroll. Fall and Spring. Sophomore standing

**Restriction(s):**

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

**BENT 491 Creating New Ventures credit(s): 3**

This course covers the fundamentals of creating and growing new commercial or social enterprises. Course content provides an overview of the world of entrepreneurship including an introduction to economics, the role of society and government, legal and ethical issues, creating and managing new ventures, and the various functional areas of business. Students are required to complete a business plan and investor presentation for a commercial or non-profit organization as part of the course requirements. This course counts towards the integrative requirement for business majors. In addition to receiving support from Gonzaga faculty and experienced entrepreneurs, students interact with attorneys, financiers, and other professional service providers. Any major at the university can enroll. Fall and Spring.

**Equivalent(s):** ENTR 491

**Restriction(s):**

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

**Prerequisite(s):** BENT 490 or BENT 492 or BENT 493

**BENT 492 Technology Entrepreneurship credit(s): 3**

This class develops a framework to study, analyze and understand the formation and creation of new ventures with an emphasis on organizations specializing in product innovation and technology as their main source of competitive advantage. This course introduces students with a technical background to the inherent risks, issues and hurdles faced by both independent and corporate entrepreneurs. The course objectives include: identifying and evaluating market opportunities, investigating intellectual property issues, creating a management team, funding start-ups, evaluating business models, and the growth of new ventures. Any major at the university can enroll. Fall.

Fulfills the following degree requirement(s): BU - E&I conc - Entrpshp

**Restriction(s):**

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

**BENT 493 Social Entrepreneurship credit(s): 3**

This course provides students with an introduction to social entrepreneurs (those who create new ventures to address unmet societal needs), the ventures they create, how these ventures create social value, and to provide students with the tools they need to pursue their own social enterprises. Students will address each of the key components of this emerging field: problem identification, solution identification, concept development, venture creation, value assessment, and the communication of the idea and venture goals. Students will explore examples of current social enterprises, leading thinkers in the field of social entrepreneurship, and core entrepreneurial theory focused on social enterprises. This course counts towards the integrative requirement for business majors. Any major in the university can enroll. Spring.

Fulfills the following degree requirement(s): BU - E&I conc - Entrpshp

**Restriction(s):**

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

**BENT 495 New Venture Lab credit(s): 0-3**

This is an experiential course that 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 involve 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. This course counts towards the experiential

requirement for business majors. Open to any major in the University. Fall, Spring and Summer. Instructor approval required.

Fulfills the following degree requirement(s): BU - E&I conc - Experience

Course repeatable for 3 credits.

**Equivalent(s):** ENTR 495

**Restriction(s):**

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.

<b>Finance Concentration: 15 credits</b>	
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 429B Portfolio Management II	
BFIN 429C Portfolio Management III	

### Courses

**BFIN 320 Principles of Finance**

**credit(s): 3**

Financial analysis and management, including time value of money, risk and return models, valuation, the cost of capital, capital budgeting techniques, and capital structure theory. Fall and Spring.

**Equivalent(s):** MBUS 520

**Restriction(s):**

Must be in the following Major(s): Accounting, Analytical Finance, Business Administration, General Business, Undeclared Business

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

**Prerequisite(s):** (ACCT 260 and ACCT 261) or ACCT 263) and BMIS 235 and (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**BFIN 322 Intermediate Finance**

**credit(s): 3**

A continuation of BFIN 320; new topics include working capital policy and management, advanced capital

budgeting techniques, options, and futures. Fall and Spring.

**Restriction(s):**

Must be in the following Major(s): Accounting, Analytical Finance, Business Administration, Undeclared Business

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

**Prerequisite(s):** BFIN 320

**BFIN 325 Financial Institutions**

**credit(s): 3**

Allocation of financial flows through the markets. Topics covered include the various financial institutions, fund flows, structure of markets, and management of financial institutions. On sufficient demand.

Fulfills the following degree requirement(s): BU - Finance conc course

**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):** BFIN 320

**BFIN 327 International Finance**

**credit(s): 3**

A study of financial considerations inherent in international business operations. Topics include: foreign currency markets and exchange rate forecasting; international risk exposure analysis and hedging strategies; international project evaluation and capital budgeting; and international trade financing methods. Fall and Spring.

Fulfills the following degree requirement(s): BU - Finance conc course, Fulfills the following degree requirement(s): BU - Int'l Business conc Rq, Fulfills the following degree requirement(s): BU - Oper Supply Chain conc

**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

**BFIN 422 Investment Analysis**

**credit(s): 3**

Basic principles and fundamentals of securities markets. Introduction to alternative investment choices and portfolio management theory. Fall and Spring.

**Restriction(s):**

Must be in the following Major(s): Analytical Finance, Business Administration, Undeclared Business

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

**Prerequisite(s):** BFIN 320

**BFIN 423 Financial Management Cases**

**credit(s): 3**

Case problems in corporate financial management. Topics include working capital, raising long-term capital, capital budgeting, cost of capital, and asset structure. Fall and 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):** BFIN 322

**BFIN 424 Real Estate Principles**

**credit(s): 3**

A study in the principles and practices of real estate marketing and financing. On sufficient demand.

Fulfills the following degree requirement(s): BU - Finance conc course

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

**Prerequisite(s):** BFIN 320

**BFIN 426 Mergers and Acquisitions credit(s): 3**

Merger types and characteristics, theoretical motivations for mergers, and principles of valuation are covered within the corporate finance framework. Spring.

Fulfills the following degree requirement(s): BU - Finance conc course, 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):** BFIN 320

**BFIN 429A Portfolio Management I credit(s): 1**

This is the first segment of a course that runs for three consecutive semesters beginning in the Spring semester of the student's junior year. Registration by instructor permission. Spring.

Fulfills the following degree requirement(s): BU - Finance conc course

**Equivalent(s):** BFIN 429

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

Must be in the following Field(s) of Study: Accounting, Business Administration, Finance, Undeclared Business

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

**Prerequisite(s):** BFIN 320

**BFIN 429B Portfolio Management II credit(s): 1**

This is the second segment of a course that runs for three consecutive semesters beginning in the Spring semester of the student's junior year. Fall.

Fulfills the following degree requirement(s): BU - Finance conc course

**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):** BFIN 429A

**BFIN 429C Portfolio Management III credit(s): 1**

This is the third segment of a course that runs for three consecutive semesters beginning in the Spring semester of the student's junior year. Spring.

Fulfills the following degree requirement(s): BU - Finance conc course

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

Must be in the following Field(s) of Study: Accounting, Business Administration, Finance, Undeclared Business

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

**Prerequisite(s):** BFIN 429B

**BFIN 489 Special Topic Seminar credit(s): 0-3**

Credit by arrangement. On sufficient demand.

**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):** BFIN 320

**BFIN 491 Directed Study** **credit(s): 1-3**

An individually designed course appropriate to the student's concentration. Available Summer only.

Course repeatable for 3 credits.

**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

## General Business Courses

The following general business courses are offered to all students in the School of Business Administration.

### Courses

**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.

**BUSN 190 Topics** **credit(s): 1-3**

Topic to be decided by faculty.

Course repeatable for 6 credits.

**BUSN 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

**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): Sophomore, Junior, Senior

**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**  
 This class is designed for first-year and sophomore students. It is taught with community partners and the staff of Career and Professional Development to help students "connect the dots" between their interests, values, skills, and academic and career options.
- BUSN 253 Career Activation** **credit(s): 1**  
 This class is designed for junior and senior students. It is taught with community partners and the staff of Career and Professional Development to help students prepare to transition into the workplace. It will cover critical skills for a successful college-to-career transition such as office politics, teambuilding, healthy work relationships, salary negotiations, and conflict resolution.
- 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 Emotional Quotient 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.
- BUSN 259 Value Chain Analysis** **credit(s): 1**  
 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.
- BUSN 260 Introduction to Non-Profits** **credit(s): 1**  
 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.
- BUSN 261 Non-Profit Management II** **credit(s): 1**  
 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.
- BUSN 262 Non-Profit Management III** **credit(s): 1**  
 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.
- BUSN 263 Intellectual Property** **credit(s): 1**  
 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.



**BUSN 264 Planning for Total Quality credit(s): 1**

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.

**BUSN 265 Women in the Workplace credit(s): 1**

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.

**BUSN 266 Preparing for Service credit(s): 1**

This class is designed to help students prepare for a career in volunteer service such as the Peace Corps or Jesuit Volunteer Corps.

**BUSN 267 Special Topics Skills Course credit(s): 1**

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.

Course repeatable 5 time.

**BUSN 268 Special Topics Skills Course credit(s): 1**

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.

Course repeatable 5 time.

**BUSN 269 Special Topics Skills Course credit(s): 1**

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.

Course repeatable 5 time.

**BUSN 270 Special Topics Skills Course credit(s): 1**

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.

Course repeatable 5 time.

**Restriction(s):**

Must not be the following Class(es): Freshman

**BUSN 283 Business Law credit(s): 3**

This course addresses the legal fundamentals in running a business with particular attention to contracts, partnerships, corporations, property, commercial paper, securities, and the regulatory environment. Fall and Spring.

**Restriction(s):**

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

**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.

Course repeatable for 20 credits.

**BUSN 290 Directed Study credit(s): 1-3**

Topic to be decided by faculty

Course repeatable for 10 credits.

**BUSN 390 Directed Study** **credit(s): 1-3**

Topic to be decided by faculty.

Course repeatable for 6 credits.

**BUSN 430 Sustainable Business** **credit(s): 3**

The course will examine the emerging practice of Sustainable Business. Coverage begins with an investigation as to why the "standard" business model may not be sustainable, including such topics as market failures, externalities, agency problems, short-termism, and the commons problem. On sufficient demand.

**Prerequisite(s):** ECON 201

**BUSN 432 CIS:** **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

**BUSN 470 Multidisciplinary Act Projects** **credit(s): 3**

This is a project-based course designed to give hands-on, real world experience on one or more projects for businesses in our community. These projects could include developing a branding strategy, designing a compensation system, or evaluating a new idea or opportunity. The projects cross all areas of organizational life and will require student teams to bring a variety of skills and knowledge bases to the work.

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) or ACCT 263) and BMIS 235 and (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**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

**Restriction(s):**

Must be in the following Major(s): Accounting, Business Administration, Undeclared Business

Must be the following Class(es): Senior

**Prerequisite(s):** PHIL 301 or PHIL 301H or WGST 237C

**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**

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.

Course repeatable for 20 credits.

**BUSN 489 Special Topics** **credit(s): 0-3**

Topics and credit by arrangement.

Course repeatable 2 time.

**Prerequisite(s):** (ACCT 260 and ACCT 261) or ACCT 263) and BMIS 235 and (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**BUSN 490 Integrative Perspectives** **credit(s): 3**

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.

Course repeatable 2 time.

**Restriction(s):**

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

**Prerequisite(s):** (ACCT 260 and ACCT 261) or ACCT 263) and BMIS 235 and (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**BUSN 491 Directed Study** **credit(s): 1-3**

Directed study requires completion of an application form and departmental permission. Zagweb registration not available. Summer only.

Course repeatable for 6 credits.

**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 be the following Class(es): Senior

**Prerequisite(s):** Must have a minimum cumulative g.p.a. of 3.25

**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

Course repeatable for 9 credits.

**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.

<b>Human Resource Management Concentration 12 Credits</b>	
MGMT 400 Recruitment and Selection	3 credits
MGMT 405 Compensation and Performance Appraisal	3 credits
MGMT 410 Training and Organizational Development	3 credits
MGMT 415 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 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) or ACCT 263) and BMIS 235 and (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

**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): Sophomore, Junior, Senior

**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 Compensation 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 Organizational 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**

Directed study requires completion of an application form, and departmental permission. Zagweb registration not available. Summer only.

Course repeatable for 6 credits.

**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:

ECON 311 Global Economic Issues (or ECON 321 for economics concentration)	3 credits
BFIN 327 International Finance	3 credits
MGMT 355 International Management	3 credits
MKTG 417 International Marketing	3 credits
OPER 440 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**

BMIS 331 Problem Solving and Programming Techniques	3 credits
BMIS 342 Data Analytics for Business	3 credits
BMIS 441 Database Management	3 credits
BMIS 444 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 develop students' ability to apply information technology to business problems. Fall, Spring, and Summer.

#### **Restriction(s):**

Must be in the following Major(s): Accounting, Business Administration, General Business, Mgmt Info Systems, Undeclared Business

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

**Prerequisite(s):** BUSN 111

### **BMIS 245 Technology Foundations of Digital Marketing credit(s): 3**

Marketing now has a stronger use of information technology than ever before. For example, as of 2015, 99% of Google's revenue comes from advertising. The objective of the course is to equip students with foundational knowledge, skills, and techniques of a variety of technologies that have been widely used to build customer-facing applications and devices. Beginning with a short review of the history of the Internet and the Web, the course introduces students to fundamental concepts and the process of developing consumer-centered applications. A variety of tools and techniques for developing such applications are presented, such as the structure of web pages, web page language (XHTML and HTML), Cascading Style Sheets (CSS) and script languages. The de facto language of consumer-centered programming language, JavaScript, is adopted as a vehicle to develop aforementioned skills and techniques. Relevant technologies such as JQuery, JSON and popular JavaScript frameworks will be introduced. These skills will provide the technical background necessary for digital marketing efforts. Spring.

### **BMIS 331 Problem Solving and Program Techniques credit(s): 3**

This course provides a basic introduction and practical experience in developing algorithms and writing computer programs to solve business problems. Students will be required to design solutions as well as to code, test, and debug programs that are soundly structured and easy to maintain. Topics include variables, data types, control structures, input/output control, arrays, method invocation and parameter passing. Fall.

#### **Restriction(s):**

Must be in the following Major(s): Accounting, Business Administration, Mgmt Info Systems, Undeclared Business

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

**Prerequisite(s):** BMIS 235

### **BMIS 342 Data Analytics for Business credit(s): 3**

The purpose of the course is to equip students with knowledge, skills, techniques and technologies for data analytics in the context of business. Starting with an introduction to the enterprise business intelligence architecture, the course will proceed to introduce and compare/contrast popular data analytics technologies, such as Power BI, R, and Python, in the market. After that, the course will focus on the development of skills using select data analysis technology. Students will learn how to extract data from heterogeneous data sources, how to transform data into a data format ready for analysis and how to analyze and visualize data. The target students of



this course are those in the MIS concentration. The teaching objective is to prepare students to pursue a career in data analytics or to play the role of consultant assisting others in making informed data analytics-related decisions. Spring.

**Restriction(s):**

Must be in the following College/School(s): School of Business Administration

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

**Prerequisite(s):** BMIS 235 and BMIS 331 or BMIS 331

**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 be in the following College/School(s): School of Business Administration

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

**Prerequisite(s):** BMIS 235

**BMIS 443 Technology for Web and Mobile-based Business**

**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).

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

**Prerequisite(s):** BMIS 235

**BMIS 444 Information 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.

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

**Prerequisite(s):** BMIS 441

**BMIS 489 Special Topic Seminar**

**credit(s): 1-3**

Credits by arrangement. Fall, Spring or Summer.

Course repeatable for 9 credits.

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

**Prerequisite(s):** BMIS 235

**BMIS 491 Directed Study****credit(s): 1-3**

An individually designed course of study appropriate to the student's concentration. Prerequisites: junior or senior year standing, and department's permission  
 Course repeatable for 6 credits.

**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.

<b>Marketing Concentration: 15 credits</b>	
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	
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.	

## Courses

### **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 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) or ACCT 263) and BMIS 235 and (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

### **MKTG 315 Consumer Behavior** **credit(s): 3**

Consumer behavior is the study of human responses to products and services and to the marketing of those products and services. The focus of the course is on achieving a deeper understanding of the psychological, social, cultural, and economic dimensions of consumer judgment and decision-making. Influence factors such as attitudes, personality, memory, motivation, perception, and reference groups are explored. In addition, ethical concerns in the field are considered. Fall and Spring.

#### **Restriction(s):**

Must be in the following Major(s): Digital Marketing, Marketing, Promotion

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

**Prerequisite(s):** MKTG 310

### **MKTG 316 Fashion Marketing and Retailing** **credit(s): 3**

This course introduces students to the fundamental principles that govern fashion. The history of fashion trends is examined prior to a discussion of product development issues, distribution, pricing, and merchandising. The international economics of fashion and global competition are also explored. Florence only. On sufficient demand.

### **MKTG 317 Promoting the Arts** **credit(s): 3**

This course will focus on promotion objectives, strategies, and plans for a range of arts and cultural non-for profit organizations including performing arts companies, ensembles, commercial art galleries, theaters, museums, symphonies, dance companies, as well as artist management. It will include business planning and budgeting, fund-raising, legal aspects of art administration (e.g. contracts), personnel, program development, marketing, long-range and strategic planning, and other aspects that inform and instruct decision-making in arts and cultural organizations today. Florence campus only.

**Prerequisite(s):** MKTG 310 (or concurrent)

### **MKTG 318 Social Media Marketing** **credit(s): 3**

Students will learn the elements of a successful social media strategy as a component of a communications plan. The tactical implementation details associated with a social media strategy will also be an important component of the class e.g. social media measurement tools and calculation of return on investment.

**Prerequisite(s):** MKTG 310

### **MKTG 330 Marketing Research** **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, measurement scales, questionnaire construction, validity and reliability issues

sampling error, sampling procedures, statistics, computer data analysis, research reporting, and ethical dilemmas. Fall and Spring.

**Restriction(s):**

Must be in the following Major(s): Business Administration, Digital Marketing, Promotion, Undeclared Business

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

**MKTG 342 Graphic Design**

**credit(s): 3**

The focus of this course is a survey of recent developments, styles, techniques, and theory of graphic design as a commercial art form. The class incorporates the use of professional computer software as a means to create effective visual communications. Fall and Spring.

**Restriction(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 402 Marketing Communications**

**credit(s): 3**

This course examines the strategic use of various marketing communication elements including advertising, sales, promotion, public relations, personal selling, and direct marketing to build and maintain brand equity. Analysis will focus on topics such as selecting among alternative promotional tools, budgeting and allocation decisions, determining appropriate message strategy, and developing media schedules for a given product/market selection. Particular attention will be paid to the effective integration of elements across the promotional mix. Fall and Spring.

**Equivalent(s):** MKTG 335

**Restriction(s):**

Must be in the following Major(s): Business Administration, Digital Marketing, Promotion, Undeclared Business

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

**Prerequisite(s):** MKTG 315

**MKTG 410 Digital Marketing**

**credit(s): 3**

The course will examine marketing strategies in light of the explosion of options for engaging customers in a marketplace landscape in which traditional and new media coexist. The course will explore the use of digital tools and techniques as part of an overall branding, advertising, and communications strategy. These include social media, search engine optimization, consumer-generated content, video and viral marketing, display and mobile advertising, interactive technologies, etc. Two themes that will cut across the course topics are 1) linking strategy and tactics and 2) measuring results.

**Prerequisite(s):** MKTG 310

**MKTG 411 Digital Advertising**

**credit(s): 3**

This course explores the role of advertising in marketing strategy including advertising in a digital environment (e.g., e-mail solicitation, search engine advertising, and web design and content). Key topics include the communication process as well as basic practices and procedures of modern media. In addition, the course focuses on the application of advertising principles to the development of advertising objectives, strategy formulation, budgeting, media selection, copy testing, and evaluating advertising results. Regulatory, social, and ethical dimensions of advertising are also explored.

**Restriction(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 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 be in the following Major(s): Business Administration, Digital Marketing, Promotion

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

**Prerequisite(s):** MKTG 310

**MKTG 418 Personal Selling** **credit(s): 3**

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

**Prerequisite(s):** MKTG 310

**MKTG 419 Marketing Strategies** **credit(s): 3**

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

**Prerequisite(s):** MKTG 310 and MKTG 330

**MKTG 420 Data Visualization****credit(s): 3**

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.

**MKTG 421 Business Analytics****credit(s): 3**

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.

**Prerequisite(s):** BUSN 230 or MATH 121 or MATH 321

**MKTG 489 Special Topic Seminar****credit(s): 1-3**

Credit by arrangement. Fall or Spring or Summer.  
Course repeatable for 9 credits.

**Restriction(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

**MKTG 490 Promotion Project****credit(s): 1-3**

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. Course repeatable for 12 credits.

**Restriction(s):**

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

**Prerequisite(s):** MKTG 310

**MKTG 491 Directed Study****credit(s): 1-3**

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. Course repeatable for 3 credits.

**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.

<b>Operations and Supply Chain Management Concentration: 12 credits</b>	
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

### Course

#### **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 be the following Class(es): Junior, Senior

**Prerequisite(s):** (ACCT 260 and ACCT 261) or ACCT 263) and BMIS 235 and (ECON 201 and ECON 202) or ECON 200) and (BUSN 230 or MATH 321)

#### **OPER 345 Service Operations credit(s): 3**

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

**Prerequisite(s):** OPER 340

**OPER 346 Project and Process Management**

**credit(s): 3**

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

**Prerequisite(s):** OPER 340

**OPER 347 Lean Thinking**

**credit(s): 3**

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

**Prerequisite(s):** OPER 340

**OPER 348 Quality Management and International Standards**

**credit(s): 3**

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

**Prerequisite(s):** OPER 340

**OPER 440 Global Operations and Supply Chain Management**

**credit(s): 3**

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

Must be the following Class(es): Senior

**Prerequisite(s):** OPER 340

**OPER 489 Special Topic Seminar**

**credit(s): 1-4**

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

**Prerequisite(s):** OPER 340



**OPER 491 Directed Study****credit(s): 1-3**

Directed study requires completion of a form and departmental permission. Zagweb registration not available.

Summer only.

Course repeatable for 6 credits.

**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

<b>Lower Division</b>	
BMIS 245 Technological Foundation of Digital Marketing	3 credits
<b>Upper Division</b>	
MKTG 310 Principles of Marketing	3 credits
BMIS 443 Technology for Web and Mobile-based Business	3 credits
MKTG 402 Integrated Marketing Communications	3 credits
MKTG 410 Digital Marketing	3 credits
One of the following two courses:	3 credits
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.

<b>Lower Division</b>	
ENVS 101 Introduction to Environmental Studies	3 credits
ENVS 103 Environmental Biology	3 credit
ENVS 103L Environmental Biology Lab	1 credit
ENVS 200 Case studies in Environmental Science	4 credits
ECON 201 Microeconomics	3 credits
<b>Upper Division</b>	
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.

<b>Lower Division</b>	
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	
<b>Upper Division</b>	
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.

<b>Lower Division</b>	
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	
<b>Upper Division</b>	
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.

<b>Lower Division</b>	
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
<b>Upper Division</b>	
MKTG 310 Principles of Marketing	3 credits
BFIN 320 Principles of Finance	3 credits
MGMT 350 Principles of Management	3 credits
Electives:	0-6 credits
BMIS 235 Management Information Systems	
BUSN 283 Business Law	
OPER 340 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.

<b>Lower Division</b>	
BUSN 111 Business Computing*	2 credits
BMIS 235 Management Information Systems**	3 credits
<b>Upper Division</b>	
BMIS 331 Problem-Solving and Programming Techniques	3 credits
BMIS 342 Data Analytics for Business	3 credits
BMIS 441 Database Management	3 credits
BMIS 444 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.

<b>Required Courses (9 credits)</b>	
MKTG 310 Principles of Marketing	3 credits
MKTG 315 Consumer Behavior	3 credits
MKTG 402 Marketing Communications	3 credits
<b>Approved Elective Courses</b>	
PRLS 310 Writing for Public Relations	9 credits
MKTG 318 Social Media Marketing	
MKTG 342 Graphic Design	
MKTG 410 Digital Marketing	
MKTG 411 Digital Advertising	
MKTG 418 Personal Selling	
PRLS 460 Public Relations Campaign	
MKTG 490 Promotion Project*	
*with marketing faculty approval	

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 Carter

Associate Dean: Diane C. Tunnell

Professors: A. Barretto, E. Bennett, M. Derby, C. Garner, D. Mahoney, K. Weber

Associate Professors: J. Cox, J. Engler, S. Girtz, J. Hunter, M. Jeannot, C. Johnson, D.

Nieding, E. Radmer, K. Rickel, M. Savage, J. Shepard, J. Traynor, A. Wissel,

M. Young

Assistant Professors: R. Bailey, B. Burrus, N. Calkins, A. Case, R. McKinney, K. Nitta, M.

Person, R. Turcott, C. Zeisner

Lecturers: N. Lustig, J. Neyman

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), 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 and Physical Education

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. The School also offers initial and advanced certification for teachers, school counselors, 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 Educators 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 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 (Fall 2019)

Anjali Barretto (Spring 2020)

The Department of Special Education offers a major and minor in Special Education that emphasizes learning experiences in applied settings. Public and 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. The major focuses on developing skills needed to function in a variety of classroom settings including but not limited to resource, a self-contained, and inclusionary. The Department of Special Education also prepares

candidates who plan to work in non-school settings like clinics, workshops, homes, etc. The Special Education degree is also a great starting point for those seeking advanced degrees in physical therapy, occupational therapy, speech and language, or counseling.

State of Washington teacher certification requirements indicate that those seeking certification in Special Education also obtain an endorsement in a different 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 beyond twelfth grade. The second endorsement is in Early Childhood Special Education and permits teaching special needs student's birth through third grade. 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 completing the Special Education Major with a grade of C or better.  
Including EDSE 306 and EDSE 406 in-school practicum courses.
2. Pass the WEST-B 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 student teaching.
5. Create and maintain an eCertification PreResidency Clearance Account throughout the program.
6. Take a West-E 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:

8. 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.
9. 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, 340; 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: 44 Credits**

### **Lower Division**

EDSE 150 Psychology of Children with Exceptionalities	3 credits
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### **Upper Division**

One of the following two courses:	1 credit
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EDSE 306 In-School Experience: Elementary	
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EDSE 307 Special Education Application: Children	
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EDSE 320 Applied Behavior Analysis	3 credits
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EDSE 340 Special Education Policies and Procedures	3 credits
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One of the following four courses:	3 credits
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EDSE 350 Early Childhood Special Education	
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EDSE 351 Physical Development	
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EDSE 352 Language and Communication	
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EDSE 353 Development of Children with Exceptionalities	
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One of the following two courses:	1 credit
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EDSE 406 In-School Experience: Secondary	
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EDSE 407 Special Education Application with Adults	
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EDSE 410 Precision Teaching	3 credits
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EDSE 417 Assessment in Special Education	3 credits
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EDSE 451 Direct Instruction: Reading	3 credits
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EDSE 452 Direct Instruction: Mathematics	3 credits
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EDSE 465 Classroom Management	3 credits
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One of the following three courses:	9-12 credits
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EDSE 495 Extended Application of Special Education Experience	
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EDSE 496 Special Education Student Teaching Practicum	
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EDSE 497 Extended Special Education Student Teaching Practicum	
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EDSE Electives: 155 level or above	6 credits
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## **Minor in Special Education: 23-24 Credits**

### **Lower Division**

EDSE 150 Psychology of Children with Exceptionalities	3 credits
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### **Upper Division**

One of the following two courses:	1 credit
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EDSE 306 In-School Experience: Elementary	
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EDSE 307 Special Education Application: Children	
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One of the following two courses:	1 credit
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EDSE 406 In-School Experience: Secondary	
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EDSE 407 Special Education Application with Adults	
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One of the following combinations:	3-4 credits
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EDSE 320/ EDSE 320L Applied Behavior Analysis and Lab	3 credits
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PSYC 470 Behavior Analysis (Psychology Majors)	4 credits
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One of the following six courses:	3 credits
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EDSE 340 Special Education Policies and Procedures	
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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 Psychology of Children with Exceptionalities 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**

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.

Course repeatable for 3 credits.

### **EDSE 307 Special Education Application credit(s): 1-3**

Students complete 30 supervised hours working directly with the individuals with disabilities in non-school settings. Arrangements are made with the instructor.

Course repeatable for 3 credits.

### **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

### **EDSE 335 Autism credit(s): 3**

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.

**EDSE 340 Special Education Policies and Procedures credit(s): 3**

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.

**EDSE 344 Psychology of Child Behavior Disorders credit(s): 3**

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.

**EDSE 346 Teaching Students with Learning Disabilities credit(s): 3**

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.

**EDSE 350 Early Childhood Special Education credit(s): 3**

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.

**Restriction(s):**

Must be in the following Field(s) of Study: Special Education

**Prerequisite(s):** EDSE 150 and EDSE 320, minimum grade: B

**EDSE 351 Physical Development credit(s): 3**

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.

**Restriction(s):**

Must be in the following Major(s): Special Education

**Prerequisite(s):** EDSE 150 and EDSE 320, minimum grade: B

**EDSE 352 Language and Communication credit(s): 3**

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.

**Restriction(s):**

Must be in the following Field(s) of Study: Special Education

**Prerequisite(s):** EDSE 150 and EDSE 320, minimum grade: B

**EDSE 353 Development of Children with Exceptionalities credit(s): 3**

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.

**Equivalent(s):** EDSE 345

**Restriction(s):**

Must be in the following Major(s): Special Education

**Prerequisite(s):** EDSE 150 and EDSE 320, minimum grade: B

**EDSE 390 Directed Study credit(s): 1-3**

Topic to be decided by faculty.

Course repeatable for 6 credits.

**EDSE 400 Tutoring and Proctoring credit(s): 1-3**

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.  
Course repeatable for 3 credits.

**Prerequisite(s):** EDSE 320, minimum grade: BEDSE 320

**EDSE 406 In School Experience Secondary credit(s): 1**

The student spends 30 hours working in a special education classroom at the secondary level with emphasis in math and reading.

Course repeatable for 3 credits.

**EDSE 407 Special Education Application with Adults credit(s): 1-3**

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.

Course repeatable for 3 credits.

**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 Psychology of the Child with 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 to determine ADHD are examined.

Practical procedures that can be implemented in the school or home are strongly emphasized.

**EDSE 417 Assessment-Special Education credit(s): 3**

This course deals with various assessment procedures, such as psychometric testing, teacher constructed tests, achievement tests, and observational scoring. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems.

**Restriction(s):**

Must be in the following Field(s) of Study: Psychology, Special Education

**Prerequisite(s):** EDSE 320 or PSYC 101

**EDSE 427 Teaching Persons with Development Disability credit(s): 3**

This course provides students with an understanding of state-of-the-science practices for serving individuals who have mental disabilities. The focus is on development of intervention within community, school, vocational, domestic, and social settings for both school-age students and adults.

**Restriction(s):**

Must be in the following Major(s): Special Education

**Prerequisite(s):** EDSE 320, minimum grade: C

**EDSE 432 CIS: 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

**EDSE 450 Special Education Seminar credit(s): 1**

The purpose of this course is to review and reinforce information regarding student with disabilities and the laws and procedures that govern their education. Candidates will enhance skills through a seminar format in accordance to the mandates of the 2004 IDEiA and its linkages to regular education teachers.

**Corequisite(s):** EDTE 495

**Prerequisite(s):** EDTE 496E (or concurrent) or EDTE 496S (or concurrent)

**EDSE 451 Direct Instruction-Reading credit(s): 3**

This course covers how to teach special education and regular education pupils beginning through intermediate reading skills directly. Particular emphasis is placed on instructing teachers to use reading techniques which have had research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various reading skills.

**Restriction(s):**

Must be in the following Field(s) of Study: Special Education

Must not be the following Class(es): Freshman

**Prerequisite(s):** EDSE 320, minimum grade: B

**EDSE 452 Direct Instruction Mathematics credit(s): 3**

This course covers how to teach basic mathematical skills directly to special education and regular education elementary pupils. Emphasis is placed on instructing teachers to use 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 Direct Instruction 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 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.

**Prerequisite(s):** EDSE 465

**EDSE 490 Directed Readings credit(s): 1-3**

This course is an individualized study based on readings approved by the professor. The student develops a selected bibliography.

Course repeatable for 6 credits.

**EDSE 491 Directed Study credit(s): 1-3**

This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.

Course repeatable for 6 credits.

**EDSE 492 Independent Study credit(s): 1-6**

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.

Course repeatable for 6 credits.

**EDSE 494 Special Projects credit(s): 1-3**

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.

Course repeatable for 6 credits.

**EDSE 495 Extended Special Education Experience credit(s): 3-9**

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.

Course repeatable for 9 credits.

**Prerequisite(s):** EDSE 465

**EDSE 496 Special Education 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 465 EDSE 465

**EDSE 497 Extended Special Education Teaching 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

## Sport and Physical Education

Chair: Karen Rickel

### Bachelor of Education in Kinesiology and Physical Education

The Kinesiology & Physical Education curriculum prepares students to pursue careers in the fitness industry or teacher certification in the K-12 school setting. If pursuing teacher certification, upon completion of the program, you will obtain Washington State Certification to teach health and physical education in schools. This certification has reciprocity in all States. With the University Core, courses from the Kinesiology & Physical Education program and course work in education from the Department of Teacher Education, students master skills for entry into the teaching profession in K-12 schools, and they may coach a sport at their schools. Students often teach in schools for a number of years and then seek further education at the Master's level in order to advance their career in administration or higher level coaching.

Students who wish to pursue careers in the fitness industry can complete a major in Kinesiology & Physical Education along with a Fitness Specialist Concentration. This option is for individuals interested in working in a fitness environment in roles such as an exercise physiologist, strength and conditioning coach, community/youth sport camp leader, fitness club programmer, or group activity instructor. At the end of the program, students can take the American College of Sports Medicine (ACSM) Certified Exercise Physiologist Exam, recognized as the gold standard in the field of Kinesiology. In addition to the roles listed above, students will be prepared to pursue clinical or applied graduate degrees in the Kinesiology and Exercise Science fields.

For a complete listing of courses required for teaching certification contact the Program Director.

### 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>B.Ed. Major in Kinesiology and Physical Education: 51-64 Credits</b>	
<b>Lower Division</b>	
EDPE 190 Foundations of Health, Sport and Physical Education	3 credits
EDPE 200-204 Fitness and Sports Methods Courses	8 credits
EDPE 220 Ergonomics in Sport and Physical Activity	3 credits
EDPE 222 Health and Human Movement	3 credits
EDPE 224 Nutrition for Health and Fitness	3 credits
EDPE 276 Anatomy and Physiology for Health and Fitness	3 credits
EDPE 276L Anatomy and Physiology for Health and Fitness Lab	1 credit

<b>Upper Division</b>	
EDPE 311 Health, Fitness, and Physical Education Pedagogical Principles	3 credits
EDPE 312 Health Methods for Diverse Populations	3 credits
EDPE 315 Adapted Physical Education & Sport	3 credits
EDPE 340 Psy-Social Aspects of Sport Activity	3 credits
EDPE 377 Physiology of Exercise	3 credits
EDPE 377L Physiology of Exercise Lab	1 credit
EDPE 420 Motor Development and Learning	3 credits
One of the following two courses:	3-4 credits
EDPE 413 Health, Fitness & Physical Education Programming & Evaluation	
EDPE 477/EDPE 477L Advanced Fitness Assessment and Evaluation	
At least one of the following three options:	
EDPE 495 Health and Fitness Student Teaching	12 credits
EDPE 496A/EDPE 496B/EDPE 496C Practicum	2-3 credits
EDPE 497A/EDPE 497B/EDPE 497C Field Experience	1-3 credits
EDPE 499 Comprehensive Senior Exam	0 credits
<b>Fitness Specialist concentration: 16 credits</b>	
EDPE 202A Health and Fitness Club Management	3 credits
EDPE 205 Sport and Activity in a Diversity Society	3 credits
EDPE 207 Sport and Fitness in the Digital Age	3 credits
EDPE 378 Kinesiology for Health and Fitness	3 credits
EDPE 480 Fitness Program Planning and Management	3 credits
EDPE 481 Fitness Specialist Capstone Seminar	1 credit
<b>Minor in Kinesiology and Physical Education: 29-30 credits</b>	
<b>Lower Division</b>	
EDPE 190 Foundations of Health, Sport and Physical Education	3 credits
EDPE 200 Fitness Training Methods	2 credits
EDPE 201, EDPE 203, or EDPE 204 Fitness and Sports Methods Courses	2 credits
EDPE 222 Health and Human Movement	3 credits
EDPE 276 Anatomy and Physiology for Health and Fitness	3 credits
EDPE 276L Anatomy and Physiology for Health and Fitness Lab	1 credit
<b>Upper Division</b>	
EDPE 311 Health, Fitness, and Physical Education Pedagogical Principles	3 credits
EDPE 315 Adapted Physical Education & Sport	3 credits
EDPE 377 Physiology of Exercise	3 credits
EDPE 377L Physiology of Exercise Lab	1 credit
EDPE 413 Health, Fitness & Physical Education Programming & Evaluation	3 credits
EDPE 496A/EDPE 496B/EDPE 496C Practicum	2-3 credits



## **B.Ed. Major in Sport Management: 42 credits**

### **Lower Division**

EDPE 190 Foundations of Health, Sport and Physical Education	3 credits
EDPE 202A Health and Fitness Club Management	3 credits
EDPE 205 Sport and Activity in a Diverse Society	3 credits
EDPE 207 Sport and Fitness in the Digital Age	3 credits
EDPE 222 Health and Human Movement	3 credits

### **Upper Division**

EDPE 321 Sport Facility Management	3 credits
EDPE 340 Psy-Social Aspects of Sport Activity	3 credits
EDPE 400 Sport Sponsorship and Promotions	3 credits
EDPE 412 Administration of Sport and Athletics	3 credits
EDPE 414 Ethical and Legal Aspects in Sport	3 credits
EDPE 405 Senior Seminar in Sport	3 credits
One EDPE 300-400 level elective (not previously taken)	3 credits
EDPE 496D Sport Management Internship I	3 credits
EDPE 496E Sport Management Internship II	3 credits

## **Minor in Sport Management: 24 credits**

### **Lower Division**

EDPE 190 Foundations of Health, Sport and Physical Education	3 credits
EDPE 205 Sport and Activity in a Diverse Society	3 credits

### **Upper Division**

EDPE 321 Sport Facility Management	3 credits
EDPE 412 Administration of Sport and Athletics	3 credits
EDPE 496D 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**

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 relaxes the entire body. Tai Chi is a gentle exercise suited to all age groups and can be used as a valuable method of stress management.

Course repeatable for 8 credits.

#### **EDPE 102 Basketball and Softball**

**credit(s): 1**

This class will provide students with a progressive sequence of skills and activities designed to offer a basic understanding in both basketball and softball. 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.

Course repeatable for 8 credits.

**EDPE 103 Basketball and Flag Football credit(s): 1**

This class will provide students with a progressive sequence of skills and activities designed to offer a basic understanding in both basketball and flag football. Game strategies, techniques, terminology, rules and safety will be covered in this class. Students will participate in organized games and skill competitions against classmates. This class is only offered in the fall.

Course repeatable for 8 credits.

**EDPE 104 Varsity Basketball credit(s): 1**

Members of the Varsity Basketball Team only. Instructor permission required.

Course repeatable for 8 credits.

**Prerequisite(s):** Must be an athlete

**EDPE 105 Varsity Basketball Condition credit(s): 1**

Members of the Varsity Basketball Team only. Instructor permission required.

Course repeatable for 8 credits.

**Prerequisite(s):** Must be an athlete

**EDPE 106 Varsity Cheerleading credit(s): 1**

Members of the Varsity Cheerleading Team only. Instructor permission required.

Course repeatable for 8 credits.

**Prerequisite(s):** Must be an athlete

**EDPE 107 Novice Crew Conditioning credit(s): 1**

Members of the Crew Team only. Instructor permission required.

Course repeatable for 8 credits.

**Prerequisite(s):** Must be an athlete

**EDPE 108 Beginning Bowling credit(s): 1**

Students will be provided with a progressive sequence of skills and activities designed to provide a basic understanding of bowling. This class will cover bowling strategies, techniques, terminology, etiquette and safety concepts. In addition, this course is designed to provide competition in a fun environment. This is an off-campus course. Lab fee required.

Course repeatable for 8 credits.

**EDPE 109 League Bowling credit(s): 1**

This course allows Gonzaga students to take part in organized league bowling through North Bowl Lanes. The students will meet once a week and bowl three games in teams consisting of 4 players. At the end of the 13 weeks, students will take part in a league tournament. Students have the option of taking this class for credit or non-credit. This is an off-campus course. Students are responsible for paying the league fee costs directly to North Bowl Lanes.

Course repeatable for 8 credits.

**EDPE 110 X-Biking credit(s): 1**

This interval based cycling class will work your entire body. Classes are taught using the stationary x-bikes, which allow users to engage their upper body and core while the legs do the pedaling.

Course repeatable for 8 credits.

**EDPE 111 Indoor Soccer credit(s): 1**

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.

Course repeatable for 8 credits.

- EDPE 112 Crew Conditioning** **credit(s): 1**  
 Instructor Permission and Crew Team only  
 Course repeatable for 8 credits.  
**Prerequisite(s):** Must be an athlete
- EDPE 113 CrossFit** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 114 Zumba** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 115 Cardio Blast** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 116 Cardio Pump** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 117 Social Dance** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 118 Barre Long and Lean** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 120 Varsity Baseball** **credit(s): 1**  
 Members of the Varsity Baseball Team only. Instructor permission required.  
 Course repeatable for 8 credits.  
**Prerequisite(s):** Must be an athlete
- EDPE 121 Baseball Conditioning** **credit(s): 1**  
 Members of the Varsity Baseball Team only. Instructor permission required.  
 Course repeatable for 8 credits.  
**Prerequisite(s):** Must be an athlete

- EDPE 122 Varsity Track** **credit(s): 1**  
 Members of the Varsity Track Team only. Instructor permission required.  
 Course repeatable for 8 credits.  
**Prerequisite(s):** Must be an athlete
- EDPE 123 Varsity Cross Country** **credit(s): 1**  
 Members of the Varsity Cross Country Team only. Instructor permission required.  
 Course repeatable for 8 credits.  
**Prerequisite(s):** Must be an athlete
- EDPE 124 Beginning Fencing** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 125 Intermediate-Advanced Fencing** **credit(s): 1**  
 Course repeatable for 8 credits.
- EDPE 126 Beginning Golf** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 127 Intermediate-Advanced Golf** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 128 Varsity Golf** **credit(s): 1**  
 Members of the Varsity Golf Team only. Instructor permission required.  
 Course repeatable for 8 credits.  
**Prerequisite(s):** Must be an athlete
- EDPE 129 Self Defense/Judo** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 130 Triathlon Training** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 131 Beginning Karate** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.

**EDPE 132 Intermediate Karate credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 133 Advanced Karate credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 136 Scuba credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 137 Sport Performance Training credit(s): 1**

This class is designed to progressively build strength, power, speed, agility and endurance for your sport. Improving athleticism through strength and 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.

Course repeatable for 8 credits.

**EDPE 138 Alpine Skiing credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 139 Ski Racing credit(s): 1**

Offered on sufficient demand.

Course repeatable for 8 credits.

**EDPE 140 Snowboarding credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 142 Snowsport Inst Training 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.

Course repeatable for 8 credits.

- EDPE 144 Swimmers** **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.  
 Course repeatable for 8 credits.
- EDPE 145 Varsity Soccer** **credit(s): 1**  
 Members of the Varsity Soccer Team only. Instructor permission required.  
 Course repeatable for 8 credits.  
**Prerequisite(s):** Must be an athlete
- EDPE 146 Soccer and Volleyball** **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.  
 Course repeatable for 8 credits.
- EDPE 147 Softball and Volleyball** **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.  
 Course repeatable for 8 credits.
- EDPE 148 Varsity Tennis** **credit(s): 1**  
 Members of the Varsity Tennis Team only. Instructor permission required.  
 Course repeatable for 8 credits.  
**Prerequisite(s):** Must be an athlete
- EDPE 149 Varsity Tennis Conditioning** **credit(s): 1**  
 Members of the Varsity Tennis Team only. Instructor permission required.  
 Course repeatable for 8 credits.  
**Prerequisite(s):** Must be an athlete
- EDPE 150 Varsity Weight Training** **credit(s): 1**  
 Members of Gonzaga University Varsity Athletic Teams only. Permission required
- EDPE 151 The Union Spin/Yoga** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 152 Racquet Sports** **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.  
 Course repeatable for 8 credits.
- EDPE 153 Tennis** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.

**EDPE 154 Varsity Volleyball** **credit(s): 1**

Members of the Varsity Volleyball Team only. Instructor permission required.

Course repeatable for 8 credits.

**Prerequisite(s):** Must be an athlete

**EDPE 155 Soccer/Basketball** **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 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.

Course repeatable for 8 credits.

**EDPE 156 Pilates** **credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 157 Yoga** **credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 158 Fitness and Conditioning** **credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 159 Aqua Aerobics** **credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 160 Weight Training** **credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 161 Studio Yoga** **credit(s): 1**

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.

Course repeatable for 8 credits.

- EDPE 163 Lacrosse Team** **credit(s): 1**  
 Course repeatable for 8 credits.
- EDPE 164 Beginning Fly Fishing** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 165 Beginning Horseback Riding** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 166 Intermediate Horseback Riding** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 167 Advanced Horseback Riding** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 170 Ice Skating** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 173 Badminton and Racquetball** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- EDPE 174 Intermediate/Advanced CrossFit** **credit(s): 1**  
 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.  
 Course repeatable for 8 credits.
- Prerequisite(s):** EDPE 113



**EDPE 175 Beginning Gymclimbing credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 176 Intermediate Gymclimbing credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 178 Racquetball credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 179 Beginning/Intermediate Handball credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 181 Volleyball Conditioning credit(s): 1**

Members of the Varsity Volleyball Team only. Instructor permission required.

Course repeatable for 8 credits.

**Prerequisite(s):** Must be an athlete

**EDPE 182 Soccer Conditioning credit(s): 1**

Members of the Varsity Soccer Team only. Instructor permission required.

Course repeatable for 8 credits.

**Prerequisite(s):** Must be an athlete

**EDPE 186 GU out of Bounds Rafting credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 188 PiYo credit(s): 1**

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.

Course repeatable for 8 credits.

**EDPE 190 Foundations of Health, Sport, and Physical Education credit(s): 3**

Overview of the historical and philosophical foundations of health, fitness, sport, and physical education.

Introduction to careers 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**

Topic to be decided by faculty.

Course repeatable 7 time.

**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 and Physical Ed, Kinesiology and 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 and Physical Ed, Kinesiology and 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 be in the following Major(s): Fitness Specialist Concentratn, Sport Management

**Prerequisite(s):** EDPE 190 (or concurrent)

**EDPE 203 LifetimeSportsandActivityMethods**

**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 and Physical Ed, Kinesiology and Physical Ed

Must not be the following Class(es): Freshman

**Prerequisite(s):** EDPE 190 and EDPE 311

**EDPE 204 Elementary Physical Education Methods**

**credit(s): 2**

Students are exposed to the concepts, terminology, skill development, and methods necessary to instruct a variety of physical activities for elementary age youth. Emphasis is placed on designing and delivering instructional and

assessment techniques for fundamental movement patterns and health and fitness concepts commonly taught in public schools and recreational settings. Spring, odd years.

**Restriction(s):**

Must be in the following Major(s): Kinesiology and Physical Ed, Kinesiology and Physical Ed

Must not be the following Class(es): Freshman

**Prerequisite(s):** EDPE 190 and EDPE 311

**EDPE 205 Sport and Activity in a 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 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 be in the following Major(s): Fitness Specialist Concentratn, Sport Management, Sport Management

**Prerequisite(s):** EDPE 190 (or concurrent)

**EDPE 209 Community CPR and First Aid**

**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

**EDPE 210 CPR, First Aid, and Safety Education**

**credit(s): 3**

This course provides preparation in the basic knowledge and skills involved in recognizing and responding to a variety of emergencies and life-threatening situations, including training in evaluation and providing basic care for victims of injury and/or sudden illness until professional medical help arrives (CPR, AED and First Aid). Additionally, students receive instruction and practice in the prevention of common injuries. Safety and health education issues are studied with their application to prevention in the community, home and workplace settings. Students receive certification in First Aid/CPR/AED.

**Restriction(s):**

Must be in the following College/School(s): School of Education

Must be in the following Major(s): Physical Education, Sport Management

**EDPE 211 Aerobic Exercise Instruction**

**credit(s): 1-2**

Development and perfection of skills necessary to participate in aerobic exercise activities, along with techniques of instructing the specifics of these skills. On sufficient Demand.

**Restriction(s):**

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

**Prerequisite(s):** EDPE 115

**EDPE 220 Ergonomics in Sport and Physical Activity credit(s): 3**

Safety procedures in education/health/fitness related settings, applicable policies and regulations, theories surrounding injury prevention in sport and activity, and immediate care for injuries should they occur. EDPE 276 and 276L strongly encouraged as pre-requisite.

**Restriction(s):**

Must be in the following Major(s): Kinesiology and Physical Ed, Kinesiology and Physical Ed

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

**Prerequisite(s):** EDPE 190

**EDPE 222 Health and Human Movement credit(s): 3**

Investigation of the factors affecting healthful living and wellness, including mental, emotional, physical, social, spiritual, and environmental health.

**Restriction(s):**

Must be in the following Field(s) of Study: Dance, Kinesiology and Physical Ed, Physical Education, Sport Management

**EDPE 223 Lifeguard Training credit(s): 3**

Prepares individuals to assume the duties and responsibilities of lifeguards at swimming pools and at protected (non-surf) open water beaches. Prerequisite: Successful completion of pre-course skill test. On sufficient demand.

**EDPE 224 Nutrition for Health and Fitness credit(s): 3**

A basis for understanding the current research and advances that promote healthy lifestyles and fitness through proper nutrition. Emphasis will be given to how food, metabolism, and lifestyle choices interact in humans to increase or reduce poor health and risk of disease.

**Restriction(s):**

Must be in the following Field(s) of Study: Dance, Kinesiology and Physical Ed, Physical Education, Sport Management

**Prerequisite(s):** EDPE 190

**EDPE 276 Anatomy and Physiology for Health and Fitness credit(s): 3**

An introductory course emphasizing an understanding of anatomical and physiological structure and function of the major systems of the human body. Primary focus will be on the musculoskeletal, nervous, circulatory, and respiratory systems as they relate to fitness, health, and disease conditions in the human body. Must be concurrently enrolled in EDPE 276L.

Fall.

**Equivalent(s):** EDPE 376, EDPE 476

**Corequisite(s):** EDPE 276L

**Restriction(s):**

Must not be the following Class(es): Freshman

**Prerequisite(s):** EDPE 190

**EDPE 276L Anatomy and Physiology for Health and Fitness Lab credit(s): 1**

Laboratory experience dealing with the structure and function of tissues, organs, and organ systems in the human body. Hands-on lab experience with models, and microscopes. Must be taken concurrently with EDPE 276. Fall.

**Equivalent(s):** EDPE 376L, EDPE 476L

**Corequisite(s):** EDPE 276

**Restriction(s):**

Must be in the following College/School(s): School of Education

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

**EDPE 290 Directed Study credit(s): 1-3**

Topic to be decided by faculty.

Course repeatable for 12 credits.

**EDPE 311 Pedagogy Principles for Health, Fitness, and Physical Education credit(s): 3**

The study of how to design and deliver effective health, fitness, and physical education curriculum and instruction. An introduction to curriculum development, classroom management, appropriate practices, and instructional strategies used within the field. Utilizes a hands-on approach to apply principles of instruction and curriculum design to produce developmentally appropriate lessons and units for a diverse group of learners in various contexts. Particular attention will be given to national and state objectives and standards.

**Restriction(s):**

Must not be the following Class(es): Freshman

**Prerequisite(s):** EDPE 190

**EDPE 312 Health Methods in 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 be in the following Major(s): Kinesiology and Physical Ed, Kinesiology and Physical Ed

**Prerequisite(s):** EDPE 190

**EDPE 315 Adapted Physical Education and Sport credit(s): 3**

A course dealing with mental and physical disabilities that affect the cognitive, affective and physical development of youth. Physical activities, instructional strategies, and assessment protocol will be presented.

**Restriction(s):**

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

**Prerequisite(s):** EDPE 190 and EDPE 311

**EDPE 316 Water Safety Instruction credit(s): 3**

This course is designed to prepare individuals to teaching "swimming" from beginning to advanced levels. The course will be conducted to meet the requirements of the American Red Cross Instructor's Course. Certificate will be awarded to those who qualify. On sufficient demand.

**EDPE 321 Sport Facility Management credit(s): 3**

This course covers policies and practical applications of facility management and operations with special emphasis on effective designing, planning, operating, maintaining of the sport/athletic facility. Such topics as sports event bidding process, event planning, private and public funding sources for venue construction, mast plan, concessions and merchandising, booking, scheduling and security issues surrounding sport/athletic facilities will also be covered.

**Restriction(s):**

Must be in the following Field(s) of Study: Sport Management

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

**Prerequisite(s):** EDPE 190

**EDPE 340 Psych-Social Aspect of Sport and Activity credit(s): 3**

The application of psychological principles and sociological research to areas of sport, exercise performance, physical activity, teams, and coaching. Topics of discussion will include: personality, self-confidence, motivation, commitment aggression and interaction. Addresses practical issues of dealing with anxiety, arousal, and stress and the development of coping strategies.

**Restriction(s):**

Must be in the following Field(s) of Study: Kinesiology and Physical Ed, Sport Management

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

**Prerequisite(s):** EDPE 190

**EDPE 343 Coaching Basketball** **credit(s): 2**  
Principles of defense and offense; fundamentals, special drills, rules, officiating, and equipment. Prerequisite: third year standing. 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. 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. 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. 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 the following Class(es): Sophomore, Junior, Senior

**Prerequisite(s):** (EDPE 276 and EDPE 276L)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 not be the following Class(es): Freshman, Sophomore

**Prerequisite(s):** EDPE 276 and EDPE 276L

**EDPE 378 Kinesiology for Health and Fitness** **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.

**Prerequisite(s):** EDPE 276 and EDPE 276L

**EDPE 390 Directed Study** **credit(s): 1-3**

Topic to be decided by faculty.

Course repeatable for 12 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Sport Management

**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 be in the following Field(s) of Study: Sport Management

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

**Prerequisite(s):** EDPE 190 (or concurrent)

**EDPE 412 Administration 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 be in the following Field(s) of Study: Sport Management

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

**Prerequisite(s):** EDPE 190

**EDPE 413 Health, Fitness, and Physical Education Program and Evaluation** **credit(s): 3**

The focus of this course will be on developing health, fitness, and physical education programs through data-driven decision-making. Students will learn how to design, implement, and analyze evaluation methods for student growth and program effectiveness. Examines professionalism, policy, liability, and legal issues related to health, fitness, and physical education programs.

**Restriction(s):**

Must be in the following Field(s) of Study: Kinesiology and Physical Ed

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

**Prerequisite(s):** EDPE 190 and EDPE 311

**EDPE 414 Ethical and Legal Aspects in Sport** **credit(s): 3**

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.

**Restriction(s):**

Must be in the following Field(s) of Study: Sport Management

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

**Prerequisite(s):** EDPE 190

**EDPE 415 Physical Education Methods for Elementary Teachers** **credit(s): 1**

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.

**Prerequisite(s):** EDTE 221E

**EDPE 416 Health Education Methods for Elementary Teachers credit(s): 1**

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.

**Prerequisite(s):** EDTE 221E

**EDPE 417 Abuse Prevention credit(s): 1**

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.

**Prerequisite(s):** EDTE 221E or EDTE 221S or EDPE 311

**EDPE 420 Motor Development and Learning credit(s): 3**

An overview covering the theories of motor development and practical application of these theories as they pertain to the acquisition of movement capabilities for individuals during their life span. Investigating the human developmental factors that impact the learning and performance of motor skills at various stages of growth and development. Particular attention will be given to analyzing motor skills and movement patterns and designing age and developmentally instruction.

**Restriction(s):**

Must be in the following College/School(s): School of Education

Must be in the following Major(s): Physical Education

**Prerequisite(s):** EDPE 190 (or concurrent)

**EDPE 432 CIS: 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

**EDPE 477 Advanced Fitness Assessment and Evaluation credit(s): 3**

Development of advanced skills and knowledge in health screening, exercise test administration and development, metabolic calculations, exercise program development and implementation, with emphases on meeting the needs of both healthy and non-healthy populations.

**Corequisite(s):** EDPE 477L

**Prerequisite(s):** EDPE 377 and EDPE 377L

**EDPE 477L Advanced Fitness Assessment and Evaluation Lab credit(s): 1**

Practical application of advanced skills and knowledge in exercise test administration and development, utilizing metabolic calculations to determine caloric expenditure, exercise program development and implementation for selected cases.

**Corequisite(s):** EDPE 477

**Prerequisite(s):** EDPE 377 and EDPE 377L



**EDPE 480 Fitness Program Planning and Management credit(s): 3**

Utilization of advanced skills and knowledge in health screening, fitness assessment (pre-mid-post), selection and administration of fitness program/behavior modification for individual clients. Students will design and deliver programs individualized for client needs/goals, measure client progress, and communicate with client regarding fitness levels, progression, and continuing activity suggestions.

**Prerequisite(s):** EDPE 377 and EDPE 377L

**EDPE 481 Fitness Specialist Capstone Seminar credit(s): 1**

Provides review and preparation for national certification tests and/or comprehensive exams.

**Restriction(s):**

Must be the following Class(es): Senior

**Prerequisite(s):** EDPE 377 and EDPE 377L

**EDPE 485 Special Topics credit(s): 1-4**

To be determined by instructor.

Course repeatable 3 time.

**EDPE 490 Directed Readings credit(s): 0-3**

Individualized study based on readings approved by the professor. Students will develop a selected bibliography.

Course repeatable for 12 credits.

**EDPE 491 Directed Study credit(s): 0-3**

Individualized study that is designed by the professor. Students will follow a prescribed course outline.

Course repeatable for 12 credits.

**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 credits.

**EDPE 494 Special Projects credit(s): 1-3**

Individualized study that is project based. The study will result in a practical application of educational theory. The project or a written report of the project will be submitted to the professor for evaluation.

Course repeatable for 12 credits.

**EDPE 495 Student Teaching in Health and Physical Education credit(s): 12**

An intensive field experience in which the teacher candidate assumes full responsibility as a health and fitness educator under the direction of a University supervisor and cooperating teacher.

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

**EDPE 496A Practicum: Physical Education credit(s): 2**

Practical experience in the area of physical education either at a site approved by the instructor of record.

Course repeatable for 6 credits.

**Restriction(s):**

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

**EDPE 496B Practicum: Coaching credit(s): 1 or 2**

Practical experience in the area of athletic coaching at a site approved by the instructor of record.

Course repeatable for 6 credits.

**Restriction(s):**

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

**EDPE 496C Practicum: Health and Fitness credit(s): 3**

Practical experience within a health/fitness related environment (clubs, clinics, health department, etc.) at a site

approved by the instructor of record.

Course repeatable for 6 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Kinesiology and Physical Ed, Sport Management

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

**Prerequisite(s):** EDPE 190

**EDPE 496D Sport Management Internship I**

**credit(s): 3**

Practical experience in the area of sport management organization at a site approved by the instructor of record.

Course repeatable for 9 credits.

**Restriction(s):**

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

**Prerequisite(s):** EDPE 190

**EDPE 496E Sport Management Internship II**

**credit(s): 3**

Practical experience in the area of sport management at a site approved by the instructor of record.

Course repeatable for 9 credits.

**Restriction(s):**

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

**Prerequisite(s):** EDPE 190 and EDPE 496D

**EDPE 497 Internship**

**credit(s): 0**

This course is offered in summer sessions only and does not count towards the major.

for 0 credits.

**EDPE 497A Field Experience Elementary Physical Education**

**credit(s): 1**

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.

Course repeatable for 6 credits.

**Prerequisite(s):** EDPE 190

**EDPE 497B Field Experience Secondary Physical Education**

**credit(s): 1**

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.

Course repeatable for 6 credits.

**Prerequisite(s):** EDPE 190

**EDPE 497C Field Experience in Health Education**

**credit(s): 1**

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.

Course repeatable for 6 credits.

**Prerequisite(s):** EDPE 190

## Teacher Education

Chairperson: Suzann Girtz/James Hunter

Elementary Program Director: Deborah Nieding

Secondary Program Director: Anny Case

Directed by our Jesuit mission, the School of Education develops socially responsible professionals who serve with care, competence, and commitment. The department of Teacher Education offers a thorough preparation in professional teaching at the undergraduate level. We prepare educational leaders to serve others in need and demonstrate a commitment to social justice. We provide teacher candidates with the opportunity to become reflective learners and practitioners of elementary or secondary education. Teacher candidates have multiple formal opportunities in classrooms prior to a semester of student teaching to prepare them as successful practitioners. Many courses in the program offer a community-based service learning activity providing candidates an opportunity to experience servant leadership.

There are different options to obtain teacher certification, but it is important to note that certification is separate from a major. Candidates can pursue a Bachelor degree from the School of Education in Community, Culture, and Language, Special Education, or Kinesiology and Physical Education. They also have the option to pursue a Bachelor degree with a major in another school/college. Additional teacher certification coursework in the School of Education would be required for teacher certification along with an approved degree from one of the other schools/colleges in the University (see below).

### 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. 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 place 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**

EDTE 101 Social and Cultural Foundations of Education	3 credits
EDTE 201 Learning Theories and Epistemologies	3 credits
EDTE 200/MTSL 200 Language, Society, and Power	3 credits
EDTE 202/MTSL 202 Community and Ethnography	3 credits
EDTE 204/MTSL 204 Community Languages and Language Acquisition	3 credits
EDTE 206 Community and Place-Based Education	3 credits

**Upper Division**

MTSL 304 Immigrant and Refugee Perspectives	3 credits
EDTE 302 Policy and Advocacy	3 credits

*Choose one of the following two concentrations:*

**Elementary Education Concentration: 13 credits**

MTSL 401 Theory and Practice of Language Teaching	3 credits
MTSL 480 TESOL Field Experience	1 credit
EDTE 306 Critical Pedagogical Issues in American Education	3 credits
EDTE 466 Literacy and the 2nd Language Learner	3 credits
Electives (choose one of the following):	3 credits
PSYC 457 Poverty and Social Class	
SOCI 388 Sociology of Education	

**Community Education Concentration: 13 credits**

MTSL 401 Theory and Practice of Language Teaching	3 credits
MTSL 480 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	
MTSL 405/EDTE 305 Intercultural Competence Development	

POLS 366 Perspectives on Global Issues

PSYC 318 Cultural Psychology

PSYC 457 Poverty and Social Class

SOCI 388 Sociology of Education

Teacher Certification/Teacher Candidates seeking Elementary Education Certification can receive an Elementary endorsement and teach grades K-8 as generalists in a self-contained classroom. Secondary Education Certification candidates can teach grades 5-12 and choose a specific content area (endorsement) to teach. The content area must be selected from one of the following approved endorsements offered at Gonzaga: Biology, Chemistry, Physics, English Language Arts, Health and Fitness, Mathematics, Music, Special Education, Social Studies, Theater Arts, and designated World Languages. Additional endorsements are encouraged.

The teacher candidate is assigned a Teacher Education advisor during the EDTE 101 Social and Cultural Foundations of Education course. The role of this advisor is to guide the teacher candidate through the certification program. The teacher candidate's academic advisor (assigned when admitted to the University) will advise the teacher candidate regarding degree requirements.

Washington State certification requirements may change, so it is the applicant's responsibility to stay current by checking with their School of Education advisor and the Certification Office.

All teacher candidates in the field are required to have a current FBI/Washington State Patrol fingerprint clearance on file, and have completed the Pre-Residency Clearance to take part in any Teacher Education Field Experience.

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.

As a community of reflective learners, faculty, staff, and teacher candidates are involved in a supportive relationship which encourages service for others and responsibility to one another.

The Teacher Education program is advised by a Professional Education Advisory Board (PEAB) composed of area teachers, school administrators, educational staff associates, representatives of professional organizations, teacher candidates, and faculty.

The Teacher Certification program meets standards specified by the Washington Professional Education Standards Board (PESB) and the Northwest Association of State Directors of Teacher Education and Certification (NASDTEC).

Elementary Education Certification Program Requirements:

EDTE 101 Social and Cultural Foundations of Education	3 credits
EDSE 150 Psychology of Children with Exceptionalities	3 credits
EDTE 201 Learning Theories and Epistemologies	3 credits
EDTE 213 NW History Elementary Teachers	1 credit
EDTE 221E Elementary Differentiated Instruction and Assessment	3 credits
EDTE 221L Field Experience	1 credit
EDTE 231 Instructional Methods: Reading, Writing, Communications I ( <b>Spring Only</b> )	3 credits
EDTE 315E Classroom Assessment for Elementary Teachers	3 credits
POLS 101 American Politics	3 credits
MATH 104 Elements of Algebra and Statistics	3 credits
HIST 201 or 202 History of the U.S. I or II	3 credits
BIOL 181 Biological Systems	2 credits
BIOL 181L Biological Systems Lab	1 credit
EDTE 304 Concepts in Science	3 credits
EDTE 331 Instructional Methods: Reading, Writing, Communication II	3 credits
EDTE 331L Field Experience	1 credit
EDTE 400 Elementary Methods: Music	1 credit
EDTE 401 Elementary Methods: Mathematics	3 credits
EDTE 401L Field Experience	1 credit
EDTE 402 Elementary Methods: Social Studies	3 credits
EDTE 403 Elementary Methods: Art	1 credit
EDTE 404 Elementary Methods: Science	3 credits

EDPE 415 Physical Education Methods	1 credit
EDPE 416 Health Education Methods	1 credit
EDPE 417 Abuse Prevention	1 credit
EDTE 460E Classroom Management: Elementary	3 credits

Admission to Student Teaching Requirements:

1. All certification coursework and endorsement work must be completed.
2. All courses required for teacher certification must be a 2.00 or higher.
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. Elementary NES test taken prior to student teaching. Passage of Elementary NES test is required for Program Completion.
10. Attendance is mandatory at the Student Teacher Application Meeting. Refer to the Certification Advisement Handbook and the Student Teaching Handbook for additional requirements and information.

EDTE 496E Elementary Student Teaching	12 credits
EDSE 450 Special Education Seminar	1 credit
EDTE 495 Student Teaching Professional Seminar	2 credits

Refer to the Certification Advisement Handbook and the Student Teaching Handbook for additional requirements and information.

Admission to Teacher Certification Program Requirements: Secondary

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 2.5 or higher across G.U. courses.
4. Cumulative GPA of 3.0 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.

Secondary Education Certification Program Requirements:

EDTE 101 Social and Cultural Foundations of Education	3 credits
EDSE 150 Psychology of Children with Exceptionalities	3 credits

EDTE 201 Learning Theories and Epistemologies	3 credits
EDTE 221S Differentiated Instruction and Assessment	3 credits
EDTE 221L Field Experience	3 credits
EDTE 241 Teaching in the Middle School	3 credits
Must be taken as a block: <b>(Spring only)</b>	
EDTE 315S Classroom Assessment for Secondary Teachers	3 credits
EDPE 417 Abuse Prevention	1 credit
EDTE 418 Discipline Specific Literacy	3 credits
EDTE 418L Field Experience	1 credit
<b>Secondary Specific Methods</b>	
<b>One methods course is required for each endorsement area (Fall Only)</b>	
<i>Must be taken as a block: (Fall only)</i>	
EDTE 454D Secondary Methods-Theater Arts	3 credits
EDTE 454E Secondary Methods-English	3 credits
EDTE 454F Secondary Methods-Social Studies	3 credits
EDTE 454M Secondary Methods-Mathematics	3 credits
EDTE 454S Secondary Methods-Science	3 credits
EDTE 454T Secondary Methods-World Language	3 credits
(Music Education and Physical Education majors will take methods in their degree program)	
EDTE 454L Secondary Field Experience	1 credit
EDTE 455L Field Experience: Additional Endorsement (Required for additional endorsements)	1 credit
EDTE 460S Classroom Management: Secondary	3 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.
10. Attendance is mandatory at the Student Teacher Application Meeting.

EDTE 496S Secondary Student Teaching	12 credits
EDSE 450 Special Education Seminar	1 credit
EDTE 495 Student Teaching Professional Seminar	2 credits

Please refer to the Certification Advisement Handbook and the Student Teaching Handbook for additional requirements and information.

## Optional Endorsements

ESL English Speakers of Other Language Endorsement: 14 credits

MTSL 304 Immigrant and Refugee Perspectives	3 credits
MTSL 401 Theory and Practice of Language Teaching	3 credits
MTSL 408 Principles of Second Language Acquisition	3 credits
EDTE 466 Literacy for English Language Learners	3 credits
MTSL 450 Language Awareness	1 credit
MTSL 480 TESOL Field Experience	1 credit

Reading Endorsement: 17 Credits

EDTE 231 Reading, Writing, & Communication I	3 credits
EDTE 331 Reading, Writing & Communication II	3 credits
EDTE 331L Field Experience	1 credit
EDTE 461 Reading Diagnosis	3 credits
EDTE 462 Child and Adolescent Literature	3 credits
EDTE 464 Reading Practicum	1 credit
EDTE 466 Literacy for English Language Learners	3 credits

## Courses

### **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 regarding education, the laws that affect students and teachers, the global and historical background of our current educational systems, and the issues concerned with recognizing, accepting, and affirming diversity.

Fulfills the following degree requirement(s): Core: Social Justice

### **EDTE 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):** MTSL 200

### **EDTE 201 Learning Theory and Epistemologies credit(s): 3**

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.

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

**Prerequisite(s):** EDTE 101 (or concurrent)

### **EDTE 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):** MTSL 202

**Prerequisite(s):** EDTE 200 or MTSL 200

### **EDTE 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):** MTSL 204

**Prerequisite(s):** EDTE 200 or MTSL 200

### **EDTE 206 Community and Place-Based Education credit(s): 3**

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.

**Prerequisite(s):** EDTE 202 or MTSL 202

### **EDTE 213 NorthWest History for Elementary Teachers credit(s): 1**

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.

**EDTE 221E Elementary Differential Instruction and Assessment credit(s): 3**

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.

**Corequisite(s):** EDTE 221L

**Prerequisite(s):** EDTE 101

**EDTE 221L Field Experience credit(s): 1**

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 and 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.

Course repeatable for 2 credits.

**Equivalent(s):** EDTE 305A, EDTE 305B

**Prerequisite(s):** EDTE 101( and EDTE 221E (or concurrent) or EDTE 221S (or concurrent))

**EDTE 221S Secondary Differential Instruction and Assessment 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, EDTE 241

**Prerequisite(s):** EDTE 101

**EDTE 231 Instructional Methods:Reading, Writing and 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, 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.

**Prerequisite(s):** (EDTE 202 or MTSL 202) and EDTE 206

**EDTE 304 Concepts in Science credit(s): 3**

This course presents earth, physical, and space science concepts for elementary teacher candidates.

**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 in 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 for Elementary 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.

**Prerequisite(s):** EDTE 221E and EDTE 221L

**EDTE 315S Classroom Assessment for Secondary 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. Spring.

**Corequisite(s):** EDTE 418, EDTE 418L

**EDTE 331 Instructional Methods: Reading, Writing and 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 and 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**

Topic to be decided by faculty.

Course repeatable for 9 credits.

**EDTE 400 Elementary Methods: Music**

**credit(s): 1**

This course presents theories and techniques appropriate to teaching Music in the elementary school.

**EDTE 401 Elementary 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**

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 and 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.

Course repeatable for 3 credits.

**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, EDTE 418L

**EDTE 418L Field Experience**

**credit(s): 1**

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 and 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.

Course repeatable for 2 credits.

**Corequisite(s):** EDTE 315S, EDTE 418

**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, 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, 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, EDTE 460S

**EDTE 454L Field Experience** **credit(s): 1**

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 and 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.

Course repeatable for 6 credits.

**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, 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, EDTE 460S

**EDTE 454T Secondary Methods: World Languages** **credit(s): 3**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.

**Corequisite(s):** EDTE 454L, EDTE 460S

**EDTE 455L Field Experience: Additional Endorsement credit(s): 1**

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.

Course repeatable for 2 credits.

**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 Elementary 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 Language Learners 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**

Directed Reading requires completion of a form, and Department permission.

Course repeatable for 9 credits.

**EDTE 491 Directed Study** **credit(s): 1-3**  
Individualized study that is designed by the professor. Student teacher candidates follow a prescribed course outline.

Course repeatable for 9 credits.

**EDTE 492 Independent Study** **credit(s): 1-4**  
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.

Course repeatable for 9 credits.

**EDTE 494 Special Project** **credit(s): 1-6**  
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.

Course repeatable 2 time.

**EDTE 495 Student Teaching Professional 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, EDTE 495

**Prerequisite(s):** EDPE 417 and EDTE 418 and EDTE 315E and (EDPE 497C or EDTE 454L) and (EDTE 454D or EDTE 454E or EDTE 454F or EDTE 454M or EDTE 454S or EDTE 454T) and EDTE 460E

**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, EDTE 495

**Prerequisite(s):** EDPE 417 and EDTE 418 and EDTE 315S and (EDPE 497C or EDTE 454L) and (EDTE 454D or EDTE 454E or EDTE 454F or EDTE 454M or EDTE 454S or EDTE 454T) and EDTE 460S

**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 Commnty 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 Perspectives** **credit(s): 3**

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.

Course repeatable for 6 credits.

**MTSL 401 Theory and Practice of Language 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 Principles of Second Language 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 Language 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**

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.

Course repeatable for 15 credits.

**Corequisite(s):** MTSL 401

**MTSL 490 Independent Study** **credit(s): 1-6**

Course repeatable for 12 credits.

## School of Engineering and Applied Science

**Dean:** Karlene A. Hoo

**Associate Dean:** Paul S. Nowak

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, steam or hydro-electric 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, Engineering Management, and Mechanical Engineering 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, economical, 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. Students are assigned to projects based on their knowledge and experience, exactly as they will be assigned to technical projects once they graduate. 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.

## The Herak Engineering Computer Center

The Herak Engineering Computer Center (HECC), located in the Herak Center for Engineering, is the central facility for general purpose computing in SEAS. This fully staffed center is available to students seven days a week, and provides general computing services over and above the extensive and diverse computer systems found in the SEAS departmental laboratories.

The center's computer facilities include a large number of general purpose, as well as CAD/CAE workstations, that are connected to all computing resources of the Computer Information Services department, the Foley library system, and the external internet. The Center also maintains servers hosting most software required within the Engineering and Computer Science programs. The Center also contains numerous plotters, printers, and 3-D printers.

Beyond these services, the center now supports a student laptop program whereby students can access all software required in the Engineering and Computer Science programs from any location on campus that is connected to the internet. As such, students can work as individuals or in teams, with full access to required software, from anywhere on the Gonzaga campus.

Software is made available to support all aspects of SEAS disciplines taught at Gonzaga University. These include not only general purpose software (document, presentation, and spreadsheet applications), but specialized software for use in the individual programs. These include CAD/CAE programs, programs involving hydrologic and hydraulic modeling, Solidworks, controls analysis, schematic and circuit board layout and simulation, and VLSI design layout and simulation. Additional computing laboratories also support both the freshman and senior capstone experiences in Computer Science,

## Gonzaga-in-Florence Engineering Semester Program

### Semester Abroad Possibilities

Engineering and computer-science students have multiple opportunities to study abroad. Principal among these is the Gonzaga-in-Florence program through which students complete engineering, mathematics, and core classes in Florence during the spring semester of their sophomore year. The engineering and mathematics courses offered in the program are specifically designed to fit into most engineering students' existing curriculum and requirements.

Beyond Florence, a number of opportunities for individualized study abroad in the sophomore (and possibly junior) years have been explored and are actively being advanced as possibilities for incoming students.

For Gonzaga-in-Florence, interested students must apply no later than the fall semester of their sophomore year. For other programs, students are encouraged to work with the Center for Global Engagement and the Dean's Office in the School of Engineering and Applied Science in order to explore options.

## 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

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.

**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 & 192
- Writing: Fulfilled through ENSC 191 & 192
- Communication & Speech: Fulfilled throughout Engineering program
- Fine Arts & Design: Fulfilled throughout Engineering program

The credit requirements for an engineering major along with those in university core typically preclude engineering majors from taking elective course work. Therefore, all core designation requirements (i.e., global studies, social justice, writing enriched) should be completed within other core or major requirements. Because the core curriculum is in a transitional period (AY 2016-17 to AY 2020-21) with many core and major courses that carry designations yet to be developed, engineering majors who are unable to complete designation requirements within other core or major requirements will be waived of these designation requirements.

**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

	<b>Degree</b>	<b>Major</b>	<b>Minor</b>
Civil Engineering	BSCE	133	n.a.
Computer Engineering	BSCpE	136	n.a.
Electrical Engineering	BSEE	134	n.a.
Engineering Management	BSEM	133-137	n.a.
Mechanical Engineering	BSME	138	n.a.
Computer Science	BSCS	128	18

## Civil Engineering

Chairperson: Rhonda Young

Professors: N. Bormann, S. Ganzerli, P. Nowak (Associate Dean), R. Young

Associate Professor: M. Muszynski, S. Niezgoda

Assistant Professors: J. Schultz, K. Shimabuku

Civil engineers are problem solvers who often utilize sophisticated technologies to find sustainable solutions to a huge variety of the challenges facing society. 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 five areas: Environmental Engineering, Geotechnical Engineering, Structural Engineering, Transportation Engineering and Water Resources Engineering.

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.

### B.S. in Civil Engineering: 133 Credits

<b>First Year</b>	
<b>Fall</b>	
ENSC 191 Engineering First -Year Seminar I	3 credits
MATH 157 Calculus and Analytical Geometry I	4 credits
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
PHIL 101 Reasoning	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<b>Spring</b>	
ENSC 192 Engineering First-Year Seminar I	3 credits
ENSC 205 Statics	3 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	4 credits
PHYS 103L Scientific Physics I Lab and Recitation	1 credit
PHIL 201 Human Nature	3 credits



<b>Second Year</b>	
<b>Fall</b>	
CENG 261 Introduction to Geomatics	2 credits
CENG 261L Introduction to Geomatics	1 credit
MATH 259 Calculus and Analytical Geometry III	4 credits
CENG 252 Civil Fluid Mechanics	3 credits
CENG 225 Engineering Geology	3 credits
RELI XXX Christianity and Catholic Traditions	3 credits
<b>Spring</b>	
ENSC 301 Mechanics of Materials I	3 credits
ENSC 306 Dynamics	3 credits
MATH 260 Ordinary Differential Equations	3 credits
MATH 321 Statistics for Experimentalists	3 credits
RELI XXX World or Comparative Religion	3 credits
<b>Third Year</b>	
<b>Fall</b>	
CENG 302L Construction Materials Lab	2 credits
CENG 301 Structural Analysis I	3 credits
CENG 331 Soil Mechanics	3 credits
CENG 331L Soil Mechanics Lab	1 credit
CENG 404 Sustainable Systems and Design	3 credits
CENG 351 Engineering Hydrology	3 credits
Ethics core requirement	3 credits
<b>Spring</b>	
CENG 303 Environmental Engineering	3 credits
CENG 318 Transportation Engineering	3 credits
CENG 391 Civil Engineering Design and Practice	3 credits
CENG 352 Hydraulic Engineering	3 credits
CENG 352L Hydraulic Engineering Lab	1 credit
CENG 305 Environmental Engineering Lab	1 credit
CENG 412 Concrete Design	3 credits

<b>Fourth Year</b>	
<b>Fall</b>	
CENG 411 Steel Design	3 credits
CENG 473 Foundation Design	3 credits
ENSC 491 Senior Design Project I	2 credits
- - - Technical Elective **	3 credits
- - - Technical Elective	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<b>Spring</b>	
ENSC 400 Fundamentals of Engineering Exam***	0 credits
ENSC 492 Senior Design Project II	3 credits
- - - Technical Elective	3 credits
- - - Technical Elective	3 credits
Core Integration Seminar (432)	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<i>** Civil engineering students enrolled in the Hogan Entrepreneurial Program can waive one technical elective.</i>	
<i>*** The Washington State Fundamentals of Engineering Examination must be taken as part of the ENSC 400 course.</i>	

#### Technical Electives

Courses from the following list satisfy the technical elective requirements. Before selecting technical electives, students should consult with their advisor. To aid in course selection, the discipline(s) covered in each course are identified as follows: environmental engineering (E), geotechnical engineering (G), structural engineering (S), Transportation (T), and water resources engineering (W).

CENG 413 Groundwater (E, G, W)	CENG 427 Infrastructure Design (E, G, W, T)
CENG 414 Waste Management (E)	CENG 428 Urban Design and Development (E)
CENG 415 Masonry and Timber Design (S)	CENG 432 Hazard Mitigation (E, G, W, S, T)
CENG 416 Hydrogeology (W)	CENG 444 Air Pollution (E)
CENG 417 Traffic Engineering (T)	CENG 450 Watershed Modeling (E, G, W, T)
CENG 418 Transportation System Design (T)	CENG 454 Biological Treatment Processes (E)
CENG 420 Structural Dynamics (S)	CENG 463 Pavement Design (G, S, T)
CENG 421 Stormwater Management (E, W)	CENG 464 Ground Behavior for Structures (G, S)
CENG 422 Structural Analysis II (S)	ENSC 481 Gonzaga in Delft: Sustainable Cities
CENG 424 Physicochemical Treatment Processes (E)	MENG 465 Introduction to Finite Elements (G, S)
CENG 426 Stream Restoration (W, E)	

## 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

**Prerequisite(s):** CHEM 101 or TRAN GCHM, minimum grade: T or TRAN GCHM

**CENG 305 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.

**Prerequisite(s):** CENG 303 (or concurrent)

**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.

**Corequisite(s):** CENG 331L

**Prerequisite(s):** ENSC 301

**CENG 331L Soil Mechanics Lab credit(s): 1**

Three hours of laboratory per week.

**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 or MENG 352

**CENG 352 Hydraulic Engineering credit(s): 3**

Uses of fluid mechanics, engineering economic analysis and statistics in the engineering analysis and design of components of water resources systems. Flow of liquids in pipes and pipe networks. Design of hydro-machinery in water systems. Steady flow of water in open channels with immobile boundaries. Introduction to engineering hydrology. Reservoir sizing. Includes computer applications. Spring.

**Corequisite(s):** CENG 352L

**Prerequisite(s):** ENSC 352

**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.

**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

**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

**CENG 415 Masonry - Timber Design credit(s): 3**

Analysis and design of masonry and timber structures. Sizing of members in masonry and timber according to applicable building codes.

Fulfills the following degree requirement(s): CENG - Tech Elective

**Prerequisite(s):** CENG 301

**CENG 416 Hydrogeology credit(s): 3**

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.

Fulfills the following degree requirement(s): CENG - Tech Elective

**Prerequisite(s):** ENSC 352

**CENG 417 Traffic Engineering credit(s): 3**

Fundamentals of traffic engineering including traffic flow, capacity analysis, traffic signs and signals, and traffic engineering studies.

Fulfills the following degree requirement(s): CENG - Tech Elective

**Prerequisite(s):** CENG 261

**CENG 418    Transportation System Design** **credit(s): 3**

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.

Fulfills the following degree requirement(s): CENG - Tech Elective

**Prerequisite(s):** CENG 318

**CENG 420    Structural Dynamics** **credit(s): 3**

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.

Fulfills the following degree requirement(s): CENG - Tech Elective

**CENG 421    Stormwater Management** **credit(s): 3**

Basic principles in the application of hydrology, hydraulics, soil and water chemistry, 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.

Fulfills the following degree requirement(s): CENG - Tech Elective

**Restriction(s):**

Must be in the following Major(s): Civil Engineering

**Prerequisite(s):** CENG 352 and CENG 303

**CENG 422    Structural Analysis II** **credit(s): 3**

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

**Equivalent(s):** CENG 390

**Prerequisite(s):** CENG 301

**CENG 424    Physiochemical Treatment Processes** **credit(s): 3**

The theory and design of physical and chemical treatment processes for water and wastewater. Topics include traditional wastewater treatment plant unit operations. Additional topics include sustainability, grey water, water reuse, developing countries, and remediation.

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 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 301 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 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 hydraulics, and GIS data analysis. Students will gain an understanding and be able to apply the USACE software tools: HEC-HMS and HEC-RAS. Design projects will focus on applying these models to design stormwater management facilities and size bridges and culverts to minimize flooding impacts.

Fulfills the following degree requirement(s): CENG - Tech Elective

**Prerequisite(s):** CENG 352

**CENG 454 Biological Treatment Processes**

**credit(s): 3**

The theory and design of biological processes for water and wastewater treatment. Topics include basic microbiology, activated sludge, membrane bioreactors, bioremediation, as well as biological treatment systems for water reuse, small on-site treatment systems, and air pollution.

Fulfills the following degree requirement(s): CENG - Tech Elective

**Prerequisite(s):** CENG 303

**CENG 463 Pavement Design**

**credit(s): 3**

Loads on pavements, stresses in pavements, vehicle and traffic consideration, climate, environmental effects. Soils and materials characterization.

Fulfills the following degree requirement(s): CENG - Tech Elective

**Prerequisite(s):** CENG 331

**CENG 464 Ground Behavior for Structures**

**credit(s): 3**

This course presents ground considerations related to supporting civil engineering structures and facilities of various types. Treatment of in-place testing of the ground, obtaining the necessary information, and estimating soil behavior in the context of soil-structure interaction is included. Numerous applied examples of structural facilities

are used throughout to further relate theory to practice.  
Fulfills the following degree requirement(s): CENG - Tech Elective

**Restriction(s):**

Must be in the following Major(s): Civil Engineering

**Prerequisite(s):** CENG 331

**CENG 473 Foundation Design**

**credit(s): 3**

General principles behind foundation design. Shallow and deep foundation design: spread footings and pile foundation. Retaining structures: sheet-pile walls, bulkheads and cofferdams.

**Prerequisite(s):** CENG 331

## Computer Science

Chairperson: Shawn Bowers

Professors: S. Bowers, P. De Palma, K. Yerion (Emerita)

Associate Professors: D. Hughes (Emeritus), Y. Zhang

Assistant Professors: D. Schroeder, G. Sprint

The Department of Computer Science offers a B.S. in Computer Science, a B.A. in Computer Science and Computational Thinking, and a Minor in Computer Science. See the Undergraduate Catalog entry (College of Arts and Sciences) under “Computer Science and Computational Thinking” for a full description of the B.A program. The B.S. in Computer Science is built on a broad and rigorous foundation of science, mathematics, software engineering, and advanced computer science topics, while the B.A. in Computer Science and Computational Thinking is built on a foundation of computer science and the liberal arts. Students in both programs participate in a large software engineering project during their senior year, completed under the guidance of a faculty member and a project sponsor.

Faculty expertise and research interests span a wide range of computer science topics including networking, machine learning, speech recognition, data visualization, 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, or through a senior thesis. Students are encouraged to pursue summer research or industry-sponsored internships. Many of our 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 our department.

The department offers several laboratories including two general purpose computing labs, a lab for student research and group projects, and a high performance computing lab. 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 interested in competing in the annual Association for Computing Machinery’s Student Programming Competitions. Many of our students are also actively involved in the GU Robotics club, which is open to all majors.

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.



## B.S. in Computer Science: 128 credits

<b>I. Computer Science Requirements: 37 credits</b>	
<b>Lower Division</b>	
CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPSC 223 Algorithms and Abstract Data Structures	3 credits
CPSC 224 Software Development	3 credits
CPSC 260 Computer Organization	3 credits
<b>Upper Division</b>	
CPSC 321 Database Management Systems	3 credits
CPSC 326 Organization of Programming Languages	3 credits
CPSC 346 Operating Systems	3 credits
CPSC 348 Computer Security	3 credits
One of the following two courses:	3 credits
CPSC 351 Theory of Computation	
CPSC 450 Design and Analysis in Computer Algorithms	
CPSC 491 Software Engineering	2 credits
CPSC 491L Senior Design Project Lab I	1 credit
CPSC 492L Senior Design Project Lab II	3 credits
CPSC 499 Computers and Society	1 credit
<b>II. Computer Science Technical Electives: 21 credits</b>	
Any 200, 300, or 400 level CPSC course excluding CPSC 497. At most 2 courses from CPSC 2xx, 435, and 436.	21 credits
<b>III. Mathematics Requirements: 17 credits</b>	
MATH 157 Calculus-Analytic Geometry I	4 credits
MATH 231 Discrete Structures	3 credits
MATH 258 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 credits****\*Not already chosen to meet requirements above. At least six credits must be taken 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	

**Minor in Computer Science (18 credits)**

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
Any four 200, 300, or 400 level CPSC courses	12 credits

## Courses

**CPSC 105 Great Ideas in Computer 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**

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.

Course repeatable for 9 credits.

**Restriction(s):**

Must not be in the following Major(s): Computer Science and Computational Thinking, Computer Science

**CPSC 121 Computer Science I credit(s): 3**

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.

**CPSC 122 Computer Science II credit(s): 3**

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.

**Prerequisite(s):** CPSC 121

**CPSC 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. Fall.

**Equivalent(s):** ITEC 211

**Restriction(s):**

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

**CPSC 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 agent-based models. A variety of software tools will be explored. Applications will be chosen from ecology, medicine, chemistry, biology, and others. Spring.

**Equivalent(s):** ITEC 212

**Restriction(s):**

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

**CPSC 213 Special Topics credit(s): 3**

Topic to be determined by instructor.

**CPSC 214 Special Topics credit(s): 3**

Topic to be determined by instructor.

**CPSC 215 Special Topics credit(s): 3**

Topic to be determined by instructor.

<b>CPSC 222</b>	<b>Introduction to Data Science</b>	<b>credit(s): 3</b>
<p>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 datasets. 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.</p>		
<b>CPSC 223</b>	<b>Algorithms and Abstract Data Structures</b>	<b>credit(s): 3</b>
<p>Algorithm analysis using 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.</p>		
<b>Prerequisite(s):</b> CPSC 122 and MATH 231 (or concurrent) and MATH 231 (or concurrent)		
<b>CPSC 224</b>	<b>Software Development</b>	<b>credit(s): 3</b>
<p>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.</p>		
<b>Prerequisite(s):</b> CPSC 122		
<b>CPSC 260</b>	<b>Computer Organization</b>	<b>credit(s): 3</b>
<p>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.</p>		
<b>Prerequisite(s):</b> CPSC 122		
<b>CPSC 290</b>	<b>Directed Reading</b>	<b>credit(s): 0-3</b>
<p>Individual exploration of a topic not normally covered in the curriculum.</p>		
<b>CPSC 310</b>	<b>Special Topics</b>	<b>credit(s): 3</b>
<p>Topics that reflect the current interests and expertise of the faculty. On sufficient demand.</p>		
<b>Prerequisite(s):</b> CPSC 122		
<b>CPSC 311</b>	<b>Special Topics</b>	<b>credit(s): 3</b>
<p>Topics that reflect the current interests and expertise of the faculty. On sufficient demand.</p>		
<b>Prerequisite(s):</b> CPSC 122		
<b>CPSC 312</b>	<b>Special Topics</b>	<b>credit(s): 3</b>
<p>Topics that reflect the current interests and expertise of the faculty. On sufficient demand.</p>		
<b>Prerequisite(s):</b> CPSC 122		
<b>CPSC 313</b>	<b>Special Topics</b>	<b>credit(s): 3</b>
<p>Topics that reflect the current interests and expertise of the faculty. On sufficient demand.</p>		
<b>Prerequisite(s):</b> CPSC 122		
<b>CPSC 314</b>	<b>Special Topics</b>	<b>credit(s): 3</b>
<p>Topics that reflect the current interests and expertise of the faculty. On sufficient demand.</p>		
<b>Prerequisite(s):</b> CPSC 122		
<b>CPSC 315</b>	<b>Special Topics</b>	<b>credit(s): 1-3</b>
<p>Topics that reflect the current interests and expertise of the faculty. On sufficient demand.</p>		
<p>Course repeatable for 9 credits.</p>		
<b>Prerequisite(s):</b> CPSC 122		

**CPSC 321 Database Management Systems credit(s): 3**

Introduction to database concepts. A study of data models, data normalization, relational algebra. Use of data definition and data manipulation languages including embedded SQL. File and index organization. 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 datasets. 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

**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 datasets. 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, principle component analysis, recommendation algorithms, topic modeling, Bayesian networks, and deep learning. On sufficient demand.

**Prerequisite(s):** CPSC 322

**CPSC 326 Organization of Programming Languages credit(s): 3**

Examination of the structures and concepts of procedural, functional, and logic-based programming languages. Spring.

**Prerequisite(s):** CPSC 223

**CPSC 346 Operating Systems credit(s): 3**

Study of operating systems internals. Topics include concurrent programming, memory management, file system management, scheduling algorithms, security. Fall.

Fulfills the following degree requirement(s): CPEN - Tech Elective

**Prerequisite(s):** CPSC 122 and (CPSC 260 or (CPEN 231 and CPEN 231L))

**CPSC 348 Computer Security credit(s): 3**

Study of security and information assurance in stand-alone and distributed computing. Topics include ethics, privacy, access control methods and intrusion detection. Fall.

Fulfills the following degree requirement(s): CPEN - Tech Elective

**Equivalent(s):** CPSC 448

**Prerequisite(s):** CPSC 223 and (CPSC 260 or (CPEN 231 and CPEN 231L))

**CPSC 351 Theory of Computation credit(s): 3**

Study of the theory of computation. Regular grammars, finite state automata, context-free grammars, pushdown automata, Turing machines, parsing, normal forms, and the Chomsky hierarchy. Fall, odd years.

**Prerequisite(s):** CPSC 122 and MATH 231

- CPSC 353 Applied Cryptography credit(s): 3**  
 Introduction to applied cryptography. Topics could include classical cryptosystems (shift, affine, Vigenere, Playfair, Enigma), modern cryptosystems (DES, AES, RSA, El Gamal), key exchange protocols, digital signatures, security protocols, and zero-knowledge techniques, along with their applications in e-commerce and intelligence. Spring, even years.  
**Equivalent(s):** CPSC 453  
**Prerequisite(s):** CPSC 122
- CPSC 360 Introduction to Robotics credit(s): 3**  
 Computational techniques used in the development of intelligent, sensor-based robotic systems. Topics include manipulators, and mobile robots, forward and inverse kinematics, sensors, intelligent architectures, control approaches, environment mapping, and motion planning. On sufficient demand.  
**Prerequisite(s):** CPSC 122 and (CPSC 260 or (CPEN 231 and CPEN 231L))
- CPSC 410 Advanced Topics credit(s): 3**  
 Topics that reflect the current interests and expertise of the faculty. On sufficient demand.  
**Prerequisite(s):** CPSC 223
- CPSC 411 Advanced Topics credit(s): 3**  
 Topics that reflect the current interests and expertise of the faculty. On sufficient demand.  
**Prerequisite(s):** CPSC 223
- CPSC 412 Advanced Topics credit(s): 3**  
 Topics that reflect the current interests and expertise of the faculty. On sufficient demand.  
**Prerequisite(s):** CPSC 223
- CPSC 413 Advanced Topics credit(s): 3**  
 Topics that reflect the current interests and expertise of the faculty. On sufficient demand.  
**Prerequisite(s):** CPSC 223
- CPSC 414 Advanced Topics credit(s): 3**  
 Topics that reflect the current interests and expertise of the faculty. On sufficient demand.  
**Prerequisite(s):** CPSC 223
- CPSC 415 Advanced Topics credit(s): 3**  
 Topics that reflect the current interests and expertise of the faculty. On sufficient demand.
- CPSC 425 Computer Graphics credit(s): 3**  
 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.  
**Equivalent(s):** CPSC 325  
**Prerequisite(s):** CPSC 223 and MATH 231
- CPSC 431 Computer Architecture credit(s): 3**  
 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.  
**Equivalent(s):** CPEN 431  
**Prerequisite(s):** CPSC 260 or (CPEN 231 and CPEN 231L)
- CPSC 435 Parallel and Cloud Computing credit(s): 3**  
 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.  
**Equivalent(s):** CPEN 435  
**Prerequisite(s):** CPSC 260 or (CPEN 231 and CPEN 231L)

**CPSC 436 Biomedical Informatics and Computing 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.

**Equivalent(s):** CPEN 436

**Prerequisite(s):** CPSC 260 or (CPEN 231 and CPEN 231L)

**CPSC 447 Computer Networks credit(s): 3**

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))

**CPSC 450 Design and Analysis of Computer Algorithms credit(s): 3**

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, Fulfills the following degree requirement(s): CPSC - Tech Elective

**Prerequisite(s):** CPSC 223 and MATH 231

**CPSC 455 Chaos and Dynamical Systems credit(s): 3**

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.

**Prerequisite(s):** MATH 231 and CPSC 122

**CPSC 475 Speech and Natural Language Processing credit(s): 3**

Computational approaches to language processing: morphology, phonetics, speech recognition, syntax, and semantics. Emphasis on statistical language processing. Fall, even years.

**Prerequisite(s):** CPSC 223 or CPSC 322

**CPSC 490 Directed Reading credit(s): 1-3**

Individual exploration of a topic not normally covered in the curriculum. Arrangement with an instructor.

**Restriction(s):**

Must be the following Class(es): Senior

**CPSC 491 Software Engineering credit(s): 2**

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.

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

**Corequisite(s):** CPSC 491L, CPSC 499

**Restriction(s):**

Must be in the following Field(s) of Study: Computer Science and Computational Thinking, Computer Science

Must be the following Class(es): Senior

**Prerequisite(s):** CPSC 223 and CPSC 224

**CPSC 491L Senior Design Project Lab I** **credit(s): 1**

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.

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

**Corequisite(s):** CPSC 491, CPSC 499

**Restriction(s):**

Must be in the following Major(s): Computer Science and Computational Thinking, Computer Science

Must be the following Class(es): Senior

**Prerequisite(s):** CPSC 223 and CPSC 224

**CPSC 492L Senior Design Project Lab II** **credit(s): 3**

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.

**Restriction(s):**

Must be in the following Major(s): Computer Science and Computational Thinking, Computer Science

Must be the following Class(es): Senior

**Prerequisite(s):** CPSC 491 and CPSC 491L

**CPSC 495 Thesis I** **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

**CPSC 496 Thesis II** **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

**CPSC 497 Computer Science Internship** **credit(s): 0-3**

Computer Industry Internship.

**CPSC 499 Computers and Society** **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, CPSC 491L

**Restriction(s):**

Must be in the following Major(s): Computer Science and Computational Thinking, 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)

Assistant Professor: J. Tadrour, 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.

## B.S. in Electrical Engineering: 134 credits

<b>First Year</b>	
<b>Fall</b>	
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
ENSC 191 Engineering First-Year Seminar I	3 credits
MATH 157 Calculus and Analytical Geometry I	4 credits
PHIL 101 Reasoning	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<b>Spring</b>	
ENSC 192 Engineering First-Year Seminar II	3 credits
ENSC 205 Statics	3 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	4 credits
PHYS 103L Scientific Physics I Lab	1 credit
PHIL 201 Human Nature	3 credits
<b>Second Year</b>	
<b>Fall</b>	
CPEN 230 Introduction to Digital Logic	3 credits
CPEN 230L Introduction to Digital Logic Lab	1 credit
CPSC 121 Computer Science I	3 credits
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit
MATH 259 Calculus and Analytical Geometry III	4 credits
RELI XXX Christianity and Catholic Traditions	3 credits
<b>Spring</b>	
CPEN 231 Microcomputer Architecture and Assembly Programming	3 credits
CPEN 231L Microcomputer Architecture and Assembly Programming Lab	1 credit

EENG 202 Circuit Analysis II	3 credits
MATH 260 Ordinary Differential Equations	3 credits
PHYS 204 Scientific Physics II	4 credits
PHYS 204L Scientific Physics II Lab	1 credit
RELI XXX World or Comparative Religion	3 credits
<b>Third Year</b>	
<b>Fall</b>	
EENG 301 Electromagnetic Fields and Materials	4 credits
EENG 303 Electronics Design I	3 credits
EENG 303L Electronics Design I Lab	1 credit
EENG 311 Signals and Systems	4 credits
Ethics core requirement	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<b>Spring</b>	
EENG 304 Electronics Design II	3 credits
EENG 304L Electronics Design II Lab	1 credit
EENG 322 Probabilistic Methods for Electrical Engineering	3 credits
EENG 340 Introduction to Electric Power Engineering	3 credits
EENG 340L Introduction to Electric Power Engineering Lab	1 credit
EENG 391 Engineering Design	1 credit
Core Integration Seminar (432)	3 credits
<b>Fourth Year</b>	
<b>Fall</b>	
EENG 411 Introduction to Control Systems	3 credits
EENG 421 Introduction to Communication Systems	3 credits
EENG 425 Communication and Controls Lab	1 credit
ENSC 491 Senior Design Project I	2 credits
Technical elective <sup>1</sup>	3 credits
Technical elective <sup>1</sup>	3 credits
<b>Spring</b>	
ENSC 492 Senior Design Project II	3 credits
ENSC 355 Thermal Science	3 credits
ENSC 400 Fundamentals of Engineering Examination	0 credits
Technical elective <sup>1</sup>	3 credits

Technical elective <sup>1</sup>	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
Note <sup>1</sup> : 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 Electronics III

EENG 402 Electromagnetic Waves and Materials

EENG 403 Passive and Active Filter Design

EENG 406 Introduction to Integrated Circuit Engineering

EENG 412 Digital Control Systems

EENG 413/EENG 413L Automation

EENG 422 Digital Communication 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

EENG 444 Computational Methods for Power Systems

#### 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 321/CPEN 321L; introduction to System Software

CPEN 342/CPEN 342L Embedded Computer Systems

CPEN 430/CPEN 430L Digital System Design

### Courses

#### **EENG 201 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 lectures 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)

#### **EENG 201L Circuit Analysis I Lab**

**credit(s): 1**

Three laboratory hours per week. Taken concurrently with EENG 201.

**Corequisite(s):** EENG 201

**EENG 202 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

**EENG 301 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 and EENG 202 (or concurrent)

**EENG 303 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 and EENG 202 (or concurrent)

**EENG 303L Electronics Design I Lab** **credit(s): 1**  
Three hours laboratory per week. Taken concurrently with EENG 303.  
**Corequisite(s):** EENG 303

**EENG 304 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)

**EENG 304L Electronics Design II Lab** **credit(s): 1**  
Three laboratory hours per week. Taken concurrently with EENG 304.  
**Corequisite(s):** EENG 304

**EENG 311 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 202 (or concurrent) and MATH 260 (or concurrent)

**EENG 322 Probabilistic Methods in Electrical 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)

**EENG 340 Introduction to 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 202 (or concurrent)

**EENG 340L Introduction to 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

**EENG 391 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)

**EENG 401 Electronics III 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

**Prerequisite(s):** EENG 304

**EENG 402 Electromagnetic 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

**EENG 403 Passive and Active Filter Dsgn 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

**EENG 406 Introduction to Integrated Circuits 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

**Prerequisite(s):** EENG 304 (or concurrent)

**EENG 410 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.

**Restriction(s):**

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

**EENG 411 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 425

**Prerequisite(s):** EENG 303 (or concurrent)

**EENG 412 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

**EENG 413 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 Grafset; 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)

**EENG 413L 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

**EENG 421 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

**Prerequisite(s):** EENG 311 and EENG 322

**EENG 422 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

**EENG 424 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

**EENG 425 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, EENG 421

**EENG 427 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

**EENG 428 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

**EENG 441 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

**EENG 442 Electric Power Distribution Systems 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

**EENG 443 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

**EENG 444 Computational Methods for Power Systems**

**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

**EENG 481 Special Topics Electrical Engineering**

**credit(s): 1-3**

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.

Course repeatable for 9 credits.



## 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.

## B.S. in Computer Engineering: 136 credits

<b>First Year</b>	
<b>Fall</b>	
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
ENSC 191 Engineering First Year Seminar	3 credits
MATH 157 Calculus and Analytical Geometry I	4 credits
PHIL 101 Reasoning	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<b>Spring</b>	
CPSC 121 Computer Science I	3 credits
ENSC 192 Engineering First Year Seminar	3 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	4 credits
PHYS 103L Scientific Physics I Lab	1 credit
PHIL 201 Human Nature	3 credits

<b>Second Year</b>	
<b>Fall</b>	
CPEN 230 Introduction to Digital Logic	3 credits
CPEN 230L Introduction to Digital Logic Lab	1 credit
CPSC 122 Computer Science II	3 credits
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit
MATH 231 Discrete Structures	3 credits
RELI XXX Christianity and Catholic Traditions	3 credits
<b>Spring</b>	
CPEN 231 Microcomputer Architecture and Assembly Programming	3 credits
CPEN 231L Microcomputer Architecture and Assembly Programming Lab	1 credit
EENG 202 Circuit Analysis II	3 credits
MATH 259 Calculus and Analytical Geometry III	4 credits
PHYS 204 Scientific Physics II	4 credits
PHYS 204L Scientific Physics II Lab	1 credit
<b>Third Year</b>	
<b>Fall</b>	
CPSC 223 Abstract Data Structures	3 credits
EENG 303 Electronics Design I	3 credits
EENG 303L Electronics Design I Lab	1 credit
EENG 311 Signals and Systems	4 credits
MATH 260 Ordinary Differential Equations	3 credits
Ethics core requirement	3 credits
<b>Spring</b>	
CPEN 342 Embedded Computer Systems	3 credits
CPEN 342L Embedded Computer Systems Lab	1 credit
EENG 304 Electronics Design II	3 credits
EENG 304L Electronics Design II Lab	1 credits
EENG 322 Probabilistic Methods for Electrical Engineers	3 credits
EENG 391 Engineering Design	1 credit
RELI XXX World or Comparative Religion	3 credits
Core Integration Seminar (432)	3 credits
<b>Fourth Year</b>	

<b>Fall</b>	
CPEN 430 Digital System Design	3 credits
CPEN 430L Digital System Design Lab	1 credit
CPSC 346 Operating Systems	3 credits
CPEN/CPSC Technical elective	3 credits
ENSC 491 Senior Design Project I	2 credits
Technical elective <sup>1</sup>	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<b>Spring</b>	
CPSC 431 Computer Architecture	3 credits
ENSC 492 Senior Design Project II	3 credits
ENSC 400 Fundamentals of Engineering Examination	0 credits
CPEN/CPSC Technical elective <sup>1</sup>	3 credits
Technical elective <sup>1</sup>	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
Note <sup>1</sup> : 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 computer science courses may also be used as electives. The student's advisor approves the selection and must contain at least two courses with a CPEN or CPSC course designation. 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 Introduction to Integrated Circuit Engineering  
 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 Architecture and Assembly Programming** **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 Architecture and Assembly Programming 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 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 Computing** **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**

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.

Course repeatable for 9 credits.

## Engineering Management

Chairman: TBD

Professors: P. McKenny (Emeritus), P. Nowak, P. Ferro, S. Schennum

Associate Professor: S. Bowers

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.

## 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

### Upper Division

ENSC 306 Dynamics	3 credits
One of the following two courses:	3 credits
ENSC 355 Thermal Science	
ENSC 352 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

#### Lower Division

ACCT 263 Accounting Analysis	3 credits
BMIS 235 Management Information Systems	3 credits
ECON 200 Economic Analysis (2 <sup>nd</sup> 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
OPER 340 Operations Management	3 credits

### Note to students:

(1) Students are encouraged to take HIST 211: Introduction to Native American History to fulfill their core history requirement.

## Engineering Science

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 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

**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**

Topic to be decided by faculty.

Course repeatable for 12 credits.

**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      Fundamentals 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.

Fulfills the following degree requirement(s): MENG - Tech Elective

**Restriction(s):**

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

**ENSC 413      Automation      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 Grafset. 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)

**ENSC 413L      Automation Lab      credit(s): 1**

Must be taken concurrently with ENSC 413. Three hour lab per week.

**ENSC 432      CIS:      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

**ENSC 481      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.

Fulfills the following degree requirement(s): MENG - Tech Elective

Course repeatable for 12 credits.

**Restriction(s):**

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

**ENSC 482 Special Topics 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.

**ENSC 483 Independent Study in Engineering credit(s): 1-3**

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

Course repeatable for 12 credits.

**ENSC 484 Independent Study in Engineering credit(s): 1-3**

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.

Course repeatable for 9 credits.

**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.

Course repeatable for 6 credits.

**ENSC 491 Senior Design Project I credit(s): 2**

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. Fall.

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

**Corequisite(s):** ENSC 400

**Restriction(s):**

Must be the following Class(es): Senior

**Prerequisite(s):** ENSC 491

**ENSC 497 Internship credit(s): 0-6**

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.

Course repeatable 8 time.

**Restriction(s):**

Must be in the following College/School(s): School of Engineering and Applied Science

## Mechanical Engineering

Chairperson: Dr. Massimo "Max" Capobianchi

Professors: K. Ansari, M. Capobianchi, T. Chen, P. Ferro, G. Hordemann (Emeritus)

Associate Professors: J. Marciniak

Assistant Professors: M. Baumgardner, T. Fitzgerald

Lecturer: A. Delane, D. McDonald, 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 trouble-shooting 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 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.

## B.S. in Mechanical Engineering: 138 credits

<b>First Year</b>	
<b>Fall</b>	
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
ENSC 191 Engineering First Year Seminar	3 credits
ENSC 191L Engineering First Year Seminar Lab	0 credits
MATH 157 Calculus - Analytical Geometry I	4 credits
PHIL 101 Reasoning	3 credits
1 <sup>st</sup> Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<b>Spring</b>	
ENSC 205 Statics	3 credits
ENSC 192 Engineering First Year Seminar	3 credits
ENSC 192L Engineering First Year Seminar Lab	0 credits
MATH 258 Calculus - Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	4 credits
PHYS 103L Scientific Physics I Lab	1 credit
PHIL 201 Human Nature	3 credits

<b>Second Year</b>	
<b>Fall</b>	
MENG 221 Materials Engineering	3 credits
MENG 291 Introduction to Mechanical Engineering Design	2 credits
MENG 291L Introduction to Mechanical Engineering Design Lab	1 credit
MATH 259 Calculus - Analytical Geometry III	4 credits
PHYS 204 Scientific Physics II	4 credits
PHYS 204L Scientific Physics II Lab	1 credit
RELI XXX Christianity and Catholic Traditions	3 credits
<b>Spring</b>	
ENSC 244 Computer Methods for Engineers	3 credits
ENSC 306 Dynamics	3 credits
MATH 260 Ordinary Differential Equations	3 credits
MATH 321 Statistics for Experiment	3 credits
Ethics core requirement	3 credits
RELI XXX World or Comparative Religion	3 credits
<b>Third Year</b>	
<b>Fall</b>	
MENG 321 Thermodynamics I	3 credits
ENSC 301 Mechanics of Materials I	3 credits
MENG 301 Manufacturing Processes	2 credits
MENG 301L Manufacturing Processes Lab	1 credit
ENSC 371 Advanced Engineering Math	3 credits
ENSC 352 Fluid Mechanics	3 credits
2 <sup>nd</sup> Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<b>Spring</b>	
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit
ENSC 300 <sup>(1)</sup> Engineering Economics	2 credits
MENG 322 Thermodynamics II	3 credits
MENG 330 Machine Design	3 credits
MENG 341 Heat Transfer	3 credits
3 <sup>rd</sup> Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits

<b>Fourth Year</b>	
<b>Fall</b>	
ENSC 491 Senior Design Project I	2 credits
MENG 411 Instrumentation Systems	3 credits
MENG 411L Instrumentation Systems Lab	1 credit
MENG 434 Vibration Engineering	3 credits
MENG 461 System Dynamics and Control	3 credits
- - - - Technical Elective	3 credits
Core Integration Seminar (432)	3 credits
<b>Spring</b>	
ENSC 400 <sup>(2)</sup> Fundamentals of Engineering Examination	0 credits
ENSC 492 Senior Design Project II	3 credits
MENG 412 Mechanical Measurements	3 credits
MENG 412L 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 final registration with the State of Washington for the Fundamentals of Engineering examination, or 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 curriculum. Students wishing to take these courses should plan well in advance in order to comply with all admission requirements prior to enrolling in the course.

MENG 435 Applications in Vibrations  
MENG 442 Advanced Heat Transfer  
MENG 445 Heating, Ventilating, and Air Conditioning  
MENG 447 Advanced Energy Systems  
MENG 450 Topics in Machine Design  
MENG 456 Design for Manufacturing  
MENG 465 Introduction to Finite Elements  
MENG 467 Designing with Polymers and Composites  
MENG 477 Material Selection for Design  
MENG 480 Advanced Fluid Mechanics

MENG 484 Manufacturing Systems  
CENG 301 Structural Analysis I  
CENG 422 Structural Analysis II  
ENSC 405 Engineering Project Management  
EENG 412 Digital Control Systems  
ENSC 413 Automation  
PHYS 307 Optics  
PHYS 402 Advanced Mechanics  
PHYS 450 Statistical Physics

## Courses

### **MENG 221 Materials Engineering** **credit(s): 3**

Introduction to the structure-property-processing relationship in metallic, ceramic, and polymeric materials, and to the atomic structure of materials and its influence on mechanical, electrical, and thermal properties. Students explore how alloying and thermomechanical processing modifies structure and changes the properties of materials.

**Prerequisite(s):** CHEM 101 or TRAN GCHM, minimum grade: T

### **MENG 291 Introduction to Mechanical Engineering Design** **credit(s): 2**

Introduction to mechanical engineering design, with emphasis on the creation and communication of design ideas. Students will learn construction geometry, visualization (orthographic views, isometric views, sectional views, etc.), hand sketching and drawing of initial designs, and how to create 2-D drawings. Detailed treatment of dimensioning and tolerancing. Strong focus on the design of basic machine elements in order to prepare the student for further coursework in machine design, and senior projects, as well as direct application in the practice of mechanical engineering. The design process, including business letters, proposals, product specifications, product descriptions, prototype fabrication, and product descriptions will be introduced.

**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, Senior, Post-Bacc

**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, Senior, Post-Bacc



- 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 topics in conduction, contact resistance, multidimensional transients, periodic heat transfer, non-uniform heat generation, phase change heat transfer, fin heat transfer, and design of shell-and-tube heat exchangers.

Fulfills the following degree requirement(s): MENG - Tech Elective

**Prerequisite(s):** MENG 341

**MENG 445 Heating Vent and Air Conditioning**

**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 447 Advanced Energy Systems**

**credit(s): 3**

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.

Fulfills the following degree requirement(s): MENG - Tech Elective

**Prerequisite(s):** MENG 322 and MENG 341

**MENG 450 Topics in Machine Design**

**credit(s): 3**

Continuation of material presented in MENG 330. Design topics involving mechanical elements such as bolts, spur and helical gears, journal bearings and flexible mechanical elements.

**Prerequisite(s):** MENG 330

**MENG 456 Design for Manufacturing**

**credit(s): 3**

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.

Fulfills the following degree requirement(s): MENG - Tech Elective

**Prerequisite(s):** MENG 221

**MENG 461 System Dynamics and Control**

**credit(s): 3**

Principles of feedback control. Mathematical modeling and analysis of dynamic physical elements and systems. 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.

**Prerequisite(s):** ENSC 306 and ENSC 371

**MENG 465 Introduction to Finite Element credit(s): 3**

Development of the stiffness matrix method applied to bar and beam elements. The plane 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.

Fulfills the following degree requirement(s): CENG - Tech Elective, Fulfills the following degree requirement(s): MENG - Tech Elective

**Prerequisite(s):** ENSC 301

**MENG 467 Design with Polymers-Composites credit(s): 3**

Background of composites, stress-strain relations for composite materials, extension and bending of symmetric laminates, failure analysis of fiber-reinforced materials, design examples and design studies, non-symmetric laminates, micromechanics of composites, properties of fibers and matrix materials.

Fulfills the following degree requirement(s): CENG - Tech Elective, Fulfills the following degree requirement(s): MENG - Tech Elective

**Prerequisite(s):** MENG 221

**MENG 477 Materials Selection for Design credit(s): 3**

Methods of materials selection. Systematic approaches for selecting optimal material when competing criteria exist. Real applications and case studies are included. Several topics including fracture mechanics, corrosion, titanium alloys, etc. are covered.

Fulfills the following degree requirement(s): MENG - Tech Elective

**Prerequisite(s):** MENG 221

**MENG 480 Advanced Fluid Mechanics credit(s): 3**

Ideal fluid flow. Laminar and turbulent boundary layer flows, conservation equations, and solution methods. Turbo machinery. Unsteady flow problems. Basic computational fluid mechanics.

Fulfills the following degree requirement(s): MENG - Tech Elective

**Prerequisite(s):** ENSC 352

**MENG 484 Manufacturing Systems credit(s): 3**

A course designed to familiarize the student with manufacturing decisions required in the industrial sector. Developing manufacturing strategies, integrating process alternatives, equipment selection analysis, process costs, and total integration of manufacturing systems are assessed quantitatively and qualitatively to maximize outcomes. Supply chain and lean topics are covered.

Fulfills the following degree requirement(s): MENG - Tech Elective

**Prerequisite(s):** MENG 301

## 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:** Vincent Salyers

**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, MSN, and DNP programs.

## Human Physiology

Chairperson: David Thorp

Professors: D. McCann, D. Thorp

Associate Professor: R. McCulloch

Assistant Professor: P. Crosswhite, A. Gidley

Lecturers: J. McKenzie

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>B.S. Major in Human Physiology: 69 credits</b>	
<b>Science Core: 29 credits</b>	
BIOL 105, BIOL 105L Information Flow in Biological Systems and Lab	4 credits
CHEM 101, CHEM 101L General Chemistry and Lab	4 credits
CHEM 230, CHEM 230L Organic Chemistry and Lab	5 credits
MATH 148 or higher	3 credits
PHYS 101 and PHYS 101L General Physics I and Lab	5 credits
PHYS 102 and PHYS 102L General Physics II and Lab	5 credits
One of the following two courses:	3 credits
PSYC 101 General Psychology	
SOC 101 Introduction to Sociology	
<b>Lower Division: 17 credits</b>	
HPHY 205 Experimental Research Design and Data Analysis	3 credits
HPHY 210 Scientific Writing	3 credits
HPHY 241 and HPHY 241L Human Anatomy and Physiology I and Lab	4 credits
HPHY 242 and HPHY 242L Human Anatomy and Physiology II and Lab	4 credits
HPHY 274 Human Kinetics	3 credits
<b>Upper Division: 23 credits</b>	
HPHY 375 and HPHY 375L Biomechanics	4 credits
HPHY 376 and HPHY 376L Exercise Physiology	4 credits

HPHY 441L Guided Experimental Design	1 credit
HPHY 442L Guided Research	1 credit
HPHY 499 Culminating Experience	1 credit
HPHY 300-400 level electives (three credits may be lower division science credits if approved by the department)	12 credits

## Courses

### **HPHY 190 Directed Study** **credit(s): 1-3**

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.

Course repeatable for 3 credits.

**Equivalent(s):** EXSC 190

### **HPHY 205 Experimental Research Design and Data Analysis** **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.

### **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

**Prerequisite(s):** HPHY 205

### **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

**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

### **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

**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

**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.

**Prerequisite(s):** HPHY 241 and HPHY 241L

**HPHY 274 Human Kinetics**

**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

**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**

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.

Course repeatable for 2 credits.

**Equivalent(s):** EXSC 304

**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 one course from MATH 148-498, 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

**Prerequisite(s):** HPHY 205 and HPHY 210 and HPHY 242 and HPHY 242L and one course from MATH 148-498, 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

**HPHY 390 Directed Study**

**credit(s): 1-2**

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.

Course repeatable for 2 credits.



**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 Assessment 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

**HPHY 402 Clinical Exercise Physiology credit(s): 3**

Assessing and treating individuals with chronic diseases and disabilities, as well as other special populations.

Content will include physiology and pathophysiology, exercise prescription, clinical applications, and current research related to a variety of diseases and conditions. Spring.

**Prerequisite(s):** HPHY 376 (or concurrent) and HPHY 376L (or concurrent)

**HPHY 422 Cardiovascular Physiology credit(s): 3**

This course is designed for upper division students and will expand on the core cardiovascular concepts covered in HPHY 242. The course is designed to help students develop a detailed understanding of the physiology and regulation of the cardiovascular system. The course will cover concepts of myocardial function, peripheral vascular function and the integration and regulation of these two components of the cardiovascular system. Fall or Spring on need.

**Prerequisite(s):** HPHY 376

**HPHY 432 CIS: 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

**HPHY 441L Guided Experimental Design credit(s): 1**

Laboratory research in the study of physiology or a related sub-discipline such as biomechanics or biomedical engineering. Students work in groups with a faculty advisor (course instructor) in proposing, researching and designing an experiment. Students will author a research proposal and conduct pilot work. Spring.

**Restriction(s):**

Must be in the following Major(s): Human Physiology

**Prerequisite(s):** (HPHY 375 and HPHY 375L)( and HPHY 376 and HPHY 376L)

**HPHY 442L Guided Research credit(s): 1**

Laboratory research in the study of physiology or a related sub-discipline such as biomechanics or biomedical engineering. Students work in groups with a faculty advisor (course instructor) in conducting, analyzing, and presenting their research. Fall.

**Restriction(s):**

Must be in the following Major(s): Human Physiology

**Prerequisite(s):** HPHY 441L

**HPHY 477 Environmental Physiology credit(s): 3**

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. Spring.

**Prerequisite(s):** HPHY 376 and HPHY 376L

**HPHY 478 Physiology of Aging** **credit(s): 3**

An introduction to the causes and structural and functional changes that occur with aging. Relevant terminology, methodologies, and theories of aging will be covered. Spring.

**Prerequisite(s):** HPHY 376 and HPHY 376L

**HPHY 479 Cell and Molecular Physiology** **credit(s): 3**

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. The course will be offered in the Fall or Spring (depending on department needs).

**Prerequisite(s):** HPHY 376

**HPHY 485 Biomedical Engineering** **credit(s): 3**

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. Spring.

**Prerequisite(s):** (HPHY 375 and HPHY 375L)( or HPHY 475 and HPHY 475L) or ENSC 301

**HPHY 489 Advanced Topics** **credit(s): 2 or 3**

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. Course repeatable for 9 credits.

**Prerequisite(s):** (HPHY 375 or HPHY 475) and HPHY 376

**HPHY 490 Directed Study** **credit(s): 1-2**

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.

Course repeatable for 2 credits.

**Equivalent(s):** EXSC 490

**HPHY 492 Research Techniques** **credit(s): 1-2**

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.

Course repeatable for 2 credits.

**Equivalent(s):** EXSC 492

**HPHY 497 Internship** **credit(s): 0-6**

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.

Course repeatable for 6 credits.

**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**

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.

Course repeatable for 2 credits.

**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, Undergraduate Programs: Joan Owens

Professors: S. Boysen, N. Crogan, M. McFarland (Emeritus)

Associate Professors: L. Murphy, J. Ramirez, J. Tiedt

Assistant Professors: J. Isaacson, C. Kottwitz, K. Manion, D. Ogorek, J. Owens, B. Senger

Senior Lecturers: N. Beckham, D. Smith

Lecturers: A. Argyle, C. Chacon, M. DeNysschen, J. Derzay, S. Edwards, J. Garrity, D. Jacobson, M. Nash, D. Peck, 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.

<b>Bachelor of Science in Nursing: 130 credits</b>	
<b>Sample Freshman Year</b>	
<b>Fall</b>	
BIOL 105 Information Flow in Biological Systems	3 credits
ENGL 101 Writing	3 credits
MATH 121 Statistics	3 credits
NURS 100 Nursing Perspectives	1 credit
PHIL 101 Reasoning	3 credits
SOCI 101 Introduction to Sociology	3 credits
<b>Spring</b>	
BIOL 105L Information Flow in Biological Systems Lab	1 credit
CHEM 101 General Chemistry	3 credits
CHEM 101L General Chemistry Lab	1 credit
COMM 100 Communication and Speech	3 credits
PSYC 101 General Psychology	3 credits
First Year Seminar (193)	3 credits

<b>Sophomore Year</b>	
<b>Fall</b>	
HPHY 241 Anatomy and Physiology I	3 credits
HPHY 241L Anatomy and Physiology I Lab	1 credit
NURS 251 Determinants of Health	3 credits
PHIL 201 Philosophy of Human Nature	3 credits
Core Broadening Requirement: (Literature)	3 credits
Core Fine Art	3 credits
<b>Spring</b>	
BIOL 170 Microbiology	3 credits
BIOL 170L Microbiology Lab	1 credit
HPHY 242 Anatomy and Physiology II	3 credits
HPHY 242L Anatomy and Physiology II Lab	1 credit
HPHY 244 Nutrition and Metabolism	3 credits
NURS 210 Growth and Development	3 credits
Broadening Requirement: (History)	3 credits
RELI Christianity and Catholic Traditions	3 credits
<b>Junior Year</b>	
<b>Fall</b>	
NURS 311 Professional and Therapeutic Communication	2 credits
NURS 314 Assessing and Promoting Wellness	4 credits
NURS 315 Practicum I: Healthy Individuals, Families, and Communities	5 credits
NURS 316 Pathophysiology and Pharmacology I	4 credits
PHIL 301 Ethics	3 credits
<b>Spring</b>	
NURS 351 Care of Individuals and Families	4 credits
NURS 352 Practicum II: Care of Individuals and Families	5 credits
NURS 356 Pathophysiology and Pharmacology II	3 credits
NURS 404 Research and Information Management	3 credits
RELI World or Comparative Religion	3 credits
<b>Senior Year</b>	
<b>Fall</b>	
NURS 402 Acute and Chronic Alterations in Health Status	4 credits
NURS 403 Practicum III: Acute/Chronic Alterations in Health	6 credits
NURS 418 Complexity in Health Care Organizations	2 credits
PHIL 455 Healthcare Ethics	3 credits
<b>Spring</b>	
NURS 465 Professional Nursing within a Complex Adaptive System	3 credits
NURS 466 Community and Populations as Clients	4 credits
NURS 467 Practicum IV: Community and Populations as Clients	2 credits
NURS 468 Practicum V: Member of the Nursing Profession	3 credits
NURS 469 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, e.g., 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**

PHIL 280 Person and Conduct (Nursing)	3 credits
NURS 320 Statistics	3 credits
NURS 406 Nursing Research	3 credits
NURS 463 Community Health	3 credits
NURS 464 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 Professional 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, 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 and Promote 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, 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, 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 Statistics 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 Field(s) of Study: 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





emphasized. Stresses research design, sampling, data collection strategies and ethical considerations in research.

**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 HealthCare Organizations 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 100, minimum grade: C and NURS 251, minimum grade: C

**NURS 432 CIS: 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

**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 Professional Nurse Practice in a Complex Adaptive System 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, NURS 467

**Restriction(s):**

Must be in the following Major(s): Nursing

**Prerequisite(s):** NURS 317, minimum grade: C, and NURS 357, minimum grade: C, and NURS 417, 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, 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 Practicum IV:Partner Population 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 the Nurse Profession 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: C and NURS 352, minimum grade: C and NURS 403, minimum grade: C  
**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.

**Equivalent(s):** NURS 417

**Prerequisite(s):** NURS 418, minimum grade: C

**NURS 490 Clinical Internship credit(s): 1-3**

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.

Course repeatable for 15 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Nursing

**NURS 492 Clinical Update Level I-III credit(s): 1-5**

Opportunity to pursue a nursing project or topic of choice with guidance of a faculty member.

Course repeatable for 12 credits.

**NURS 496 Independent Practicum credit(s): 1-4**

Opportunity to explore a clinical field or an expanded nursing role with guidance of a faculty member and a clinical preceptor.

Course repeatable for 12 credits.

**Restriction(s):**

Must be in the following Major(s): Nursing (Post RN)

**NURS 497 Internship credit(s): 0-6**

Requires completion of a form, department permission and cannot be registered for via Zagweb.

Course repeatable for 6 credits.

**NURS 498 Special Topics credit(s): 1-3**

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.

for 6 credits.

**NURS 499 Special Topics credit(s): 1-3**

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.

Course repeatable for 12 credits.

## 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 men and women 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, group interviews, and student's grade point average.

### 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, 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.

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 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	
BUSN 480 Senior Seminar in Business Ethics	
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	
LDRS 397 Leadership and Film	
LDRS 497 Leadership Internship	
MGMT 350 Principles of Management	
MGMT 355 International Management	
PHIL 455 Health Care Ethics	
PRLS 450 Organizational Issues for PR	
PSYC 380 Industrial-Organizational Psychology	
RELI 343 Christian Leadership	
SOCI 330 Society and the Individual	
UNIV 210 Intercultural Competence Development	
WGST 202 Gender, Difference, and Power	
WGST 303 isms: Racism, Classism, Sexism	

In addition to the course work above, Comprehensive Leadership Program students participate in a variety of co-curricular activities including seminars, retreats, and speakers.

#### Courses

**LDRS 200 Foundations of Leadership** **credit(s): 3**

This course is designed to engage students in essential foundational questions relating to the areas of knowledge and competence that are fundamental to the study and practice of leadership. Spring.

#### Restriction(s):

Must be in the following Major(s): Leadership Studies

**LDRS 315 Theories of Leadership and Organizations** **credit(s): 3**

This course explores leadership theory and organizational frames models as students develop and systematic

theoretical leadership framework for personal and complex organizations. Fall.

**Restriction(s):**

Must be in the following Major(s): Leadership Studies

**Prerequisite(s):** LDRS 200

**LDRS 325 The Practice of Leadership**

**credit(s): 3**

This course is designed to be a practical, skill-building leadership course. The focus of this course will be on developing and practicing key leadership skills such as managing conflict, team building, communication, decision making, ability to delegate, creativity, empathy and emotional intelligence, practice of presence, provide appropriate feedback, and listening. The 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 Perspectives on 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**

This course is designed to look into the models of outdoor education known as Advancedenture Education and Expeditionary Learning. Both Advancedenture 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, Advancedenture 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.

Course repeatable for 6 credits.

**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**

This course offers students an opportunity to explore the growing synergy between two research areas: leadership, and narrative or story. Spring.

Course repeatable for 6 credits.

**LDRS 395 Service and Leadership** **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.

Course repeatable for 9 credits.

**LDRS 397 Leadership and Film** **credit(s): 3**

The course initiates a thoughtful consideration of the nature of leadership as depicted in film. Spring.

**LDRS 450 Contemporary Issues in Leadership** **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

**Restriction(s):**

Must be in the following Major(s): Leadership Studies

**Prerequisite(s):** LDRS 200

**LDRS 489 Leadership Seminar** **credit(s): 1-3**

Topic of course to be determined by department and instructor.

Course repeatable 20 time.

**LDRS 490 Independent Study** **credit(s): 1-3**

Course content to be determined by the instructor.

Course repeatable for 6 credits.

**LDRS 497 Leadership Internship** **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.

Course repeatable for 12 credits.

## Other Schools and Programs

### 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 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.

Nearly 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

**Director:** Jason Houston, Ph.D.

Challenge your thinking. Expand your global perspective. Create lifelong and life-changing memories. Study abroad with Gonzaga in Florence and be inspired by the people, culture, language, and history you'll discover.

Gonzaga in Florence is Gonzaga University's flagship study abroad program. Established in 1962, this program is run as a branch campus and accepts 185 students per semester. With over a half-century of history, Gonzaga in Florence has been leading the way in study abroad for decades and continues to play an important part in student's experiences at Gonzaga.

The city of Florence was chosen because of its tradition as the intellectual and artistic center of both the Middle Ages and the Renaissance. It also was the student home of *Aloysius Gonzaga*. Its libraries, museums, churches and monuments provide today's students with unique opportunities for understanding the forces which shaped European civilization. Florence is considered one of Europe's first "global" cities, attracting students, artists, and intellectuals for over 500 years.

Gonzaga in Florence is located in the center of Florence not far from the *Duomo* and looks onto the *Giardino dei Semplici*, a 16th-century garden created by the Medici family. It is a few steps from Fra Angelico's frescoes painted for the *San Marco* monastery and from Michelangelo's David housed in the *Galleria dell'Accademia*.

Gonzaga in Florence, which is housed in the Mozilo Center, provides students with all the facilities required for learning and student activities. The school is wired with the latest technology which includes wi-fi. In addition, the center's Martin Library collection consists of over 10,000 volumes. For research, students have also access to Gonzaga University's Spokane campus Foley Library resources and databases. A student lounge and fitness center are located on the lower level.

For more information about Gonzaga in Florence, visit [www.gonzaga.edu/gif](http://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 Initial 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.

# 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:

An honors program model that attracts outstanding students.

Curriculum in the student's major and in entrepreneurial leadership

Co-curriculum that immerses students in entrepreneurial organizations and practices through guest lecturers, internships, site visits, mentor relationships, and a student-managed consulting lab

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 entrance exam scores, 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 -- please click here to see the specific requirements. 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.

<b>Second Year</b>	
ENTR 201 Idea to Solution	3 credits
ENTR 202 Solution to Execution	3 credits
<b>Third Year</b>	
ENTR 301 Strategic Leadership	3 credits
ENTR 302 Strategic Thinking	3 credits

<b>Fourth Year</b>	
ENTR 401 Senior Incubation*	3 credits
ENTR 402 Ethics and Moral Leadership	3 credits

\* Engineering majors fulfill this requirement with Senior Design.

<b>Co-Requisite courses (may be completed at any time during years 1-2)</b>	
Arts and Sciences and Engineering Students:	
One of the following two Accounting courses:	3 credits
ACCT 260 Principles of Accounting I <sup>1</sup>	
ACCT 263 Accounting Analysis	
One of the following three Microeconomics courses:	3 credits
ECON 200 Economic Analysis	
ECON 270H Honors Economics	
ECON 201 Microeconomics <sup>1</sup>	
Business Administration Students:	
ACCT 260 Principles of Accounting I <sup>1</sup>	3 credits
ACCT 261 Principles of Accounting II <sup>1</sup>	3 credits
ECON 201 Microeconomics <sup>1</sup>	3 credits

<sup>1</sup> 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.

## Courses

### **ENTR 201 Idea to Solution** **credit(s): 3**

Every entrepreneur begins at the same starting point - the idea. In this course, students will start with an idea and build it to a potential solution. Major topics will include: identifying opportunities, creating value, identifying and connecting with the customer, understanding markets and the competition, measuring return on investment, and understanding the purpose of the venture. Fall.

#### **Restriction(s):**

Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

Must be the following Class(es): Sophomore

### **ENTR 202 Solution to Execution** **credit(s): 3**

A solution is only valuable if you can make it a reality. In this course, students will take a potential solution and build in the processes and structure required to define and execute it. Major topics will include: business models, feasibility analysis, forecasting demand, budgeting and financing, and organizational structure.

#### **Restriction(s):**

Must be in the following Major(s): Hogan Entrepreneurial Ldrshp, Hogan Entrepreneurial Ldrshp

**Prerequisite(s):** ENTR 201

### **ENTR 301 Strategic Leadership** **credit(s): 3**

Success as an entrepreneur requires the ability to get people behind your idea and your organization. In this course, students will explore what leadership means, how to be a good leader, and how to inspire trust and

commitment in others. Major topics will include: team dynamics, managing people, trust, leading by example, managing projects, shared goals, and setting expectations.

**Restriction(s):**

Must be in the following Field(s) of Study: Hogan Entrepreneurial Ldrshp

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

**Prerequisite(s):** ENTR 201 and ENTR 202

**ENTR 302 Strategic Thinking** **credit(s): 3**

Many of the challenges of starting a venture come after it has begun. In this course, students will learn how to create or build a venture that is sustainable, scalable, and provides lasting 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.

**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 content to be determined by the instructor.

Course repeatable 3 time.

**ENTR 495 New Venture Lab** **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).

Course repeatable for 3 credits.

**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**

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.

Course repeatable for 12 credits.

**Restriction(s):**

Must be in the following Field(s) of Study: Hogan Entrepreneurial Ldrshp

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



## The Honors Program

Director: Linda Tredennick

Associate Director: Erik Schmidt

The Honors Program at Gonzaga is an energetic community of student and faculty scholars dedicated to the importance of intellectual inquiry and creative expression. The program provides students an enhanced liberal arts curriculum in which they are encouraged to take ownership of their learning, research agenda, personal and professional goals. Faculty work to help cultivate the intellectual virtues and skills that will allow students to flourish. We strive to promote an active commitment to social justice, global awareness and engagement, interdisciplinary approaches to critical questions, collaboration, and academic excellence. We offer a vibrant and sustaining intellectual life both in and outside of the classroom for our students and for the Gonzaga community as a whole.

### Academics

The program consists of two parts: annual Honors colloquia (the Greek word for conversation) and Honors sections for much of the University Core. The Honors Colloquia takes interdisciplinary and highly active approaches to important aspects of contemporary society.

The second part of the academic program consists of a number of honors seminar sections of core classes. They break down as follows:

**First Year Seminar:** HONS 190, the Freshmen Honors Colloquium, will fulfill the First Year Seminar requirement in the University Core for Honors students

**Philosophy:** There are four honors philosophy seminars: PHIL 101H, PHIL 201H, PHIL 301H and finally a senior honors philosophy seminar, PHIL 489H on the Philosophy of Technology. (which doubles as the Core Integration Seminar for Honors students).

**English:** There are three honors English seminars, ENGL101H an advanced writing course, and two literature seminars, ENGL 104H and ENGL 206H.

**Math and Science:** All students are required to take first semester calculus (MATH 157) and one science course.

**Social Science:** One University Core Social and Behavioral Science course

**History:** One University Core History course

**Religious Studies:** There are two required Religious Studies courses, one of which is an honors seminar: a History of American Christianity seminar (RELI 240H) and one from a wide array of world religion core courses.

**Fine Arts:** Honors Students are required to take 6 credits in music, art or drama, 3 of which may be performance credits.

**Speech:** There is an honors Rhetoric seminar (COMM 270H).

**Foreign Language:** Two year college proficiency in a modern language or one year in classical Greek or Latin.

Honors students are also strongly encouraged to spend a semester abroad (typically in their junior year). 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 majoring in Engineering, Business, Human Physiology and Nursing have somewhat reduced Honors common curriculum requirements due to their heavier course loads.

### 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, it hosts many events, including social for the Bigs Littles (student mentorship) program, class dinners, lectures, open houses for families and the Gonzaga community, and the annual Haunted House.

The Honors program also sponsors two all-program retreats, a Christmas party, the Senior brunch, and a number of co-curricular and social events.

A hallmark of the program is its emphasis on leadership and service. Honors students are found in leadership positions across campus and serving throughout the Spokane community. Upon graduation, a sizable number of students choose to enter a service program such as the Jesuit Volunteer Corps or the Peace Corps. Many also apply for post-baccalaureate awards, such as Fulbright, Marshall, and Rhodes scholarships. Honors students are awarded their diplomas with a special honors designation and are granted special recognition at commencement ceremonies.

### Admission

Approximately thirty five to forty members of the entering freshman class are accepted into the program. 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 509-313-6790.

### Courses

**HONS 190 Freshman Honors Colloquium** **credit(s): 3**

For Honors Students

Fulfills the following degree requirement(s): Core: Social Justice

**HONS 290 Sophomore Honors Colloquium** **credit(s): 3**

For Honors Students

**Prerequisite(s):** HONS 190

**HONS 390 Junior Honors Colloquium** **credit(s): 3**

For Honors Students

**Prerequisite(s):** HONS 190 (or concurrent)

**HONS 490 Senior Honors Colloquium** **credit(s): 0-3**

For Honors Students

**Prerequisite(s):** HONS 190 (or concurrent)

**HONS 497 Honors Leadership Internship**

**credit(s): 1-3**

Internship requires completion of a form, and Dept. permission and cannot be registered for via ZAGWEB. For Honors Students.

Course repeatable for 6 credits.

**Prerequisite(s):** HONS 190

## Military Science

Chairperson: Major Edward Adams, Professor of Military Science

Assistant Professors: Dr. Alan Westfield, Mr. Dan Sheahan

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

Advanced-course students receive a subsistence allowance. Junior cadets receive \$450 a month for up to ten months and senior cadets receive \$500 a month for ten months. Freshman and sophomore cadets who are on scholarship and contracted will receive \$300 and \$350 a month, respectively, for ten months each year.

Scholarships: 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. 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. High school seniors interested in applying for a four-year scholarship normally submit applications by January 1st of their senior year.

#### 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**

MIL S 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 to 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 Prog** **credit(s): 1**

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. Course repeatable for 2 credits.

**Restriction(s):**

Must be the following Class(es): Freshman

**MILS 104 Military Physical Fitness** **credit(s): 1**

Course repeatable for 2 credits.

**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 Military 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 credits.

**MILS 290 Directed Reading** **credit(s): 1-3**

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Course repeatable 1 time.

**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**

Must be enrolled in Military Science Basic or Advanced Class.

Course repeatable for 4 credits.

**MILS 301 Training Management and Warfight Function credit(s): 3**

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>.

Course repeatable for 4 credits.

**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 Applied 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**

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.

Course repeatable for 2 credits.

**Restriction(s):**

Must be the following Class(es): Junior

**MILS 304 Military Physical Fitness credit(s): 1**

Course repeatable for 2 credits.

**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 Camp 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      Military Physical Fitness Program** **credit(s): 1**

Course repeatable for 2 credits.

**Restriction(s):**

Must be the following Class(es): Senior

**MILS 404      Military Physical Fitness** **credit(s): 1**

Course repeatable for 2 credits.

**MILS 490      Directed Readings** **credit(s): 1-5**

Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

Course repeatable for 12 credits.

**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

## The School of Law

Dean: Jacob H. Rooksby, J.D., Ph.D.

In 1912, the Trustees of Gonzaga University established the Gonzaga University School of Law with the active support of many prominent members of the bench and bar in Washington State. In its first century, the School of Law produced many exceptional lawyers, and it is committed to an equally exceptional second century. Gonzaga Law is fully accredited by the American Bar Association, which entitles graduates to take the bar exam in any state. Gonzaga Law is also a member of the Association of American Law Schools.

### Objectives of Gonzaga University School of Law

Gonzaga Law belongs to a long and distinguished tradition of law schools which deliver a humanistic, Jesuit education rooted in the principles of intellectual inquiry, fairness, justice, and respect for human dignity. The school is committed to preserving this tradition, a tradition that informs each aspect of the student experience.

Just as the school challenges its students to understand the knowledge of the past, it understands that a firm grasp of the innovations of the present is also necessary in order to better serve society. Gonzaga emphasizes the education and development of the whole person and works to instill in its students a strong commitment to social justice as it encourages its students to take individual initiative and personal responsibility for the betterment of their communities.

The school also recognizes its responsibility to the public and to the legal profession. As a result, Gonzaga Law works to prepare its graduates to be analytical thinkers, accomplished writers, and creative problem-solvers. Gonzaga graduates will be able to translate their thoughts into effective, productive action on behalf of their clients.

For those students who may not want to follow a traditional career path, the school's J.D. curriculum provides students with the tools to succeed in a wide range of other career fields.

One of the school's greatest strengths is the dedication and commitment of the faculty and staff which provides students with personal, individual attention. Each student's educational journey will be guided by distinguished and dedicated faculty and shaped by the paths of the many justices, judges, advocates, and leaders who are proud Gonzaga Law alumni.

Gonzaga Law believes that the courtroom can be a powerful classroom and that practical skills should accompany intellectual inquiry. This is why Gonzaga takes pride in providing students with a quality legal education which includes practical, hands-on experience that will ease their transition from the academic world to the world of legal practice. Gonzaga Law graduates are known for being zealous advocates and community leaders.

## Full-time Programs

Gonzaga Law offers a full-time, three-year, 90 semester credit degree. In some circumstances, students can take advantage of flexible scheduling to complete their degrees in four or five years.

Gonzaga Law also offers an Executive J.D. program which allows students to earn their degree in two years rather than three. Because the program requires students to carry a full course load for six consecutive semesters, students are required to apply eight of their credits towards experiential learning. This provides the students with the chance to learn outside the classroom in a legal setting while taking their accelerated schedule into consideration.

Of the 90 units necessary for graduation, 49 are required; the remaining units may be selected from electives and seminars. All degree credits must be completed within five years of matriculation.

## Curriculum

Gonzaga's legal education program is deliberately focused on educating the whole person. The rigorous, well-rounded curriculum focuses on legal analysis, problem-solving, values, and ethics. Equally important is the emphasis on practical experience, enabling students to develop real-world lawyering skills.

As part of Gonzaga's unique, practice-oriented first-year program, students undertake skills labs in litigation (fall) and transactional work (spring). Gonzaga Law requires students to complete a rigorous, two-year legal research and writing program that helps students develop the writing and analytical skills so valued by employers and so necessary to the practice.

The school offers upper-division electives in many different areas of the law, including: trial and appellate advocacy, education law, family law, employment law, environmental/natural resource law, business and commercial law, and international law. The classes are taught by nationally and internationally, recognized faculty whose scholarship adds an important dimension to their teaching.

To complete their education all students are required to engage in experiential learning, either through working in a professional externship or in Gonzaga's legal clinic, during their second or third year of studies. Gonzaga Law students have externed with courts as well as prosecutor and public defender offices at the local, state, and federal level throughout the state and country including the Ninth Circuit Court of Appeals, the Washington Supreme Court, the Federal Trade Commission, the Executive Office of Immigration Review, and other state and federal agencies. Recent placements in non-profit entities include the Northwest Justice Project and Spokane's Center for Justice.

Gonzaga Law has implemented limited externship placements with for-profit law firms.

In 2018, Gonzaga Law founded the Center for Civil and Human Rights to provide students, scholars, and community leaders with opportunities to explore and address issues relating to civil and human rights through research, education, and community engagement. This Center complements students' classroom work and allows students to dive deeply into legal and community issues.

## University Legal Assistance

Another choice that Gonzaga Law students have for experiential learning is the school's University Legal Assistance (ULA) program. ULA is an on-campus clinic that provides legal services to low-income persons and is a major provider of *pro bono* legal services in the Spokane area. Clinical positions are available to any student in good standing and students are encouraged to take an active role.

In ULA, students work on real cases with real clients under the supervision of clinical instructors who are licensed attorneys. Students can appear in court on behalf of clients under Rule 9 of the Washington State Bar Association's Court Rules after they have completed two years of course work (60 semester credits) and been approved by the WSBA.

Gonzaga Law clinical students have argued appeals before the Washington State Supreme Court and the Ninth Circuit Court of Appeals. They have testified before Congressional committees in Washington D.C. about the impact of pending legislation. They have appeared in Kalispel Tribal Court as advocates and argued on behalf of their clients. They have helped clients who needed health care services, help with housing, estate planning services, and parenting plans. They helped clients who dreamed of starting their own businesses and clients who did not want to face the IRS alone. In ULA, every student makes a difference.

On-campus clinical offerings include business law, elder law, Indian law, immigration law, tax law, and environmental law and land use.

## Dual Degree Programs

Gonzaga Law and the Graduate School of Business offer dual-degree programs leading to the Juris Doctor/Master of Business Administration (J.D./MBA), the Juris Doctor/Master of Accountancy (J.D./MAcc), and the Juris Doctor/Master of Science in Taxation (J.D./MSTax). These programs train attorneys with a business background to provide skilled leadership in the sophisticated and challenging world of modern business transactions. Application must be made to the Gonzaga University Graduate School of Business as well as to the law school.

There is also a Juris Doctor/Master of Social Work (J.D./MSW) dual-degree program which is designed to prepare law and social work professionals to practice either profession competently and to enable them to use this unique amalgamation of skills in new and enriched ways. This four-year program (three years for students with "Advanced Standing" in Social

Work) will lead successful students to a J.D. from Gonzaga University School of Law and a Master's in Social Work from Eastern Washington University.

Graduates of the J.D./MSW dual-degree program will be skilled professionals who can make significant contributions in areas such as public benefits, mental health services, children's services, services for people with disabilities, and more. The program meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines. Admission to the J.D./MSW program is highly competitive.

Students must apply and be admitted to both Gonzaga University School of Law and the Eastern Washington University School of Social Work and must meet each school's established admissions criteria. This includes qualifying scores on standardized tests, such as the Law School Admissions Test (LSAT). A candidate's application must be approved by both institutions before the candidate is considered for admission to this dual-degree program.

### Co-Curricular Activities

Gonzaga's educational philosophy is based on the centuries-old Ignatian model of educating the whole person: mind, body, and spirit. Gonzaga's student organizations are diverse in nature and, whatever students' interests or career goals, there are activities available that will enhance their knowledge and abilities that also contribute to their community.

Gonzaga is a major player in national moot court competitions and fields a variety of moot court teams. Students also have an opportunity to participate in the Linden Cup, Gonzaga's prestigious intra-school moot court competition. The student-run *Gonzaga Law Review* is circulated throughout the country, and the *Gonzaga Journal of International Law*, the online international law journal, receives submissions from around the world.

The Student Bar Association is a strong, active organization that encourages student involvement, and there are abundant opportunities to participate in student organizations, legal fraternities, public service projects, and other activities. Programs such as the Juvenile Records Sealing Project and the Moderate Means Program allow even first-year students to spend time helping members of the Spokane community access legal services.

Gonzaga Law sponsors a summer law program in Florence, Italy where students can take classes in subjects including international human rights law, international mediation, and comparative criminal law, and comparative women's rights.

### Physical Facilities and Library

Rising from the banks of the beautiful Spokane River, the Gonzaga Law building, which opened in May 2000, provides a stunning setting for research and learning. The facilities offer a variety of classroom and library environments to support interactive teaching and learning methods.

Features throughout the building encourage students to linger to talk and debate ideas in beautiful outdoor spaces, roof plazas and balconies, and comfortable lounges.

Technology is readily available and a wireless network provides the highway for audio-visual, computer, and telecommunications technology. The mix of classrooms, study, seminar rooms, and clinical spaces provide flexibility to integrate the best of traditional law teaching and collaborative and innovative learning. Gonzaga's fine traditions of advocacy training and moot court competitions are promoted in the impressive Barbieri Courtroom.

Chastek Library is a warm and inviting legal learning and research environment filled with natural light designed to be conducive to individual and group study. The library's rich collection of print and electronic resources supports the research and scholarly needs of students, faculty, and the wider legal community.

## Admissions

Gonzaga Law endeavors to attract students with ambitious minds, professional motivation, and commitment to the highest ethics and values of the legal profession. A faculty committee reviews all applications and does not restrict their consideration to impersonal statistics. An applicant's unique qualities, such as work and life experiences, personal accomplishments, and the opinions of others as reflected in letters of recommendation, will also be considered.

Gonzaga Law seeks to enroll a diverse student body to ensure that the school and the legal profession are enriched through the participation of people from different cultural and ethnic backgrounds. Those individuals who want the admission review committee to consider diversity factors in their application process should provide information about their experiences and backgrounds in their applications.

Students who are in good standing at another ABA-accredited law school may apply for admission to Gonzaga Law with advanced standing.

For admission information, write or call:

Admissions Office  
Gonzaga University School of Law  
PO Box 3528  
Spokane, WA 99220-3528  
509-313-5532  
[admissions@lawschool.gonzaga.edu](mailto:admissions@lawschool.gonzaga.edu)  
[www.gonzaga.edu/school-of-law/admission](http://www.gonzaga.edu/school-of-law/admission)

## Summer Session

Summer Session is the perfect time to catch up on requirements and take core courses and electives that won't fit your schedule during the traditional academic year. It's also a prime time to focus on just one or two courses at a time, or to take courses ahead of time to assure Study Abroad doesn't set you behind. Undergraduates can take advantage of a discounted tuition rate during the summer, and both housing and employment opportunities are available for students of all levels.

Gonzaga University offers summer courses through the College of Arts and Sciences, the School of Business, the School of Education, the School of Engineering and Applied Science, the School of Law, the School of Nursing and Human Physiology and the School of Leadership Studies.

All courses are designed to meet diverse student interests and needs. Offerings range from undergraduate to graduate to doctoral, with classroom and online options as well as field studies and faculty-led study abroad programs.

Students from other colleges and universities are welcome to take Summer Session courses at Gonzaga that may fulfill requirements but may not be available at their home campuses. Such credits can typically be transferred to their home institution – just ask your advisor. And note that acceptance to and/or enrollment in a Gonzaga Summer Session course does not imply admission to one of our degree programs. See the Admissions section of this catalog for more information on applying for a degree program.

Graduate students will typically find several classes applicable to their program of study and in some instances will find complete academic programs offered during Summer Session. Courses, institutes, and workshops are also available for anyone interested in continuing their education.

Details on courses, dates, costs, and registration are available on the Summer Session website, <http://www.gonzaga.edu/summer>, by emailing [summer@gonzaga.edu](mailto:summer@gonzaga.edu) or by calling 509-313-5873.



## University Courses

The university offers courses that are not subject to any one discipline, college, or school, but recommended for all students. Students are encouraged to participate in these courses which elaborate on essential parts of University life.

### Courses

**UNIV 099 Strategies for Success credit(s): 1**

Strategies for Success is a one-credit course designed to help students achieve academic success. Students spend time in readings and reflective writing, learn new study strategies, work through the process of choosing a major, explore personal learning styles, and improve overall wellness. This course is a creative and dynamic mechanism by which students can improve their academic standing. The course is a requirement for selected students in need of academic intervention, as determined by the Committee on Academic Standing. These selected students may not drop or withdraw from the course. Fall and Spring.

Course repeatable for 3 credits.

**UNIV 115 The Strategy of College credit(s): 1**

An introductory course for first-time Gonzaga students interested in honing academic skills, learning academic planning, and using successful student strategies. Students spend time in readings and reflective writing, in combination with major/area of interest and career assessment instruments in an effort to maximize opportunities and academic success in college. Summer and Fall.

Course repeatable for 4 credits.

## 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.

**James A. Angelosante, Vice President for Administration**, joined Gonzaga in July 2018. He brings over thirty years of administrative, financial, and operational experience to the position. He is responsible for several administrative and business operations at Gonzaga, including Plant and Construction Services, Human Resources, Hemmingson Center and Auxiliary Enterprises (including the Gonzaga University Event Services Team), Sustainability, Campus Security and Public Safety, Emergency Preparedness, Marketing and Communications, Information Technology Services, and Risk Management.

**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.

**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.

**John D. Sklut, J.D., Chief of Staff**, was appointed in September 2015. He is responsible for protecting, promoting, and advancing the interests of the University by supporting the vision and goals of the President. John initiates and coordinates the flow of communications with, and

amongst, the president's executive team and chairs the President's Cabinet in the absence of the President. He assumes responsibility for specified special projects as delegated by 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., Acting Vice President for Mission and Ministry**, began serving in that capacity in August 2018. Her role is to oversee the team responsible for supporting Gonzaga's fulfillment of its Jesuit, Catholic, humanistic mission, primarily through pastoral and spiritual care, mission education, and formation for discernment and leadership.

## 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**

Robert Lyons, S.J., Presiding Officer

Tim Clancy, S.J., Secretary

Steve Hess, S.J.

Ken Krall, 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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## 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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Bill Wrigglesworth



## Academic Calendar 2019-2020

Fall Semester 2019	Date
New Faculty Orientation	Thursday, August 15 and Friday, August 16
Fall Faculty Conference	Thursday, August 22 and Friday, August 23
Residence Halls Open (New Students)	Friday, August 23 and Saturday, August 24
Residence Halls Open (Returning Students)	Sunday, August 25
New Student Orientation	Friday, August 23 – Monday, August 26
President’s Reception and Welcome Mass	Sunday, August 25
Academic Convocation	Monday, August 26
New Students Meet with Assigned Advisors	Monday, August 26
Monday ONLY Classes Begin	Monday, August 26
Classes Begin	Tuesday, August 27
Labor Day	Monday, September 2
Last Day to Add	Wednesday, September 4
Last Day to Drop	Friday, September 6
Mass of the Holy Spirit	Tuesday, September 10 (Classes canceled morning)
Incompletes Revert to Provisional Grades	Friday, September 27
Zag Fam Weekend	Friday, October 4 – Sunday, October 6
Founder’s Day Holiday	Monday, October 21
Mid-Semester Grades Due in Registrar’s Office	Tuesday, October 22
Last Day to Withdraw from a Course	Friday, November 8
Thanksgiving Holiday	Wednesday, November 27 - Friday, November 29
Reading/Study Days	Saturday, December 7 through Monday, December 9
Last Week of the Semester	Tuesday, December 10 - Friday, December 13
Christmas Holiday Begins	Monday, December 16
Grades Due in Registrar’s Office	Wednesday, December 18

Spring Semester 2020	Date
Residence Halls Open	Sunday, January 12
New Student Orientation	Monday, January 13
Spring Faculty Conference	Monday, January 13
Monday ONLY Classes Begin	Monday, January 13
Classes Begin	Tuesday, January 14
Martin Luther King, Jr., Holiday	Monday, January 20
Last Day to Add	Wednesday, January 22
Last Day to Drop	Friday, January 24
Incompletes Revert to Provisional Grades	Friday, February 14
President's Day Holiday	Monday, February 17
Spring Vacation	Monday, March 9 - Friday, March 13
Mid-semester Grades Due in Registrar's Office	Tuesday, March 10
Last Day to Withdraw from a Course	Friday, April 3
Good Friday Holiday	Friday, April 10
Easter Holiday	Monday, April 13
Academic Honors Convocation	Tuesday, April 21 (Process 3:15pm, Ceremony 3:30pm)
Reading/Study Days	Saturday, May 2 – Monday, May 4
Last Week of Semester	Tuesday, May 5 - Friday, May 8
Commencement Mass	Saturday, May 9
Graduate School Commencement	Saturday, May 9
Undergraduate Commencement	Sunday, May 10
Grades Due in Registrar's Office	Wednesday, May 13

Summer 2020	Date
First Session Begins	Monday, May 18
First Session Ends	Friday, June 26
Second Session Begins	Monday, June 29
Second Session Ends	Friday, August 7
Summer Begins	Monday, May 18
Summer Ends	Friday, August 7