

# Undergraduate Catalogue

2017-2018



# 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, 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, forms the hub of the "Inland Northwest," a four-state region relying on this city's businesses, services and transportation amenities. With a population exceeding 600,000 in the Spokane-Coeur d'Alene, Idaho corridor, Spokane offers many opportunities for work, service and relaxation for Gonzaga students.

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 approximately 7,567 of which about 5,160 are undergraduates and 2,407 are in graduate programs, including the School of Law, three doctoral programs, and master's degree programs. Our student body represents nearly every state and over thirty foreign countries. More than fifty percent of the 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.

There are a total of 745 regular Jesuit, lay, and religious faculty, and classes are taught by professors, not teaching assistants. The ratio of students to faculty is about 12 to 1. 69% of undergraduates ranked in the top quarter of their graduating class. Approximately 25% hold student leadership positions in Gonzaga student government, residence halls, clubs and organizations.

## **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 more than 3,000 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 15 to 620. Residence halls are staffed by Resident Assistants who provide services ranging from personal advising to planning activities. Full-time first and second year students who are under age 21, unmarried, and not living at home, must live in on-campus residence halls. Upper-division, law and graduate students have access to apartment-style living units, and the University owns three apartment complexes and 12-18 houses in the neighborhood depending upon the year. The department also assists students in locating off campus housing if they are not required to live on campus.

**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 interact. Dining options include the COG with two floors of diverse resident dining with six restaurant-style platforms, Starbucks, Einstein Bros. Bagels, 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 University Ministry (UMIN); Diversity, Inclusion, and Cultural Engagement (DICE) including Unity Multicultural Education Center (UMEC) and Lincoln LGBTQ+ Resource Center; Center for Community Action and Service-Learning (CCASL); Student Involvement and Leadership including Payne Center for Leadership Development, 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); and 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 offices and the recently renovated Academic Lab and Diedrick & DeLong Athletic Training Facility. 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.

## Campus Buildings

The Gonzaga University Campus includes 105 buildings and over 152 acres of landscaped grounds. Among these buildings are several new buildings, including a new tennis and golf practice facility and a new bookstore. A new University Center houses the Center for Global Engagement, the Campus Ministry offices, the Center for Community Action and Service Learning, the Unity Multicultural Education Center, a student leadership center, student government offices, multiple meeting rooms and lounges, a branch bank, a ballroom, as well as multiple food venues. Since 2000, twelve 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 McCarthey Athletic Center; the Paccar Center for Engineering; the Patterson Baseball Complex; and the Stevens Center for Tennis and Golf. A new fitness center was also added to the Martin Centre sports facility, and the Tilford Center for Nursing and Human Physiology, as well as Professional Studies, was created from a purchased facility. The Magnuson Theater was also renovated during this time frame.

**Foley Center:** This 20-million-dollar 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, and the

Center for Academic Advising and Assistance, including the Disability Access, and Academic Testing Center.

**Other Buildings:** 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.

The University is planning the construction of a new Performing Arts Center, the Myrtle Woldson Performing Arts Center, scheduled to open in the fall of 2018. Additionally, the Volkar Center for Athletic Achievement as well as a new Jesuit residence are both slated to open in the Fall of 2017. A new integrated science and engineering facility is currently being contemplated.

### **St. Aloysius Church and the Student Chapel**

The spires of St. Al's Church are a landmark 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 established, now named the School of Professional Studies. Gonzaga is an independent, Roman Catholic and Jesuit university committed to ensuring our students an educational experience which 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 National Council for Accreditation of Teacher Education (NCATE)
- The Council for Accreditation of Counseling and Related Education Program (CACREP)
- The Council of Accreditation of Nurse Anesthetists (COA)
- The British Columbia Ministry of Advanced Education and the Degree Quality Assessment Board (DQAB)
- The Alberta Ministry of Education and Technology and the Campus Alberta Quality Council (CAQC)
- The National Association of Schools of Music (NASM)

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

The University adapted the present form of its seal in 1914 from an earlier version used in the 1890's.

Beneath the eagle of the former seal is a shield; the order of precedence in this shield is dexter chief, sinister base, sinister chief, and dexter base. In hatchment dexter chief are two gray wolves leaning on a black pot and chain; it represents the House of Loyola whose son, Ignatius, was the founder of the Jesuits; the pride of that House was that they kept the wolf away from the door of the poor.

In hatchment sinister base are the arms of the House of Gonzaga; a purple cross sustaining an escutcheon with the lions of Florence and three purple bars for the many ecclesiastical dignities given to the House of Gonzaga; the four falcons in the corners represent the hunting prowess of that family.



In hatchment sinister chief are the colors of Spain; seven red bars on a field of gold which were given to the House of Loyola-Onaz because seven brothers of that house distinguished themselves in service to the King of Spain. They form part of Ignatius of Loyola's coat of arms.

In hatchment dexter base is a sunburst over Spokane Falls, a pine tree, and an Indian tepee; the Spokane Indians were so called because they were children of the sun.

The eagle in the crest is the American bald eagle which protects the university; above the eagle are found "IHS" of the name of Jesus, the cross, and the nails of His crucifixion all in black, surrounded by a halo of gold.

The escutcheon in the center of all is a royal blue field on which the white letter "G" stands for Gonzaga; the university's colors are Royal Blue and Immaculate White. The scrolled A.M.D.G. stands for Ad Majorem Dei Gloriam, "For the Greater Glory of God," the motto of the Society of Jesus. Below this is the date of incorporation of Gonzaga College. The wreath of bay leaves on the right represents classic renown, and the wreath of oak on the left signifies civic pride.

### **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.

A complete copy of the University Strategic Plan can be found on-line at  
<http://www.gonzaga.edu/About/mcculloh/university-strategic-plan.asp>.

# **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 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	two/three years of a single language, including American Sign 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 Freshman 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.

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: personal and educational data, family information, the personal essay, and a list of awards and activities. Students must also request that a teacher complete the Teacher Evaluation, and that the high school counselor complete the School Report.
- 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 to Transfer Standing:**

1. Submit the Transfer version of the Common Application which can be accessed online at [www.commonapp.org](http://www.commonapp.org)
2. Request an Academic Evaluation and/or a letter of recommendation from a college advisor or professor.
3. Submit a 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 online at the Common App website.

## **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. Applicants must complete the Common Application at [www.commonapp.org](http://www.commonapp.org).
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 English.
3. A letter of recommendation from professors or school counselors, to be sent directly to Gonzaga University.
4. A completed Common Application School Report (done by the high school counselor).
5. Proof of financial resources which will permit the student to afford all costs associated with undergraduate study at Gonzaga University. This is demonstrated by submitting an official Financial Declaration for International Applicants accompanied by official bank statements or the equivalent.
6. 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 APIEL grade of 3 or higher administered and reported directly to Gonzaga University by the College Board.
  - d) An official ACT composite of 23 or higher and reported directly to Gonzaga University by ACT, Inc.
  - e) A new SAT Evidence Based Reading and Writing score greater than 580 and a new SAT Math score greater than 550.
  - f) Successful completion of the course of study offered by Gonzaga University's ESL Program with faculty recommendation.
  - g) 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.
  - h) 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.
7. A copy of current passport.
  8. 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.

Gonzaga uses a 'pooling' admission system for fall applicants from high school. High school students have two fall semester application options: 1) a non-binding Early Action program with a November 15th deadline, or 2) a Regular Decision option with a February 1st deadline. Early Action applicants will be informed of their admission status by mid-January while Regular Decision applicants will be informed of their admission status by April 1st. Students seeking entrance into the spring semester should apply for admission by November 15th.

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 15th.

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 1st, 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.ed.gov](http://www.fafsa.ed.gov).

## 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 General Degree Requirements section of this catalogue.

### Advanced Placement of Freshmen/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, <http://www.gonzaga.edu/Admissions/Undergraduate-Admissions/Apply/Running-Start-Credit-By-Exam/default.asp>.

### 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 <http://www.gonzaga.edu/Admissions/Undergraduate-Admissions/Apply/Running-Start-Credit-By-Exam/default.asp>.

## **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 <http://www.gonzaga.edu/Admissions/Undergraduate-Admissions/Apply/Running-Start-Credit-By-Exam/default.asp>.

## **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, special study facilities, 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 catalogue.

## **Hogan Entrepreneurial Leadership Program**

The Hogan Entrepreneurial Leadership Program includes a three-year minor that immerses students from any major in the fundamentals of creating and managing new enterprises in the private or public sectors. The Hogan Program seeks students who are high achievers, creative thinkers, and recognized leaders who want to make a difference in the world. The program offers a waiver of tuition for excess credit as well as a modest scholarship. Admission to the Hogan Entrepreneurial Leadership Program is selective, and candidates must complete a separate application during their freshman year at Gonzaga. Potential applicants are encouraged to contact the Hogan Entrepreneurial Leadership Program Director at Gonzaga University.

## **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 [www.gonzaga.edu/visit](http://www.gonzaga.edu/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 generally 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 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 catalogue.

## **Scholarship Aid**

Gonzaga University offers scholarship assistance exceeding \$30 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 [www.gonzaga.edu/scholarship-opportunities](http://www.gonzaga.edu/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 \$4,000 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 Grant/College Bound Grants:** These state-funded program provides 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 Perkins Loans:** This program, funded jointly by the federal government, the University, and monies repaid by past student borrowers, provides assistance to students with financial need. The Perkins Loan carries a fixed interest rate of 5%. Repayment begins nine months after dropping below at least half-time student status. Loan cancellation provisions exist with this loan program.

**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.

# **Financial Information and Fees**

## **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 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.

# Tuition Schedule (Academic Year 2017 - 2018)

## **Undergraduate:**

Full-time (12-18 credits), per semester .....	\$20,270
Excess Credits, (19+ credits), per credit .....	\$1,110
Part-time (1-11 credits), per credit .....	\$1,110

## **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 .....	\$445
Dual Enrollment, Administrative Fee .....	\$15

## **Auditors:**

Of Record (recorded on transcript), per credit .....	\$750
No Record/No Credit, per credit .....	\$410

## **Notes:**

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

## **Special Fees: 2017-2018**

### **I. Academic Fees:**

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

### **Fitness Center Fee:**

Full-time Undergraduate, per semester .....	\$95
Optional, for all other undergraduate categories, (per semester) .....	\$150
Optional, entire summer .....	\$30

### **Course Challenge Fee:**

Undergraduate only, per credit .....	\$75
Transcript Fee: per official copy .....	\$5

**Technology Fees:**

Full-time Student, per semester .....	\$270
Part-time Student, per semester .....	\$105
Summer .....	\$64
ESL, per session .....	\$135
Gonzaga in Florence, summer .....	\$64
Gonzaga in Florence, per semester .....	\$270
Mandatory Accident Insurance and Wellness Fee, per year .....	\$50

**Laboratory Fees:**

Art .....	\$55-\$75
Biology .....	\$125
Chemistry .....	\$110

**Education:**

Alt Special Ed Practicum (per credit) .....	\$20
Assessment .....	\$150
Education Field Experience (per credit) .....	\$150
Methods .....	\$10
Special Ed Student Teaching .....	\$180
Teacher Ed Fee (varies with course) .....	\$5-\$15
Teacher Ed Student Teaching .....	\$180
Engineering (per major, per semester) .....	\$200
English Writing Fee .....	\$40
Environmental Studies .....	\$110-\$125
Honors .....	\$180
Human Physiology .....	\$125
Integrated Media .....	\$50
Intercultural Competency .....	\$30
Math .....	\$10-\$30
Modern Languages .....	\$15-\$50

**Music:**

Private lessons, per credit .....	\$330
Choir, Men's and Women's Chorus .....	\$70
Chamber Singers .....	\$70
Class .....	\$50
Band/Drumline .....	\$70
Guitar Ensemble .....	\$100
Instrumental Techniques .....	\$25
Symphony Orchestra .....	\$70
Jazz Workshop Combo .....	\$70
String Chamber Orchestra .....	\$25

Jazz/Wind Ensemble .....	\$70
Nursing:	
BSN Program Delivery Fee .....	\$25-\$170
BSN Kaplan Rev/Exam Prep Materials .....	\$540
Outdoor Leadership .....	\$99
Physical Education (varies with course) .....	\$15-\$355
Physics .....	\$75
Political Science .....	\$10
Psychology .....	\$25-\$65
Theatre .....	\$10-\$25

## **II. Student Development Fees:**

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

Orientation, Fall .....	\$75
Orientation, Spring .....	\$25
First Year Experience Fee .....	\$75
Fees included in full-time tuition and non-refundable upon withdrawal from the University:	
Student Development Fees, per semester .....	\$103
Publications, per year .....	\$95
Laundry Fee, all resident students, per semester included in room charge .....	\$42
Residence Hall Fees, per semester, included in room charge .....	\$50
Parking Fee, for University lots, per year .....	\$85
Student Mail Box Rental, per year, included in full-time tuition .....	\$28

## **Room & Board: 2017-2018**

These are per semester costs:

### **Room: (per semester)**

CM/Coughlin/DeSmet/Dillon-Goller/Madonna/Twohy/Welch Double .....	\$2,930
CM/Coughlin/DeSmet/Dillon-Goller/Madonna/Twohy/Welch Single .....	\$3,530
All Other Residence Halls Double .....	\$2,760
All Other Residence Halls Single .....	\$3,205
All Residence Halls Premium Single .....	\$3,210
Dussault Double .....	\$2,930
Dussault Single .....	\$3,415
Burch/Corkery/Kennedy/ Double Apartments .....	\$2,930
Burch/Corkery/Kennedy/Single Apartments.....	\$3,195
Kennedy Apartments Premium Single .....	\$3,930
Sharp Apartments .....	\$2,500
Triple Occupancy .....	\$2,385

## **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..... \$2,850**

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

**Gold 16..... \$2,825**

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

**Silver 12..... \$2,740**

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

**Blue 225 .....** \$2,770

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

**White 175..... \$2,740**

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

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

Additional meal plans are available for students who have fulfilled the residency requirement.

Please visit <https://zagdining.sodexomyway.com/shop> 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 [www.bkstr.com](http://www.bkstr.com) or call (509) 313-6390 for information regarding costs and payment options for purchasing books.

# **The Division of Student Development**

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

## **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 shared priorities of:

1. Finding Purpose
2. Developing resilience
3. Cultivating intercultural competence
4. 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, Dean of Well-Being and Healthy Living, Dean of Student Engagement, and the Director of Campus Security & Public Safety. The following programs, offices, and departments:

**The Office of Community Standards (OCS)**  
202 Crosby  
509-313-4009  
[ocs@gonzaga.edu](mailto:ocs@gonzaga.edu)  
[www.gonzaga.edu/Student-Development/Community-Standards](http://www.gonzaga.edu/Student-Development/Community-Standards)

**The Center of Cura Personalis (CCP)**  
729 East Boone Ave. & 1111 North  
Cincinnati Street  
509-313-2227  
[ccp@gonzaga.edu](mailto:ccp@gonzaga.edu)  
[www.gonzaga.edu/ccp](http://www.gonzaga.edu/ccp)

**Health & Counseling Services**

704 East Sharp Ave.

509-313-4052

[studenthealth@gonzaga.edu](mailto:studenthealth@gonzaga.edu)

[www.gonzaga.edu/healthandcounseling](http://www.gonzaga.edu/healthandcounseling)

**The Office of Housing and Residence Life**

Crosby, Suite 201

509-313-4103

[housing@gonzaga.edu](mailto:housing@gonzaga.edu)

[www.gonzaga.edu/Student-Development/Residence -Life-and-Dining-Services/](http://www.gonzaga.edu/Student-Development/Residence -Life-and-Dining-Services/)

**Lincoln LGBTQ+ Resource Center**

Hemmingson Center (3rd Floor)

509-313-5847

[lgbt@gonzaga.edu](mailto:lgbt@gonzaga.edu)

[www.gonzaga.edu/LGBT](http://www.gonzaga.edu/LGBT)

**Center for Community Action & Service Learning (CCASL)**

Hemmingson Center (2nd Floor)

509-313-6824

[www.gonzaga.edu/service](http://www.gonzaga.edu/service)

**Unity Multicultural Education Center (UMEC)**

Hemmingson Center (3rd Floor)

509-313-5836

[umec@gonzaga.edu](mailto:umec@gonzaga.edu)

[www.gonzaga.edu/UMEC](http://www.gonzaga.edu/UMEC)

**Transfer, Veterans, and Returning Adult Services**

Hemmingson Center (3rd Floor)

509-313-5606

[nontrad@gonzaga.edu](mailto:nontrad@gonzaga.edu)

<https://www.gonzaga.edu/Student-Development/Transfer-Veteran-Returning-Adult-Services/>

**Student Media**

College Hall, Office 433

509-313-6875

[www.gonzaga.edu/Student-Development/Student-Publications](http://www.gonzaga.edu/Student-Development/Student-Publications)

**Student Involvement and Leadership**

Hemmingson Center (3rd Floor)

509-313-6123

[studentactivites@gonzaga.edu](mailto:studentactivites@gonzaga.edu)

[www.gonzaga.edu/Student-Development/Student-Activites](http://www.gonzaga.edu/Student-Development/Student-Activites)

**First Year Experience Programs**

Crosby Center, Rm 110

509-313-5501

[www.gonzaga.edu/FYEP](http://www.gonzaga.edu/FYEP)

**Parent and Family Relations**

Crosby Center 101

509-313-4154

[parents&family@gonzaga.edu](mailto:parents&family@gonzaga.edu)

[www.gonzaga.edu/parents](http://www.gonzaga.edu/parents)

**Sodexo Zag Dining****Career & Professional Development**

Crosby First & Second Floors

509-313-4234

[careers@gonzaga.edu](mailto:careers@gonzaga.edu)

[www.gonzaga.edu/careers](http://www.gonzaga.edu/careers)

**Campus Security & Public Safety**  
503 Sharp (Huetter Mansion) 509-313-6147  
509-313-2222 (Emergency)  
[www.gonzaga.edu/Student-Development/Campus-Public-Safety-and-Security](http://www.gonzaga.edu/Student-Development/Campus-Public-Safety-and-Security)

**Office of Institutional Inquiry**  
729 E. Boone  
509-313-3998  
<http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Human-Resources/TitleIX/Default.asp>

## **The Office of Community Standards (OCS)**

The Office of Community Standards is responsible for the administration of the Student Code of Conduct. The office provides formative and developmental conduct processes and outcomes within the framework of Gonzaga's Jesuit identity and student conduct best practices. 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).

## **The 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; The programs offered through CCP are non-clinical and engage students in well-being education as well as responding to the immediate needs of students who may be struggling. CCP provides various services which include:

- **Well-Being and Prevention Education** - The professional staff of this area partner with student peer educators to provide student-centered, harm reduction approaches to living a healthy and balanced lifestyle. Our areas of focus include mental and emotional well-being, healthy relationships, our Zags Help Zags bystander empowerment program, and alcohol and other drug education.
- **Case Management** - 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 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.

- **Collegiate Recovery Community** - 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 provides a safe, recovery-positive environment where students can get support from other students who have been through what they've been through.

Learn more by visiting [www.gonzaga.edu/CCP](http://www.gonzaga.edu/CCP) or calling us at (509) 313-2227.

## **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 fully benefit from Gonzaga's Jesuit education. Our Board Certified Family Physicians, Psychiatrist, Psychologist, Nurse Practitioners, Registered Nurses, Dietician, and Counselors are here to give you our 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.

## **The Office of Housing and Residence Life**

The University operates 22 traditional residential communities, 3 off-campus apartment communities (modestly furnished), and 10-15 individual houses which are owned by the university. These options offer you a variety of housing experiences as you complete the student residency requirements (1st and 2nd year), and become eligible for upper division status or turn 21 years of age.

The approximate student population in housing is 3000 students. Residence halls range in size from 15-420 students, depending upon the year, and again exemplify the variety of options designed to allow students to build positive communities and long lasting friendships.

**Residence Hall and Suite options include** – (35-50 residents): Alliance, Chardin Suites, Cushing Suites, Lincoln, and Roncalli Halls. (90-140 residents): Crimont Hall, DeSmet Hall, Dillon Suites, Goller Suites, Twohy Suites, Marian Hall, Welch Hall, Dooley Suites, River Inn Hall, Madonna Hall, and Dussault Suites. (360 residents): Catherine/Monica Hall. (320 Residents): Coughlin Hall.

**Apartment-Style options (popular with second year students), include:** Sharp Apartments and Kennedy Apartments. These two properties offer single bedrooms.

**Upper-Division Apartment-Style options include:** Burch and Corkery Apartments.

### **The Chaplain in Residence Program:**

Across campus, Jesuit priests “live-in” various residence halls and apartments to provide education and support of the Jesuit mission and identity of Gonzaga University. In addition, the presence of Chaplains in the residential setting allows for the pastoral ministry of care and concern to you as an individual and to the residence life staff as well.

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 Handbook. This document is available in the Student Development Office and the Housing and Residence Life Office.

### **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 who are required to live on-campus must take part in the University Dining program. All students residing in housing owner, 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 (which is determined by the completion of academic credits).

### **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 academically. 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 may indicate housing preferences on the Application/Agreement. Roommate preferences, if applicable, should be noted in the "Roommate Request" area of the form. In absence of a roommate request, you will be paired with another student based upon the responses to lifestyle questions you both selected on the application. Theme-styled housing options are also available each year and these options will be published on the Office of Housing and Residence Life website. Most of these options require an additional application which can be found on the website if applicable.

No guarantees can be made to first-year students regarding building, roommate or theme-style 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.

### **Mutual Responsibility:**

Your primary reason for enrolling at and attending Gonzaga University is to obtain an education through the academic programs offered here. Gonzaga's policies, rules and expectations are all based upon values grounded in our Catholic, Jesuit, humanistic traditions and apply to all students regardless of rank. You are expected to maintain good standing with the University, both academically and socially in order to take part in all the Gonzaga related activities – which are a privilege, not a right. Being offered admission to Gonzaga and accepting that offer constitute an agreement of mutual responsibility. Your obligation is to be aware of, understand, and follow all policies, rules and expectations of the University (both on and off campus). The University's obligation is to provide you with an environment which allows you to reach your educational goals yet considers and provides for the best interests of the community as a whole. Likewise, the University will provide you with the opportunity to be appropriately involved with matters affecting your welfare. Accordingly, you should expect Gonzaga University to take appropriate action when behaviors are contrary to Gonzaga's mission, policies, rules, and expectations or when the agreement of mutual responsibility has been violated.

### **Lincoln LGBTQ+ Resource Center**

The Lincoln LGBTQ+ Resource Center at Gonzaga University is inspired and guided by the university mission and values of faith, service, justice, leadership, and ethics. It aims to serve as a center for supporting community, networking, research, and education related to concerns shared by students, staff, and faculty of diverse sexual orientations, gender identities, and expressions. The center welcomes all to participate in upcoming events and programs in an effort to collectively learn and actively promote social justice. The Lincoln LGBTQ+ Resource Center is located in Hemmingson Center, Suite 315.

### **Center for Community Action and Service Learning (CCASL)**

For over twenty years CCASL has been putting Gonzaga's mission into action through a wide spectrum of volunteer and -community engaged learning projects. CCASL'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. CCASL 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 Action and Service Learning (CCASL) 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, CCASL'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 once a month 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 CCASL's six Arrupe Engagement Pathways: Advocacy & Awareness, Community-Engaged Learning & Research, Direct Service, Faith & Justice, Philanthropy, Policy & Politics, and/or Social Innovation. Through their unique projects, Wolff Fellows explore the connection between their disciplinary/career interests and public service, learn about community needs and assets, and partner with community organizations to build community capacity.

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

## **Unity Multicultural Education Center (UMEC)**

UMEC provides educational opportunities that cultivate mindfulness, intercultural development, and support the benefits of a pluralistic and inclusive environment. This office desires to meet the needs of a fluid demographic and provide the Gonzaga community with educational and social opportunities to raise cultural awareness. UMEC welcomes all to participate in upcoming events and programs in an effort to collectively learn and actively promote social justice. UMEC is located in Hemmingson Center, Suite 317.

On-going programs throughout the year include:

- BRIDGE (pre-orientation)
- LEADS Mentoring
- Multicultural Honors Society
- Speakers Series
- Diversity Monologues
- Spring Break Alternatives (immersion programs)
- InterGroup Dialogue (IGD)

## **Transfer, Veteran, and Returning Adult Services**

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

## **Student Involvement and Leadership**

Student Involvement and Leadership is dedicated to inspiring and empowering students!

The Department of Student Involvement is home to:

- The Gonzaga Student Body Association (GSBA)
- The Graduate Student Council (GSC)
- 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. Gonzaga Activities Board (GAB) offers 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 <http://gogsba.org/>

The **Graduate Student Council (GSC)** is an elected body who represent the various graduate programs at Gonzaga, the GSC acts as the conduit for voicing student (both on campus and online) concerns to the administration and seeks to improve graduate education and student life at Gonzaga University. The GSC encourages scholarship and professional development by administering scholarships to students attending and/or presenting at conferences. The GSC also organizes many academic and social events throughout the year.

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

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

## **Student Media**

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

### **Student Media:**

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

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

First Year Experience Programs is dedicated to assisting you in a successful transition into the Gonzaga University community. The Office is a one-stop shop in finding and connecting to resources on campus. 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 is a one-stop resource for you.

First Year Experience Programs develops and facilitates an exemplary program of New Student Orientation and year-long transitional programs. 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.

## **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.

## **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.

## **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
- **RESUMANIA:** Monthly lunch hour resume review with free pizza!
- **Career Assessments:** Strong Interest Inventory, Myers Briggs Type Indicator
- **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 Program:** 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

### **On-line Resources**

- **Career Beam:** Job and internship posting board with career development guides and tools
- **CareerShift:** Job and internship posting board that facilitates communication with employers and serves as a job search document repository and disseminator

- **GlassDoor:** Online community that offers insight into employers based on employee generated content
- **GoinGlobal:** International job and internship posting board and database
- **Handshake:** Gonzaga's online career tool kit that lists job openings and employers specifically for Gonzaga students and alumni
- **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)

## Career Treks

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

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

Gonzaga Alumni Mentor Program (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'll 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

## **Campus Security & Public Safety Department**

Affectionately called CAMPO, this department facilitates the safety and security of students, staff, faculty, visitors and the property of the university. As part of the Division of Student Development, the Safety and Security department supports the educational and developmental missions outlined by the VP of Student Development. 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. CAMPO 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 the office of Public Safety and Security dial (509) 313-2222.

## **Office of Institutional Inquiry**

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance". (Title IX 1972)

Students, faculty, and staff are protected from any sex-based discrimination, harassment or violence. Sexual violence includes attempted or completed rape or sexual assault, as well as sexual harassment, stalking, voyeurism, exhibitionism, verbal or physical sexuality-based threats or abuse, and intimate partner violence.

Title IX protects any person from sex-based discrimination, regardless of their real or perceived sex, gender identity, and/or gender expression.

# 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 twoMontserrat 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/um](http://www.gonzaga.edu/um).

## **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).

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.

## **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 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 a campus wide early alert and referral system, academic standing and probation, freshman registration, as well as individual assistance for students and faculty on academic issues.

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

- **Learning Strategies**

Students seeking learning assistance in the form of a peer tutor or academic mentor, or a professional learning strategist, will find resources in The Learning Studio. Secure proctored testing is also available. [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 the [www.gonzaga.edu/disabilityaccess](http://www.gonzaga.edu/disabilityaccess).

# Degrees and Programs Offered

## 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 catalogues 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 three degrees: Bachelors of Education (B.Ed.) (Honors and General) in Special Education, Bachelor of Education (B.Ed.) in Sport Management and a Bachelor of Education (B.Ed.) in Kinesiology and Physical 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/catalogues](http://www.gonzaga.edu/catalogues).

## 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 obtained from the director of the respective program.

**English Language Center:** Gonzaga University's 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.

**Honors Program:** A special curriculum for academically gifted undergraduates: Specific requirements vary from school to school. Upon graduation, students in this program receive their degree with an Honors designation. For further information on degree requirements refer to: <http://www.gonzaga.edu/Academics/Undergraduate/Special-Programs/Honors/Honors-Academics.asp>.

**International Admissions and International Student and Scholar Services (ISSS):** Gonzaga University's International Admissions and 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. The offices specialize in international marketing, recruitment and admissions, foreign transcript evaluation, 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 (SOCI 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. These courses are available through the University Core Curriculum. 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 exceed a minimum level of 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 in the <http://www.gonzaga.edu/catalogues/17-18-catalogue/undergraduate/other-schools-and-programs/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 pre-requisites 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

1. Completion of a minimum of 128 semester credits.
2. Completion of the core requirements of the University.
3. Completion of all common curriculum from the individual school or college.
4. 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.
5. A minimum cumulative grade point average of 2.00.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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).
12. 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?**

- I. 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.
- II. 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).
- III. 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.

- IV. 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.
- V. 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, 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?**

- VI. 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.
- VII. 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?**

- VIII. Ethics (PHIL 301 or RELI, 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.
- IX. 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 carry one of the required two global-studies designations.

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

- X. 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**

- XI. 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.
- XII. 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.
- XIII. 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.
- XIV. 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 Criminal Justice, 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.

- XV. 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.
- XVI. 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.
- XVII. 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.

## **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. Catalogue Options**

Students entering Gonzaga after June 1, 1981 may select the core and degree requirements from any appropriate catalogue which is within six years prior to their graduation. Students who entered before June 1, 1981, do not have a time limit regarding the catalogue they select. An appropriate catalogue 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 catalogue must be followed. Selections may not be made from more than one catalogue. 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 both schools core 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 core requirements of the school 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 core 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 core 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 catalogue 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 and Dance (THEA): 124-125, 226, 260-261, 320, 324; Physical Education (EDPE): 101-188

### **Exceptions to these limitations:**

- 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**

- 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)).
- 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.
- 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 catalogue 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 catalogue 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 catalogue 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 pre-requisites.

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

### **Upper Division Courses:**

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

400-499 - Courses with pre-requisites; 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 has a bachelor's degree from an accredited university and is not admitted to a graduate program. He or she may be pursuing a second bachelor's degree or attending for personal enrichment.

## **E. Transfer and Evaluation of Credits**

Gonzaga University welcomes the transfer student and recognizes that these students bring unique contributions and diverse backgrounds which enhance the vitality of the Gonzaga community. Applicants with credit from other colleges and universities should note the following conditions:

1. Transfer credit must have been completed at a regionally accredited college or university.
2. Transfer credit is evaluated on a course-by-course basis.
3. Transfer credit must be completed with a minimum of 2.0 (or "C") grade.
4. Pass (P) grades, or the equivalent, will be accepted as elective credit only and will not fulfill any core, major, minor or concentration requirements.
5. Transfer course grades are not calculated into the Gonzaga University GPA.
6. 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 transferred course must receive the approval of the department Chairperson and Dean of the school.
7. 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.
8. Quarter credit hours can be converted to semester credit hours when multiplied by 0.66.
9. 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.
10. 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.

11. 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.
12. 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.)
13. Transfer students in the School of Business Administration must earn at least 50% of their business core and major coursework at Gonzaga University.

## F. Transfer 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 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 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.

### University Core Waivers

- Students transferring to Gonzaga with **30 or more** earned semester credits are permitted to waive six credits of the Foreign Language requirement in the College of Arts and Sciences common curriculum.
- Students transferring to Gonzaga with **45 to 59** earned semester credits are permitted to waive the following University core requirements: three credits of World or Comparative Religion, and twelve of the eighteen credits required in University Core Designations coursework (Writing Enriched, Global Studies and Social Justice).

- Students transferring to Gonzaga with **60 or more** earned semester credits are permitted to waive three credits of World or Comparative Religion and eighteen credits of University Core Designations coursework.

### **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 Gonzaga Students**

The Core Executive Committee recognizes department/curriculum committee expertise in the approval of transfer courses submitted for core course and/or designation requirements. In order to create consistency in the approval of transfer courses, the Core Executive Committee has developed the following guidelines for core courses beginning for those students entering Fall 2016 and later:

1. Except for the First-Year Seminar, courses submitted to fulfill core course requirements will be evaluated by the relevant department chair, in consultation with curriculum committees as needed. Courses submitted to fulfill designation requirements will be evaluated by the chair of the relevant curriculum committee. Courses submitted to fulfill the FYS will be evaluated by the Core Director. The Core Integration Seminar will not be accepted in transfer.
2. 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, although courses do not have to meet every learning outcome to be approved. The CEC expects reasonably transfer-friendly approaches to evaluation (“good enough” with the benefit of the doubt tipping to approval).
3. In order to be considered for approval, course syllabi detailing course requirements must be provided; course titles and descriptions are not sufficient.
4. To streamline the approval process, students (and/or advisors working on the students' behalf) should contact the relevant department/committee chair with a request via email and must attach the syllabus to the request. Once approved, the student can obtain the required signatures.

5. To provide timely information to students, departments/curriculum committees should provide feedback within 2 weeks (decisions not reached within 4 weeks will revert to the core director). If the request is denied, please provide a brief rationale for denial.
6. All communication should be cc'd to the Core Director and Assistant to the Core Director.

**Note:** AP courses will not be accepted in fulfillment of designation requirements (e.g., GS, SJ, WE).

Other than transfer credit as outlined for core requirements, the transfer of credit for courses taken in the summer at another college or university by Gonzaga students must be authorized PRIOR to taking the course, in writing, by appropriate University officials as specified on the Permission to Transfer Credits/Waiver of Senior Year in Residency form. 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 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.

Transfer of credit must be approved by the Chair and the Dean of the relevant School or the College. A student wishing to register simultaneously at Gonzaga and another college or university must obtain prior written permission from the appropriate academic dean.

A student on a Leave of Absence (LOA) is not permitted to take courses at another institution as doing so violates the LOA agreement. If a student does take courses during a LOA from Gonzaga, the student must reapply through the Office of Admission.

Transfer courses do not qualify under Gonzaga's Repeat of Credit Policy. Students who take and earn credit and a grade of D or higher for a Gonzaga course will not receive credit for transfer work deemed to be equivalent to the passed Gonzaga course. Students retaking a course from another institution in order to achieve the minimum grade as required by the department, should provide proof of the transfer grade directly to the department.

## **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**

For each semester detailed registration procedures are published on the Registrar Office web pages at: <http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Registrar/>. If an individual attends a course section in which he or she is not registered or financially

confirmed, no credit or grade will be recorded. Sitting in a course without registration is not permitted.

## **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.

1. 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.
2. A professor may assign a "V" grade for unofficial withdrawal when attendance is unsatisfactory.
3. 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 Student Development.

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.		

<b>Letter Grades</b>	<b>Description</b>	<b>Quality Points</b>
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	0.0 (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 Academic 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 Academic 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 catalogue 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 Academic 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 Honesty**

A complete copy of Gonzaga's Academic Honesty policy can be found at  
<https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf>.

## **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 Academic 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 16 semester credits. For academic purposes, the minimum full-time course load is 12 credits. The maximum load in one semester is 18 semester credits.

## **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 impact 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 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 catalogue.

### **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.

### **Class Attendance Policy**

Students are presumed to have sufficient maturity to recognize their responsibility for regular class attendance. Since illness or other good reasons may prevent attendance, Gonzaga University has a standard policy on absences. However, students should check the syllabus for each course to confirm the instructor's specific attendance policy, which should be clearly delineated within each syllabus, and which cannot be more restrictive than the GU policy.

Gonzaga's 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.

Participation in school activities or athletics does not exempt students from this standard policy on absences. The fact that a student has met the other course requirements (such as papers) is not sufficient to change a "V" to a passing grade. 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 Disability Resources, Education, and Access Management (DREAM).

## **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. 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. Students are involved in every aspect of campus life as they hold formal

student government positions, oversee various clubs and groups, and organize a variety of community outreach projects. 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 [www.gonzaga.edu/gubap](http://www.gonzaga.edu/gubap).

**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.

**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.

**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 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, at the top of the next page, 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
- 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 catalogues.

### **FERPA ADMINISTRATION**

GU Registrar's Office  
502 E Boone Ave  
Spokane, WA 99258-0083  
College Hall 229  
(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**

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

# College of Arts and Sciences

**Dean:** Elisabeth Mermann-Jozwiak

**Associate Deans:** Matt Bahr, Patricia Terry

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

The College is primarily responsible for delivering courses in the university core curriculum, the center of Gonzaga's humanistic, 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:

- Completion of the requirements for a major within the College.
- Completion of a senior thesis, comprehensive exam, capstone, or other culminating experience designed by the major department.

- 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.

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

<b>Field</b>	<b>Degree</b>	<b>Major</b>	<b>Minor</b>
Art	BA	39	24
Art History Concentration		48	see below
Art History		n.a.	24
Biology	BA	40	28
Research Concentration	BA	47-48	n.a.
	BS	62	28
Research Concentration	BS	69-70	n.a.
Biochemistry (ACS approved)	BS	70	n.a.
(Non-ACS)		69	
Broadcast and Electronic Media Studies	BA	36	21
Catholic Studies	n.a.	n.a.	21
Chemistry	BA	53	28-30
(ACS approved)	BS	63	
Classical Civilizations	BA	36	33
Communication Studies	BA	36	21
Computer Science and Computational Thinking	BA	55-59	n.a.
Conducting (for Music majors only)	n.a.	n.a.	20
Criminal Justice	BA	33	18
Dance	n.a.	n.a.	24
Economics	BA	33	18
	BS	45	18
English	BA	36	21
Writing Concentration		39	see below
Environmental Studies	BA	39	20
French*	BA	19-35	12-28
German*	n.a.	n.a.	12-28
History	BA	33	18
Interdisciplinary Arts		n.a.	20-25
International Studies*			

	<b>Degree</b>	<b>Major</b>	<b>Minor</b>
Asian Studies*	BA	28-44	15-31
European Studies*	BA	28-44	15-31
International Relations*	BA	28-44	15-31
Latin American Studies*	BA	28-44	15-31
Italian*	n.a.	n.a.	12-26
Italian Studies*	BA	22-36	12-26
<b>Field</b>			
Jazz Performance		n.a.	22
Journalism	BA	39	19
Mathematics	BA	31	24
	BS	40	24
Math/Computer Science	BS	49	n.a.
Music	BA	48-52	22
Composition concentration		48	n.a.
General studies concentration		48	n.a.
Performance concentration		52	n.a.
Music Education	BA		n.a.
Choral and General Concentration		54	n.a.
Instrumental and General Concentration		54	n.a.
Native American Studies		n.a.	21
Philosophy	BA	36	21
Kossel Concentration		47	n.a.
Physics	BS	54	27
	BA	54	n.a.
Political Science	BA	31	18
Psychology	BA	33	21
Research Concentration		37	n.a.
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 Arts	BA	44-50	20-21
Performance Concentration			n.a.
Tech Theater Concentration			n.a.
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.

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## **Art**

**Chairperson:** Shalon Parker

**Leo Kreielsheimer Professor of Fine Arts:** M. Farrell

**Professors:** T. Gieber (Emeritus)

**Associate Professors:** S. Parker

**Assistant Professors:** M. Rude, 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.A. Major in Art: 39-48 Credits**

#### **Lower Division**

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

**Upper Division No concentration: 18 credits**

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

**Art History Concentration: 27 credits (for Art Majors only)**

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

**Minor in Art: 24 credits****Lower Division**

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

**Upper Division**

One of the following five courses:	3 credits
VART 394 Special Topics in Art History	
VART 395 Art in the 19th Century	
VART 396 Art in the 20th Century	
VART 407/ WGST 350 Women Artists	
VART 408 History of Photography	

VART Studio Electives \* 12 credits

\* Please note that several upper-division studio art classes have 200-level pre-requisites.  
Please check the undergraduate catalogue for course descriptions and pre-requisites.

**Minor in Art History: 24 credits (for non-Art Majors only)**

(Art Majors may declare a concentration in Art History)

**Lower Division**

VART 101 Drawing I	3 credits
One of the following four studio courses	3 credits
VART 112 Design Fundamentals	
VART 141 Ceramics I	
VART 221 Painting I	
VART 230 3-D Design	

VART 190 Art Survey: Prehistoric-Medieval	3 credits
VART 191 Art Survey: Renaissance-Modern	3 credits

**Upper Division**

VART 395 Art in the 19th Century	3 credits
VART 396 Art in the 20th Century	3 credits
Any two of the following electives: **	6 credits
VART 394 Special Topics in Art History	
VART 403/HIST 302 The Ancient City	
VART 404/HIST 307 The Archaeology of Ancient Greece	
VART 405/HIST 308 The Archaeology of Ancient Rome	
VART 406/HIST 366 American Culture and Ideas	
VART 407/WGST 350 Women Artists	
VART 408 History of Photography	
VART 498 Independent Research	

\*\* A maximum of two upper-division art history courses in study abroad programs may be substituted for the upper-division elective requirements.

**Course Descriptions:****VART 101 - Drawing I**

credits: 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.

**Restrictions:**

Must be the following: Sophomore, Freshman

**VART 112 - Design Fundamentals**

credits: 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.

**Restrictions:**

Must be the following: Sophomore, Freshman

**VART 115 - Art Appreciation**

credits: 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.

**VART 141 - Ceramics I**

credits: 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.

**VART 190 – Art Survey: Prehistoric to Medieval**

credits: 3

A study of art and architecture from the Prehistoric era to the late Middle Ages. Fall.

**VART 191 - Art Survey: Renaissance to Modern**

credits: 3

A study of art and architecture from the late Middle Ages to modern times. Spring.

**VART 192 - Independent Study**

credits: 1-3

Topic to be decided by faculty.

**VART 193 - First Year Seminar**

credits: 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.

**VART 201 - Drawing II**

credits: 3

A continuation of VART 101. Fall and Spring.

**Pre-requisites:** VART 101**VART 202 - Figure Drawing in Florence**

credits: 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.

**VART 212 - Sculpture Materials and Design I**

credits: 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.

<b>VART 221 - Painting I</b>	credits: 3
Basic problems in oil techniques, explorations in still life, landscape, and the human figure. Fall and Spring.	
<b>Pre-requisites:</b> VART 101	
<b>VART 222 - Painting II</b>	credits: 3
A continuation of VART 221. Fall and Spring.	
<b>Pre-requisites:</b> VART 221	
<b>VART 230 - 3-D Design</b>	credits: 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	
<b>VART 241 - Ceramics II</b>	credits: 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.	
<b>Pre-requisites:</b> VART 141	
<b>VART 250 - Linograph Printmaking</b>	credits: 3
An introduction to printmaking using linoleum, which is the modern version of the ancient woodcut "xylograph" technique. In addition to carving and printing, there will be a historical review of several variations of the process. Florence Campus only.	
<b>VART 292 - Directed Studio</b>	credits: 1-3
Variable credit, directed study for the student with a limited schedule. Studio work by arrangement. Fall and Spring.	
<b>VART 293 - Introduction to Florence</b>	credits: 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.	
<b>VART 294 - Florence of the Medici</b>	credits: 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.	
<b>VART 295 - Spanish Art-Modern and Contemporary</b>	credits: 3
Granada campus only.	
<b>Equivalent(s):</b> SPAN 434	
<b>VART 296 - Span Art-Ancient and Medieval</b>	credits: 3
Granada campus only.	
<b>Equivalent(s):</b> SPAN 433	
<b>VART 312 - Sculpture Materials and Design II</b>	credits: 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.	
<b>Pre-requisites:</b> VART 101 or VART 212	
<b>VART 322 - Fresco</b>	credits: 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.	

<b>VART 323 - Painting III</b>	credits: 3
Advanced problems in figurative art with emphasis on painting the human figure and landscape. Fall and Spring.	
<b>Pre-requisites:</b> VART 222	
<b>VART 324 - Painting IV</b>	credits: 3
A continuation of VART 323. Fall and Spring.	
<b>Pre-requisites:</b> VART 323	
<b>VART 341 - Intermediate Ceramics Projects</b>	credits: 3
A directed study of specific throwing and/or hand building techniques. Studio processes of glaze development and firing practices will be introduced. Course can be repeated for credit.	
<b>Pre-requisites:</b> VART 241	
<b>VART 349 - Special Topics in Studio Art</b>	credits: 3
Topics to be determine by instructor.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>VART 350 - Beginning Printmaking</b>	credits: 3
Introduces students to the development of imagery through a variety of etching and relief processes. Fall	
<b>Pre-requisites:</b> VART 101	
<b>VART 351 - Beginning Screen Printing</b>	credits: 3
Introduces students to the development of imagery through the screen printing process. Spring.	
<b>Pre-requisites:</b> VART 101	
<b>VART 352 - Intermediate Printmaking</b>	credits: 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.	
<b>Pre-requisites:</b> VART 350 or VART 351	
<b>VART 360 - Museum Studies</b>	credits: 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.	
<b>VART 385 - Figure Drawing I</b>	credits: 3
Basic problems in developing the human figure and experiments with a variety of drawing media. Florence campus and main campus. Fall and Spring.	
<b>Pre-requisites:</b> VART 101 or VART 202	
<b>VART 386 - Figure Drawing II</b>	credits: 3
A continuation of VART 385. Fall and Spring.	
<b>Pre-requisites:</b> VART 385	
<b>VART 390 - History of Art I</b>	credits: 3
Florence campus only.	
<b>VART 391 - History of Art II</b>	credits: 3
Florence campus only.	

<b>VART 393 - Special Topics Study Abroad</b>	credits: 3-4
Topic determined by instructor.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>VART 394 - Special Topics in Art History</b>	credits: 3
Consult instructor for topic as it will vary each semester. May be repeated for credit.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>VART 395 - Art in The 19th Century</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>VART 396 - Art in the 20th Century</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>VART 397 - Renaissance Art</b>	credits: 3
A survey of the painting, sculpture, and architecture of Italy, 1400-1600. Florence campus only.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>VART 398 - Roman Art and Architecture</b>	credits: 3
Examines the major trends and developments in art and architecture from the Roman Republic (500 B.C.) to the reign of Constantine the Great (A.D. 306-337). Florence campus only.	
<b>Restrictions:</b>	
Must be the following: Freshman	
<b>VART 401 - Renaissance Architecture</b>	credits: 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.	
<b>VART 402 - The Image of God</b>	credits: 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.	
<b>VART 403 - The Ancient City</b>	credits: 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.

**Equivalent(s):** HIST 302

**Pre-requisites:** HIST 101 or WGST 271C

**VART 404 - Archaeology of Ancient Greece**

credits: 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.

**Equivalent(s):** HIST 307

**Pre-requisites:** HIST 101 or WGST 271C

**VART 405 - Archaeology of Ancient Rome**

credits: 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.

**Equivalent(s):** HIST 308

**Pre-requisites:** HIST 101 or WGST 271C

**VART 406 - American Cultures and Ideas**

credits: 3

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

**Equivalent(s):** HIST 366

**VART 407 - Women Artists**

credits: 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.

**Equivalent(s):** WGST 350

**Restrictions:**

May not be the following: Freshman

**VART 408 - History of Photography**

credits: 3

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

**Restrictions:**

May not be the following: Freshman

<b>VART 421 - Advanced Painting Projects</b>	credits: 3
Advanced oil painting problems in still-life, figure and landscape. Can be repeated.	
<b>Pre-requisites:</b> VART 324	
<b>VART 432 - Core Integration Seminar</b>	credits: 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.	
<b>VART 441 - Advanced Ceramics Projects</b>	credits: 3
Exploration of advanced glazing and firing techniques. Emphasis is on developing individual expression in ceramic form. Course can be repeated.	
<b>Pre-requisites:</b> VART 341	
<b>VART 442 - Ceramic Materials</b>	credits: 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. On sufficient demand.	
<b>Pre-requisites:</b> VART 241	
<b>VART 443 - Kiln Design and Construction</b>	credits: 3
An exploration of kiln types, firing methods, and chamber designs. A kiln will be constructed and fired. On sufficient demand.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> VART 241	
<b>VART 450 - Advanced Printmaking Projects</b>	credits: 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.	
<b>Pre-requisites:</b> VART 352	
<b>VART 466 - Philosophy of Art</b>	credits: 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.	
<b>Equivalent(s):</b> PHIL 472	
<b>Pre-requisites:</b> PHIL 201	

<b>VART 485 - Advanced Drawing Projects</b>	credits: 3
Course can be repeated for credit.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>Pre-requisites:</b> VART 386	
<b>VART 492 - Independent Study</b>	credits: 1-3
Specialized study by arrangement with individual studio faculty.	
<b>VART 497 - Art Internship</b>	credits: 0-6
Professional work experience in an art-related field. Fall, Spring, and Summer.	
<b>VART 498 - Research</b>	credits: 1-3
Individual research on an art topic approved by and arranged with a faculty member.	
<b>VART 499 - Senior Seminar</b>	credits: 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.	
<b>Restrictions:</b>	
Must be the following: Senior	

## Biology

**Chairperson:** Kirk Anders

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

**Associate Professors:** B. Bancroft, G. Chang, J. Haydock, M. Poxleitner

**Assistant Professors:** E. Addis, C. Andrade, C. Bonilla, S. Hayes, 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 199 and BIOL 199L), and Field Studies in Biodiversity (BIOL 159L, taught each summer in either Zambia or Ecuador).

## **B.S. Major in Biology: 62 credits**

### **Lower Division**

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) **	4 credits
PHYS 102, PHYS 102L (or PHYS 204, PHYS 204L) **	4 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

### **Upper Division\***

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

**\*\* NOTE:** Required number of credits for these courses differ from actual course credits.

## **B.A. Major in Biology: 40 credits**

### **Lower Division**

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

### **Upper Division\***

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

## **Minor in Biology: 28 credits**

### **Lower Division**

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
<b>Upper Division*</b>	
BIOL Upper Division Electives	5 credits

\* A pre-requisite for BIOL 205, 206 and 207 is a C- grade or better in BIOL 105, BIOL 105L and BIOL 106. Students must also get a C- grade or better in BIOL 205, 206, 207 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 classes 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 classes 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 track 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 (BIOL 305).

### **Course Descriptions:**

#### **BIOL 100 - Biological Concepts:**

credits: 3

A one-semester course designed to investigate the process of science by focusing on current biological issues. Different subfields of biology will be explored depending on the instructor. This course does not have a lab and does NOT meet the Scientific Inquiry requirement of the University Core. Designed for non-science majors. Fall and Spring.

#### **BIOL 104 - Scientific Inquiry**

credits: 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.

#### **Restrictions:**

Must be the following: 2016-2017 cohort or later

#### **Co-requisites:** BIOL 104L

#### **BIOL 104L - Scientific Inquiry Lab**

credit: 1

See BIOL 104.

#### **Co-requisites:** BIOL 104

#### **BIOL 105 - Information Flow in Biological Systems**

credits: 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.

#### **Restrictions:**

Must be in the following field(s) of study: Biochemistry, Biology, Computer Science and Computational Thinking, Computer Science, Human Physiology, Nursing, Pre-Med Biology

#### **Co-requisites:** BIOL 105L

#### **BIOL 105L - Information Flow in Biological Systems Lab**

credit: 1

Designed to provide students with an authentic scientific discovery experience, this lab 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.

#### **Restrictions:**

Must be in the following field(s) of study: Biochemistry, Biology, Computer Science, Human

Physiology, Nursing, Pre-Med Biology

**Co-Requisite or Pre-requisite:** BIOL 105 minimum grade: C-

**BIOL 106 - Energy Flow in Biological Systems**

credits: 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 lab associated with this course. Fall and Spring.

**Restrictions:**

Must be in the following field(s) of study: Biochemistry, Biology, Computer Science, Pre-Med Biology

**Pre-requisites:** BIOL 105 minimum grade: C- and BIOL 105L minimum grade: C- and CHEM 101 minimum grade: C- and CHEM 101L minimum grade: C-

**BIOL 123 - Human Ecology**

credits: 2

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 who need a lab science. Fall and Spring.

**Restrictions:**

May not be in the following Field(s) of Study: Biochemistry, Biology, Chemistry, Environmental Studies

May not be the following: 2016-2017 cohort or later

**Co-requisites:** BIOL 123L

**BIOL 123L - Human Ecology Laboratory**

credit: 1

Taken concurrently with BIOL 123.

**Restrictions:**

May not be in the following Field(s) of Study: Biochemistry, Biology, Chemistry

May not be the following: 2016-2017 cohort or later

**Co-requisites:** BIOL 123

**BIOL 159 - Studies in Biodiversity**

credit: 1

This course is a 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 semester.

**Equivalent(s):** BIOL 359

**Pre-requisites:** BIOL 159L

**BIOL 159L - Field Studies in Biodiversity**

credits: 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 and meets the Scientific Inquiry requirement of the University Core. The class meets together with the students enrolled in BIOL 359L for biology majors. Summer.

**Equivalent(s):** BIOL 359L

**BIOL 170 - Introduction to Microbiology** credits: 3  
An introduction to microbiology for students in Human Physiology, 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.

**Restrictions:**

May not be enrolled in one of the following Fields of Study: Biology

**Co-requisites:** BIOL 170L

**Pre-requisites:** (BIOL 105 minimum grade: C- or TRAN GBIO) and (CHEM 101 minimum grade: C- or TRAN GCHM)

**BIOL 170L - Introduction to Microbiology Lab** credit: 1  
An introduction to methods of microbial analysis including the culture, safe handling, and genetic analysis of microbes. Taken concurrently with BIOL 170.

**Co-requisites:** BIOL 170

**BIOL 190 - Special Topics** credits: 1-3

Topic to be decided by faculty.

**BIOL 193 - First Year Seminar** credits: 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.

**BIOL 199 - Biological Systems** credits: 2

Designed for non-science majors; this fulfills the core science inquiry requirement. Lectures and laboratory sessions emphasize science as an inquiry based process. Selected topics will be offered each semester. Lab is required when offered. Fall.

**Restrictions:**

May not be in the following Field(s) of Study: Biochemistry, Biology, Chemistry

**Co-requisites:** BIOL 199L

**BIOL 199L - Biological Systems Lab** credit: 1

Taken concurrently with BIOL 199.

**Restrictions:**

May not be in the following Field(s) of Study: Biochemistry, Biology, Chemistry

**Co-requisites:** BIOL 199

**BIOL 205 - Physiology and Biodiversity** credits: 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. We use a framework of physiology to compare and contrast clades of organisms. Fall.

**Restrictions:**

Must be in the following field(s) of study: Biology

**Co-requisites:** BIOL 205L

**Pre-requisites:** BIOL 106 minimum grade: C-

**BIOL 205L - Physiology and Biodiversity Lab** credit: 1

Students are introduced to the diversity of organisms and physiological processes that allow

organisms to live in a wide array of environments. Taken concurrently with BIOL 205.

**Co-requisites:** BIOL 205

**BIOL 206 - Ecology**

credits: 3

This course examines the ecological and evolutionary mechanisms that determine the distribution and abundance of species. We will explore interactions between organisms and their environments at levels from individuals through ecosystems. Spring.

**Restrictions:**

Must be in the following field(s) of study: Biology, Computer Science and Computational Thinking

**Co-requisites:** BIOL 206L

**Pre-requisites:** BIOL 106 minimum grade: C-

**BIOL 206L - Ecology Lab**

credit: 1

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

**Restrictions:**

Must be in the following field(s) of study: Biology, Computer Science and Computational Thinking

**Co-requisites:** BIOL 206

**BIOL 207 - Genetics**

credits: 3

This course promotes an understanding of the molecular mechanisms that shape the flow of biological information at three different levels: within individuals, in the expression of genotypic information as a physical phenotype; across generations, in the transmission of traits and other information during reproduction; and among populations over longer time frames, as a result of evolutionary forces. The course will use case studies of specific biological phenomena as contexts for exploring the topics. Fall and Spring.

**Restrictions:**

Must be in the following field(s) of study: Biochemistry, Biology, Pre-Med Biology

**Co-requisites:** BIOL 207L

**Pre-requisites:** BIOL 106 minimum grade: C-

**BIOL 207L - Genetics Lab**

credit: 1

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

**Co-requisites:** BIOL 207

**BIOL 290 - Directed Readings**

credits: 1-3

Topic to be decided by faculty.

**BIOL 295 - Science Outreach**

credit: 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.

**Equivalent(s):** CHEM 295

**BIOL 301L - Cell Techniques Lab**

credits: 2

This course is designed to be an intensive introduction to methods of analysis of prokaryotic and eukaryotic cell structure, composition, and behavior. Microscopy (compound 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 on sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Biology

**Pre-requisite(s):** BIOL 106 and (BIOL 205 or BIOL 207)

**BIOL 303 - Population Ecology** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Biology

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 206 minimum grade: C-

**BIOL 303L - Population Ecology Laboratory** credit: 1

Taken concurrently with BIOL 303 when the lab is offered.

**Restrictions:**

Must be in the following field(s) of study: Biology

**Co-requisites:** BIOL 303

**BIOL 304 - Practice in Laboratory Teaching** credit: 1

Students gain teaching experience by assisting laboratory instructors as a teaching assistant (TA) in a laboratory course. Duties may include lab 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 lab. By permission only. Fall and Spring.

**Pre-requisites:** BIOL 106 minimum grade: C-

**BIOL 305 - Biological Data Analysis** credits: 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.

**Pre-requisites:** 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** credits: 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.

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C-

<b>BIOL 313L - Animal Behavior Lab</b>	credit: 1
Taken concurrently with BIOL 313 when the lab is offered.	
<b>Co-requisites:</b> BIOL 313	
<b>BIOL 323 - Conservation Biology</b>	credits: 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, odd years.	
<b>Equivalent(s):</b> ENVS 303.	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and BIOL 206 minimum grade: C-	
<b>BIOL 323L - Conservation Biology Lab</b>	credit: 1
This lab includes field trips. Taken concurrently with BIOL 323.	
<b>Co-requisites:</b> BIOL 323	
<b>Equivalent(s):</b> ENVS 303L.	
<b>BIOL 330 - Invertebrate Biology</b>	credits: 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/lab format. Offered on sufficient demand.	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C-	
<b>BIOL 331 - Parasitology</b>	credits: 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.	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C-	
<b>BIOL 331L - Parasitology Lab</b>	credit: 1
Taken concurrently with BIOL 331 when lab is offered.	
<b>Co-requisites:</b> BIOL 331	
<b>BIOL 333 - Community Ecology</b>	credits: 3
This course explores in detail the major processes that have created and are operating within 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.	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and BIOL 206 minimum grade: C-	
<b>BIOL 334 - Advanced Evolution</b>	credits: 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. Spring, odd years. This course may be repeated once as long as the content is different than the first occurrence of enrollment.	

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C- and BIOL 207 minimum grade: C-

**BIOL 335 - Advanced Genetics:** credits: 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. Spring, even years. This course may be repeated once as long as the content is different than the first occurrence of enrollment.

**Restrictions:**

Must be in the following field(s) of study: Biology

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 207 minimum grade: C-

**BIOL 337 - Developmental Biology:** credits: 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.

**Co-requisites:** BIOL 337L

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 207 minimum grade: C-

**BIOL 337L - Developmental Biology Lab:** credit: 1

Taken concurrently with BIOL 337.

**Co-requisites:** BIOL 337

**BIOL 338 - Histology:** credits: 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.

**Restrictions:**

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

**Co-requisites:** BIOL 338L

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 207 minimum grade: C-

**BIOL 338L - Histology Lab:** credit: 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.

**Co-requisites:** BIOL 338

**BIOL 340 - Field Botany:** credits: 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/lab meetings per week and three, ten-hour fieldtrips on Saturdays. Summer, on sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Biology

**Co-requisites:** BIOL 340L

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C-

**BIOL 340L - Field Botany Lab**

credit: 1

Taken concurrently with BIOL 340.

**Co-requisites:** BIOL 340

**BIOL 341 - Human Physiology**

credits: 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. Lab offered concurrently. Spring, odd years.

**Co-requisites:** BIOL 341L

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C-

**BIOL 341L - Human Physiology Lab**

credit: 1

Taken concurrently with BIOL 341. Topics from the lecture will be examined. May require weekend field trips.

**Co-requisites:** BIOL 341

**BIOL 343 - Plant Community Ecology**

credits: 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. Offered on sufficient demand.

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 206 minimum grade: C-

**BIOL 344 - GIS and Ecological Techniques**

credits: 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.

**Co-requisites:** BIOL 344L

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 206 minimum grade: C-

**BIOL 344L - GIS and Ecological Techniques Lab**

credit: 1

Taken concurrently with BIOL 344.

**Co-requisites:** BIOL 344

**BIOL 351 - Advanced Cell Biology**

credits: 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.

**Pre-requisites:** CHEM 230 and BIOL 106 minimum grade: C- and BIOL 207 minimum grade: C-

**BIOL 351L - Advanced Cell Biology Lab**

credit: 1

Taken concurrently with BIOL 351 when lab is offered.

**Co-requisites:** BIOL 351

**BIOL 357 - Principles of Wildlife Management** credits: 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.

**Co-requisites:** BIOL 357L

**Equivalent(s):** ENVS 323.

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 206 minimum grade: C- and BIOL 207 minimum grade: C-

**BIOL 357L - Wildlife Management Lab** credit: 1

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

**Co-requisites:** BIOL 357

**Equivalent(s):** ENVS 323L.

**BIOL 359 - Studies in Biodiversity** credit: 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.

**Equivalent(s):** BIOL 159

**Restrictions:**

Must be in the following field(s) of study: Biology

**Pre-requisites:** 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** credits: 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.

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

**Pre-requisites:** BIOL 106 minimum grade: C- and (BIOL 205 minimum grade: C- or BIOL 206 minimum grade: C-)

**BIOL 360 - Plant Biology** credits: 3

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

**Co-requisites:** BIOL 360L when lab is offered.

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C-

**BIOL 360L - Plant Biology Lab** credit: 1

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

**Co-requisites:** BIOL 360

<b>BIOL 367 - Entomology</b>	credits: 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.	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C-	
<b>BIOL 367L - Entomology Lab</b>	credit: 1
This lab includes field trips. Taken concurrently with BIOL 367.	
<b>Co-requisites:</b> BIOL 367	
<b>BIOL 370 - Microbiology</b>	credits: 3
A study of the fundamental factors involved in microbiology including basic microbial morphology, taxonomy, biochemistry, genetics, and culture techniques. Fall.	
<b>Restrictions:</b>	
Must be in the following College(s): College of Arts and Sciences	
Must be in the following field(s) of study: Biology	
<b>Co-requisites:</b> BIOL 370L	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and BIOL 207 minimum grade: C- and CHEM 230 minimum grade: C-	
<b>BIOL 370L - Microbiology Lab</b>	credit: 1
Taken concurrently with BIOL 370.	
<b>Co-requisites:</b> BIOL 370	
<b>BIOL 371 - Vertebrate Biology and Anatomy</b>	credits: 3
Vertebrate diversity, structure and function from an evolutionary perspective. Topics covered will include development, physiology, ecology, behavior and conservation. Spring.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Biology	
<b>Co-requisites:</b> BIOL 371L	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and (BIOL 205 minimum grade: C- or BIOL 206 minimum grade: C- or BIOL 207 minimum grade: C-)	
<b>BIOL 371L - Vertebrate Biology and Anatomy Lab</b>	credit: 1
Taken concurrently with BIOL 371.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Biology	
<b>Co-requisites:</b> BIOL 371	
<b>BIOL 374 - Immunology</b>	credits: 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. Lab required when offered.	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 207 minimum grade: C- and CHEM 230 minimum grade: C-	
<b>BIOL 374L - Immunology Lab</b>	credit: 1
Taken concurrently with BIOL 374 when lab is offered.	
<b>Co-requisites:</b> BIOL 374	

<b>BIOL 375 - Virology</b>	credits: 3
Viral evolution, replication, virus-host interactions, epidemiology, and lateral gene transfer are covered. Spring.	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and BIOL 207 minimum grade: C- and CHEM 230 minimum grade: C-	
<b>BIOL 380 - Special Topics:</b>	credit: 0 to 4
<b>Restrictions:</b>	
Must be in the following field(s) of study: Biology	
<b>Pre-requisites:</b> BIOL 205 minimum grade: C- or BIOL 206 minimum grade: C- or BIOL 207 minimum grade: C-	
<b>BIOL 390 - Directed Reading</b>	credits: 1-4
Topic to be decided by faculty.	
<b>BIOL 395 - Research Assistantship</b>	credit: 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.	
<b>BIOL 399 - Advanced Topic:</b>	credits: 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. Fall and Spring. Pre-requisites vary depending on topic. Course can only be repeated with permission from the Biology Department Chair.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Biology	
<b>Pre-requisites:</b> 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-)	
<b>BIOL 403 - Marine Biology</b>	credits: 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.	
<b>Co-requisites:</b> BIOL 403L when lab is offered	
<b>Pre-requisites:</b> BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C-	
<b>BIOL 403L - Marine Biology Lab</b>	credit: 1
Taken concurrently with BIOL 403.	
<b>Co-requisites:</b> BIOL 403	
<b>BIOL 405L - Advanced Phage Research Lab</b>	credit: 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 permission. Fall and Spring.

**Pre-requisites:** 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** credits: 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.

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C-

**BIOL 432 - Core Integration Seminar** credits: 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.

**BIOL 440 - Biochemistry I** credits: 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. Fall.

**Equivalent(s):** CHEM 440

**Pre-requisites:** CHEM 331 and (CHEM 310 or CHEM 240) and BIOL 202

**BIOL 441 - Advanced Physiology** credits: 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. Fall, odd years.

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C-

**BIOL 441L - Advanced Physiology Lab** credit: 1

Taken concurrently with BIOL 441 when lab is offered.

**Co-requisites:** BIOL 441

**BIOL 443L - Biochemistry Laboratory I** credits: 2

An investigation of the techniques used to examine biomolecules and biochemical systems.

Students perform integrated laboratory experiments in biochemistry. Spring.

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

**Pre-requisites:** BIOL 440 or CHEM 440 or CHEM 440

**BIOL 445 - Biochemistry II** credits: 3  
Continuation of BIOL 440 (CHEM 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. Spring.

**Equivalent(s):** CHEM 445

**Pre-requisites:** BIOL 440 or CHEM 440

**BIOL 451 - Comparative Endocrinology** credits: 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.

**Co-requisites:** BIOL 451L when lab is offered.

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 207 minimum grade: C-

**BIOL 451L - Comparative Endocrinology Lab** credit: 1

Taken concurrently with BIOL 451.

**Co-requisites:** BIOL 451

**BIOL 456 - Molecular Biology** credits: 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.

**Co-requisites:** BIOL 456L

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 207 minimum grade: C- and CHEM 230 minimum grade: C-

**BIOL 456L - Molecular Biology Lab** credit: 1

Labs focus on the construction, manipulation, and analysis of recombinant DNA molecules.

Taken concurrently with BIOL 456.

**Co-requisites:** BIOL 456

**BIOL 484 - Research Seminar** credit: 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.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** 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** credits: 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.

**Pre-requisites:** 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: 0  
Required of all majors. Taking the Major Field Test in Biology is required of all Biology majors in their senior year. The test will be offered both fall and spring semesters. Students must score at or above the 20th percentile to pass the course. Fall and Spring starting '18-'19.

**Restrictions:**

Must be in the following field(s) of study: Biology

**BIOL 496 - Biological Research Techniques** credits: 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. On sufficient demand.

**Pre-requisites:** 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** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Biology

Must be the following: Junior, Senior

**BIOL 498 - Undergraduate Research** credits: 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.

**Pre-requisites:** 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: 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. Fall and Spring.

**Restrictions:**

Must be the following: Senior

**Pre-requisites:** BIOL 106 minimum grade: C- and BIOL 205 minimum grade: C- and BIOL 206 minimum grade: C- and BIOL 207 minimum grade: C- and BIOL 399 minimum grade: C-

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## Catholic Studies

**Director:** M. Maher, S.J.

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 overarching theme of the curriculum, and the core theme of each individual course. Accordingly, Catholic Studies will be grounded in Church doctrine since doctrine establishes the foundation for an understanding of knowledge, and offers a guide for interpreting how Catholicism has developed in the course of history and how it reveals itself in literature, science and the visual arts. A fundamental course on Catholic doctrine (RELI 220) will provide the distinguishing parameters for concepts such as sacramentality, incarnation, sin and redemption.

## **Advising:**

Each student in the program will be assigned an advisor who will help students reach a comprehensive understanding of the program through periodic consultation and guidance on the capstone project.

## **Required Courses:**

The following courses are required for the minor and may also be used to fulfill courses required by the University core or specific major requirements where applicable.

### **Minor in Catholic Studies: 21**

CATH 499 Catholic Studies Symposium	3 credits
HIST 112 World Civilizations Since 1500	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 and 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.

## **Course Descriptions:**

<b>CATH 190 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	
<b>CATH 290 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	
<b>CATH 390 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	
<b>CATH 432 - Core Integration Seminar</b>	credits: 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.	
<b>CATH 490 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	

**CATH 499 - Catholic Studies Symposium**

credits: 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 or the instructor.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisite(s):** RELI 220 and 12 0 Catholic Studies credits

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## Chemistry and Biochemistry

**Chairperson:** Jennifer Shepherd

**Dr. Scholl Distinguished Professor:** Joanne Smieja

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

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

**Assistant Professors:** K. Allen, O. Ebv uomwan, M. Matsumoto

**Lecturers:** G. D'Ambruoso, 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 two different options available for an American Chemical Society (ACS) approved Bachelor of Science (B.S.) degree, one in Chemistry and one in Biochemistry. The ACS approved degree options are recommended for students interested in pursuing a graduate degree in chemistry or biochemistry. There are also two non-ACS approved degrees, a Bachelor of Science (B.S.) degree in Biochemistry, and a Bachelor of Arts (B.A.) degree in Chemistry. The non-ACS approved 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.) 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 of 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.

Gonzaga University does not offer a program in chemical engineering. Students interested in chemical engineering should consider combining a B.S. degree in Chemistry with supporting courses from the School of Engineering and Applied Science and an M.S. or Ph.D. degree in Chemical Engineering from another institution.

## **B.S. Major in Chemistry (ACS approved): 63 Credits**

### **Lower Division**

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 **	3 credits
PHYS 103L Scientific Physics I Lab	1 credit
PHYS 204 Scientific Physics II **	3 credits
PHYS 204L Scientific Physics II Lab	1 credit

### **Upper Division**

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
CHEM 498A Thesis	1 credit
CHEM 498B Thesis	1 credit

**\*\* NOTE:** Required number of credits for these courses differ from actual course credits.

## **B.S. Major in Biochemistry (ACS approved): 70 Credits**

### **Lower Division**

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 credit
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 Laboratory	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 **	3 credits
PHYS 103L Scientific Physics I Lab	1 credit
PHYS 204 Scientific Physics II **	3 credits
PHYS 204L Scientific Physics II Lab	1 credit

#### **Upper Division**

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 credit
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
CHEM 498A Thesis	1 credit
CHEM 498B Thesis	1 credit

**\*\* NOTE:** Required number of credits for these courses differ from actual course credits.

### **B.S. Major in Biochemistry (non-ACS approved): 69 Credits**

#### **Lower Division**

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 credit
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 Laboratory	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 **	3 credits
PHYS 204 Scientific Physics II **	3 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 credit
CHEM 405-435 Block 1	2 credits
CHEM 455-480 Block 2	2 credits
CHEM 485 Seminar	1 credit
CHEM 498A Thesis	1 credit
CHEM 498B Thesis	1 credit
BIOL 456 Molecular Biology	3 credits
BIOL 456L Molecular Biology Lab	1 credit

**\*\* NOTE:** Required number of credits for these courses differ from actual course credits.

## B.A. Major in Chemistry: 53 Credits

### Lower Division

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 Lab I	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:	6 credits
PHYS 101 and PHYS 102 General Physics I and II **	
PHYS 103 and PHYS 204 Scientific Physics I and II **	

### **Upper Division**

CHEM 310 Analytical Chemistry	3 credits
CHEM 310L Analytical Chemistry	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 credit
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

**\*\* NOTE:** Required number of credits for these courses differ from actual course credits.

## **Minor in Chemistry: 28-30 Credits**

### **Lower Division**

CHEM 101 General Chemistry	3 credits
CHEM 101L General Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	4 credits
CHEM 230L Organic Chemistry Lab I	1 credit
CHEM 231 Organic Chemistry II	3 credits
CHEM 231L Organic Chemistry II Lab	1 credit
MATH 157 Calculus and Analytical Geometry I	4 credits
One of the following two sets courses:	4 credits
PHYS 101/L General Physics I and Lab **	
PHYS 103/L Scientific Physics I and Lab **	

### **Upper Division**

Two of the following four courses:	7-9 credits
CHEM 205 Inorganic Chemistry (3 credits)	
CHEM 245/L Biochemistry and Lab (4 credits)	
CHEM 310/L Analytical Chemistry and Lab (5 credits)	
CHEM 355/L Physical Chemistry and Physical and Inorganic Chemistry Lab (4 credits)	

**\*\* NOTE:** Required number of credits for these courses differ from actual course credits.

**Course Descriptions:**

<b>CHEM 101 - General Chemistry</b>	credits: 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.	
<b>Co-requisites:</b> CHEM 101L	
<b>CHEM 101L - General Chemistry Lab</b>	credit: 1
Taken concurrently with CHEM 101. One laboratory per week. Fall and Spring.	
<b>Co-requisites:</b> CHEM 101	
<b>CHEM 104 - Scientific Inquiry</b>	credits: 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 beginning 2018.	
<b>Co-requisites:</b> CHEM 104L	
<b>CHEM 104L - Scientific Inquiry Lab</b>	credit: 1
Taken concurrently with CHEM 104. Fall and Spring beginning 2018.	
<b>Co-requisites:</b> CHEM 104	
<b>CHEM 111 - Chemistry in Context</b>	credits: 3
A survey of chemical topics related to contemporary social issues. Specifically designed for non-science majors. CHEM 111L optional. On sufficient demand.	
<b>CHEM 111L - Chemistry in Context Lab</b>	credit: 1
See CHEM 111 for description. Taken concurrently with CHEM 111.	
<b>Restrictions:</b>	
May not be in the following College(s): School of Engineering/Applied Science	
May not be in the following Field(s) of Study: Biology, Chemistry	
<b>Co-requisites:</b> CHEM 111	
<b>CHEM 123 - Environmental Chemistry</b>	credits: 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.	
<b>Co-requisites:</b> CHEM 123L	
<b>CHEM 123L - Environmental Chemistry Lab</b>	credit: 1
See CHEM 123 course description. Taken concurrently with CHEM 123. Spring.	
<b>Co-requisites:</b> CHEM 123	
<b>CHEM 190 - Special Topics</b>	credits: 0-3
Topic to be decided by faculty.	
<b>CHEM 193 - First Year Seminar</b>	credits: 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.

**CHEM 198 - Topics in Chemistry** credits: 3

This lecture-only course is designed for non-science majors. Different subfields of chemistry will be explored depending on the instructor. On sufficient demand.

**CHEM 205 - Inorganic Chemistry** credits: 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 annually beginning 2017.

**Pre-requisites:** CHEM 101 minimum grade: C-

**CHEM 230 - Organic Chemistry I** credits: 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.

**Co-requisites:** CHEM 230L

**Pre-requisites:** CHEM 101L minimum grade: C-

**CHEM 230L - Organic Chemistry Lab I** credit: 1

Preparation and analysis of representative organic compounds. One laboratory per week. Taken concurrently with CHEM 230. Spring.

**Co-requisites:** CHEM 230

**Pre-requisites:** CHEM 101L minimum grade: C-

**CHEM 231 - Organic Chemistry II** credits: 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 annually beginning 2017.

**Co-requisites:** CHEM 231L

**Pre-requisites:** CHEM 230 minimum grade: C-

**CHEM 231L - Organic Chemistry II Lab** credit: 1

Preparation and analysis of representative organic compounds. One laboratory per week. Fall beginning 2017.

**Co-requisites:** CHEM 231

**Pre-requisites:** CHEM 230L minimum grade: C-

**CHEM 245 - Biochemistry** credits: 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 beginning 2018.

**Co-requisites:** CHEM 245L

**Pre-requisites:** CHEM 231

<b>CHEM 245L - Biochemistry Lab</b>	credit: 1
Laboratory methods and techniques relevant to biochemistry. One laboratory per week. Fall and Spring beginning 2018.	
<b>Co-requisites:</b> CHEM 245	
<b>Pre-requisites:</b> CHEM 231L	
<b>CHEM 270 - Career Development I</b>	credit: 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. Restricted to chemistry and biochemistry majors. Spring annually.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Biochemistry, Chemistry	
<b>CHEM 295 - Science Outreach</b>	credit: 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.	
<b>Equivalent(s):</b> BIOL 295	
<b>CHEM 304 - Practice in Lab Teaching</b>	credit: 0-1
Introduction to the methods of laboratory teaching. Emphasis on safety, time management, direct student-teacher interaction, and class presentation.	
<b>Pre-requisites:</b> CHEM 230	
<b>CHEM 310 - Analytical Chemistry</b>	credits: 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.	
<b>Co-requisites:</b> CHEM 310L	
<b>Pre-requisites:</b> CHEM 231: minimum grade C-	
<b>CHEM 310L - Analytical Chemistry Lab</b>	credits: 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.	
<b>Co-requisites:</b> CHEM 310	
<b>Pre-requisites:</b> CHEM 231L: minimum grade C-	
<b>CHEM 320 - Physical Chemistry I</b>	credits: 3
Quantum mechanics, group theory, and spectroscopy. Three lectures per week. Fall through 2017.	
<b>Pre-requisites:</b> MATH 258 and CHEM 310 and (PHYS 103 or 101): minimum grades D.	
<b>CHEM 321 - Physical Chemistry II</b>	credits: 3
Thermodynamics, statistical mechanics, and kinetics. Three lectures per week. Spring through 2018.	
<b>Pre-requisites:</b> CHEM 310 minimum grade: C- and MATH 258 and (PHYS 103 or PHYS 101)	
<b>CHEM 340 - Unified Laboratory I</b>	credits: 2
Laboratory projects combining analytical, inorganic, and organic chemistry. Two laboratories per week. Fall through 2017.	
<b>Pre-requisites:</b> CHEM 310L and CHEM 320 and CHEM 331L: minimum grades D.	

<b>CHEM 341 - Unified Laboratory II</b>	credits: 2
Laboratory experiments emphasizing physical chemistry methods. Two laboratories per week.	
Spring through 2018.	
<b>Pre-requisites:</b> CHEM 310L and CHEM 331L	
<b>CHEM 345L - Advanced Biochemistry Lab</b>	credits: 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.	
Fulfills one Writing-Enriched (WE) designation in the University Core. Two laboratories per week. Fall and Spring beginning 2019.	
<b>Pre-requisites:</b> CHEM 245 and CHEM 245L	
<b>CHEM 355 - Physical Chemistry</b>	credits: 3
Introduction to foundational concepts in physical chemistry with emphasis on quantum mechanics, gases, thermodynamics, and kinetics. Three lectures per week. Fall beginning 2018.	
<b>Co-requisites:</b> CHEM 355L	
<b>Pre-requisites:</b> CHEM 310 minimum grade: C-	
<b>Pre-requisites or co-requisites::</b> CHEM 205 and PHYS 204	
<b>CHEM 355L – Physical and Inorganic Chemistry Lab</b>	credit: 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 beginning 2018.	
<b>Co-requisites:</b> CHEM 355	
<b>Pre-requisites:</b> CHEM 310L minimum grade: C-	
<b>Pre-requisites or co-requisites:</b> CHEM 205 and PHYS 204	
<b>CHEM 370 - Career Development II</b>	credit: 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 beginning 2019.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Biochemistry, Chemistry	
<b>CHEM 385L - Advanced Chemistry Lab</b>	credits: 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 beginning 2019.	
<b>Pre-requisites:</b> CHEM 355 minimum grade: C- and CHEM 355L minimum grade: C-	
<b>CHEM 390 - Directed Research</b>	credits: 0-3
Topic to be decided by faculty.	
<b>CHEM 395 - Research Assistantship</b>	credit: 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.	

<b>CHEM 399 - Advanced Topics:</b>	credits: 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 beginning 2018. Prerequisites vary depending on topic.	
<b>CHEM 405 - Special Topic in Chemistry/Biochemistry</b>	credits: 2
Special topics in chemistry or biochemistry. Two lectures per week. Fall and Spring beginning 2018. Pre-requisites vary depending on topic.	
<b>CHEM 406 - Advanced Inorganic Chemistry</b>	credits: 3
Application of quantum mechanics, group theory, and molecular orbital theory to inorganic compounds including transition metal complexes. Special topics include recent advances in inorganic chemistry. Two lectures per week. Spring, even years through 2018.	
<b>Pre-requisites:</b> CHEM 320	
<b>CHEM 432 - Core Integration Seminar</b>	credits: 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.	
<b>CHEM 443L - Biochemistry Laboratory I</b>	credits: 2
An investigation of the techniques used to examine biomolecules and biological systems. Integrated laboratory experiments in biochemistry. Two laboratories per week. Spring through 2018.	
<b>Equivalent(s):</b> BIOL 443L	
<b>Pre-requisites:</b> CHEM 440 or BIOL 440	
<b>CHEM 440 - Biochemistry I</b>	credits: 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. Fall.	
<b>Equivalent(s):</b> BIOL 440	
<b>Pre-requisites:</b> CHEM 331 and (CHEM 310 or CHEM 240) and BIOL 202	
<b>CHEM 445 - Biochemistry II</b>	credits: 3
Continuation of CHEM 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. Spring through 2018.	
<b>Pre-requisites:</b> (CHEM 440 or BIOL 440)	

<b>CHEM 450 - Biophysical Chemistry</b>	credits: 3
An introduction to quantum mechanics, thermodynamics, kinetics and physical methods as they relate to the study of biological macromolecules. Spring through 2018.	
<b>Equivalent(s):</b> BIOL 450	
<b>Pre-requisites:</b> MATH 157 and (CHEM 440 or BIOL 440)	
<b>CHEM 455 - Special Topic in Chemistry/Biochemistry</b>	credits: 2
Special topics in chemistry or biochemistry. Fall and Spring beginning 2019. Prerequisite CHEM 355 Foundational Physical Chemistry. Additional pre-requisites may be required depending on topic.	
<b>Pre-requisites:</b> CHEM 355 minimum grade: C-	
<b>CHEM 471 - Chemical Bibliography</b>	credit: 1
Survey of the chemical literature as background for the senior thesis or senior literature review. Presentation, both written and oral, of scientific material will be emphasized. Spring through 2018.	
<b>CHEM 485 - Seminar I</b>	credit: 1
Required of all fourth year chemistry majors. Fall.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>CHEM 486 - Seminar II</b>	credit: 1
Required of all fourth year chemistry majors. Continuation of CHEM 485. Spring through 2019.	
<b>Pre-requisites:</b> CHEM 485	
<b>CHEM 488 - Senior Literature Review</b>	credit: 1
Literature review of special chemical problem or topic under the direction of a faculty member.	
<b>Restrictions:</b>	
Must be the following: Senior	
<b>Pre-requisites:</b> CHEM 471	
<b>CHEM 490 - Directed Reading</b>	credits: 0-3
Material and credit to be arranged.	
<b>CHEM 497 - Internship</b>	credits: 0-6
Professional work experience in a chemistry-related field.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Chemistry	
<b>CHEM 498A - Thesis</b>	credit: 1
Investigation of special chemical problems and topics under the direction of a faculty member.	
Required of all B.S. majors. Fall.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> CHEM 471	
<b>CHEM 498B - Thesis</b>	credit: 1
Required of all B.S. majors. Continuation of CHEM 498A. Spring.	
<b>Restrictions:</b>	
Must be the following: Senior	
<b>Pre-requisites:</b> CHEM 498A	

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## **Classical Civilizations**

**Chairperson:** Dave Oosterhuis

**Professors:** A. L. Goldman, P. Hartin (Emeritus), F. Schlatter, S.J. (Emeritus)

**Assistant Professor:** D. Oosterhuis

**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 catalogue 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 catalogue. The electives encompass a range of disciplines, including history, archaeology, philosophy, religious studies, and 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 are thus required to complete a balanced curriculum divided between the study of ancient languages (Latin, Greek) and their contemporary societies. Through this combined focus, students gain a broader 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 will meet 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 Arts and Sciences common curriculum by taking one of the classical languages.

## **B.A. Major in Classical Civilizations: 36 Credits**

### **Lower Division**

Language Courses: 12 credits

LATN 101-LATN 102 or LATN 103; LATN 201

GREK 101-GREK 102 or GREK 103; GREK 201

GREK 151-GREK 152; GREK 251

CLAS 100-299 3 credits

(To be completed by the end of the sophomore year)

### **Upper Division**

Two (2) Classical (CLAS) courses 6 credits

One of the following courses: 3 credits

HIST 302 The Ancient City

HIST 303 Athens in the 5th century BC

HIST 304 Alexander the Great and the Hellenistic World

HIST 305 The Roman Republic

HIST 306 The Roman Empire

HIST 307 Archaeology of Ancient Greece

HIST 308 Archaeology of Ancient Rome

(Other courses may fulfill this requirement with prior permission of the Department Chair.)

Three (3) Elective courses\* 9 credits

(At least one of the three courses must be 300-400 level courses)

CLAS 499 Senior Thesis 3 credits

**Students MUST complete a concentration in either Latin or Greco-Roman Civilization**

### **Latin Language and Authors Concentration**

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

## **Greco-Roman Civilization Concentration**

MUST include one (1) course in Greek culture and one (1) course in Roman culture.

The following courses fulfill the Greek culture requirement:

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
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

### **Upper Division**

One CLAS course at any level 3 credits

Three Electives: 9 credits

Selected from any of the following six (6) disciplinary perspectives:

Latin Language:

LATN 201 or above

Greek Language:

GREK 201 or above

Archaeology:

HIST 302 The Ancient City

HIST 307 Archaeology of Ancient Greece

HIST 308 Archaeology of Ancient Rome

History:

HIST 303 Athens in the 5th Century

HIST 304 Alexander the Great and the Hellenistic World

HIST 305 The Roman Republic

HIST 306 The Roman Empire

Philosophy:

PHIL 305 History of Ancient Philosophy

PHIL 414 Ancient Concepts of Justice

Religious Studies:

RELI 417 Christians, Romans and Jews

RELI 443 The Early Church

Hebrew Language:

RELI 496A Classical Hebrew I

RELI 496B Classical Hebrew II

### **Course Descriptions:**

#### **Classical Civilization**

**CLAS 110 - Introduction to the Ancient World** credits: 3

An introductory survey to the origins of Western civilization in the Mediterranean world, with particular focus on the Classical cultures of Greece and Rome. The course will focus upon an

exploration of these ancient societies, their origins and structure, their social and political constructs, and their neighbors and worldviews. Particular emphasis will be placed upon examining the enduring legacies produced by these ancient peoples and their continuing influence upon the concepts and ideals valued by our contemporary Western culture.

**CLAS 193 - First Year Seminar**

credits: 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.

**CLAS 220 - Introduction to Classical Literature**

credits: 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. Fulfills 200-level ENGL literature requirement. Spring.

**CLAS 310 - Greek Gods and Heroes**

credits: 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.

**CLAS 320 - The Iliad and the Odyssey**

credits: 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.

**CLAS 330 - Women in Antiquity**

credits: 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.

**CLAS 340 - Roman Epic**

credits: 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 student's own lives and studies. Fall, alternate years.

<b>CLAS 350 - Love Poetry in Antiquity</b>	credits: 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.	
<b>CLAS 360 - Ancient North Eastern Archaeology</b>	credits: 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.	
<b>CLAS 370 - Peoples and Empires of Turkey</b>	credits: 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.	
<b>Pre-requisites:</b> HIST 101	
<b>CLAS 375 - Topics in Classic Civilization</b>	credits: 3
A course offering the student an opportunity to study literature of the Classical world in translation. Offered annually.	
<b>CLAS 410 - Topics in Greek Civilization</b>	credits: 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.	
<b>CLAS 420 - Topics in Roman Civilization</b>	credits: 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.	
<b>CLAS 432 - Core Integration Seminar</b>	credits: 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.	
<b>CLAS 490 - Directed Study</b>	credits: 1-3
Directed Study requires completion of a form and Dept. permission, and cannot be registered for via Zagweb.	
<b>CLAS 491 - Independent Study</b>	credit: 0-7
<b>CLAS 497 - Internship</b>	credits: 0-6
Professional work experience related to classical civilizations.	

**CLAS 499 - Senior Thesis** credits: 3  
The senior thesis is required for majors in Classical Civilizations in their fourth year. Offered annually in the Fall semester.

**Restrictions:**

Must be in the following field(s) of study: Classical Civilizations

Must be the following: Senior

**Greek**

**GREK 101 - Greek I** credits: 4  
A beginner's course in Attic Greek: grammar, composition, and easy prose selections. Fall, alternate years.

**GREK 102 - Greek II** credits: 4  
Continuation of GREK 101 and more advanced grammar, composition and readings. Spring, alternate years.

**Pre-requisites:** GREK 101

**GREK 103 - Accelerated Elementary Greek** credits: 7  
This is an entry-level course, with no pre-requisites, 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** credits: 4  
A beginner's course in New Testament Greek: grammar, composition, and easy prose selections. Fall, alternate years.

**GREK 152 - Biblical Greek II** credits: 4  
Continuation of GREK 151 and more advanced grammar, composition and readings. Spring, alternate years.

**Pre-requisites:** GREK 151

**GREK 201 - Greek III** credits: 4  
Continuation of GREK 102: review of forms, syntax, readings. Fall, alternate years.

**Pre-requisites:** GREK 102 or GREK 103

**GREK 210 - Reading Attic Greek** credits: 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.

**Pre-requisites:** GREK 201

**GREK 251 - Biblical Greek III** credits: 4  
Continuation of GREK 152: review of forms, syntax and readings. Fall, alternate years.

**Pre-requisites:** GREK 152

**GREK 260 - Reading New Testament Greek** credits: 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

**Pre-requisites:** GREK 251

**GREK 290 - Directed Study**

credits: 1-4

Topic to be determined by the instructor.

**GREK 291 - Independent Study**

credits: 1-3

Topics to be determined by instructor.

**GREK 490 - Directed Study**

credits: 1-3

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

**Pre-requisites:** GREK 210

**GREK 491 - Independent Reading Course** credits: 1-4

## Latin

**LATN 101 - Latin I**

credits: 4

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

**LATN 102 - Latin II**

credits: 4

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

**Pre-requisites:** LATN 101

**LATN 103 - Accelerated Elementary Latin**

credits: 8

This is an entry-level 12-week course, with no pre-requisites, designed to provide the equivalent of the first-year Latin sequence LATN 101-102. It therefore prepares students for either LATN 201 or LATN 104. The course will cover approximately the first half of Wheelock's Latin. Students will learn the fundamentals of Latin vocabulary, grammar, and syntax in order to develop the skills necessary for basic translation and composition of Latin texts. Summer only.

**LATN 190 - Directed Study**

credits: 1-4

Topic to be determined by instructor.

**LATN 201 - Latin III**

credits: 4

Continuation of LATN 101 and 102: review of forms and syntax; composition, and readings. Fall.

**Pre-requisites:** LATN 102 or LATN 103

**LATN 203 - Accelerated Latin III**

credits: 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.

**Pre-requisites:** LATN 103 or LATN 102

**LATN 210 - Reading Latin**

credits: 3

Continuation of LATN 201. Spring.

**Pre-requisites:** LATN 201

**LATN 290 - Directed Study**

credits: 1-4

<b>LATN 301 - Republican Latin Prose</b>	credits: 3
Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.	
<b>Pre-requisites:</b> LATN 203 minimum grade: C or LATN 201 minimum grade: C	
<b>LATN 302 - Imperial Latin Prose</b>	credits: 3
Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.	
<b>Pre-requisites:</b> LATN 201 minimum grade: C or LATN 203 minimum grade: C	
<b>LATN 303 - Republican Latin Poetry</b>	credits: 3
Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.	
<b>Pre-requisites:</b> LATN 201 minimum grade: C or LATN 203 minimum grade: C	
<b>LATN 304 - Imperial Latin Poetry</b>	credits: 3
Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.	
<b>Pre-requisites:</b> LATN 201 minimum grade: C or LATN 203 minimum grade: C	
<b>LATN 305 - Vergil</b>	credits: 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.	
<b>Pre-requisites:</b> LATN 201 or LATN 203	
<b>LATN 310 - Medieval Latin</b>	credits: 3
Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.	
<b>Pre-requisites:</b> LATN 201	
<b>LATN 490 - Directed Study</b>	credit: 1-6
Directed Study requires completion of a form, and Dept. permission and cannot be registered for via Zagweb.	
<b>LATN 491 - Independent Reading Course</b>	credit: 1-6

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## Communication Studies

**Chairperson:** Jonathan Rossing

**Professor:** T. Osborne

**Associate Professor:** J. Rossing, H. Crandall

**Assistant Professors:** C. Bucciferro, J. Gordon, J. Mora, K. Petruska, C. Schmitt, L. Silvestri,

**Senior Lecturers:** G. Frappier, K. Morehouse

**Lecturer:** A. McCracken

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, 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. However, because people communicate all day every day, many people often underestimate and misunderstand the complexity of communication processes. 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.

Research also 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.

## **B.A. Major in Communication Studies: 36 credits**

### **Lower Division**

COMM 184 Communication, Culture and Society	3 credits
Choose one of the following three courses:	3 credits
COMM 234 Nonverbal Communication	
COMM 244 Interpersonal and Small Group Communication	
COMM 254 Popular Culture	
COMM 264 History of Rhetoric	3 credits
COMM 280 Communication Theory	3 credits
<b>Upper Division</b>	
Choose one of the following two courses:	3 credits
COMM 321 Advanced Public Speaking	
COMM 331 Argumentation and Debate	
Choose one of the following two courses:	3 credits
COMM 362 Persuasion	
COMM 464 Rhetorical Criticism	
Choose one of the following two courses:	3 credits
COMM 380 Communication Research Methods	
COMM 381 Ethnography	
COMM 384 Media, Technology and Society	3 credits
COMM 401 Communication and Leadership	3 credits
COMM 418 Intercultural/International Communication	3 credits
COMM 475 Organizational Communication	3 credits
COMM 484 Senior Seminar	3 credit

## **Minor in Communication Studies: 21 credits**

### **Lower Division**

COMM 184 Communication, Culture and Society	3 credits
COMM 264 History of Rhetoric	3 credits
COMM 280 Communication Theory	3 credits
<b>Upper Division</b>	
COMM 401 Communication and Leadership	3 credits
Choose one of the following two courses:	3 credits
COMM 321 Advanced Public Speaking	
COMM 331 Argumentation and Debate	
Choose one of the following two courses:	3 credits
COMM 380 Communication Research Methods	
COMM 381 Ethnography	

Choose one of the following three courses: 3 credits

- COMM 384 Media, Technology and Society
- COMM 418 Intercultural/International Communication
- COMM 475 Organizational Communication

## **Course Descriptions:**

**COMM 100 - Communication and Speech** credits: 3  
In this course, students will be introduced to and cultivate an understanding of interpersonal and small-group communication. The course also requires application of critical thinking, reasoning and research skills necessary to organize, write and present several speeches. Students will learn effective active communication and listening skills necessary to the development of the individual, the university and the greater public communities.

**COMM 184 - Communication, Culture, and Society** credits: 3  
Foundation course for the major that examines the philosophical, psychological, economic, and technological forces that have shaped communication innovations and practices. Subjects covered include dialogue, the news industry, advertising, propaganda, semiotics, popular culture, modernity, and myth. Required first course for all Communication Studies majors. Fall and Spring.

**COMM 193 - First Year Seminar** credits: 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.

**COMM 234 - Nonverbal Communication** credits: 3  
Comprehensive study of the role of nonverbal communication in interpersonal relationships.  
Multi-disciplinary research and practical exercises are used to probe the nature and primacy of nonverbal communication in social and organizational settings. Spring.

### **Pre-requisites:** COMM 184

**COMM 244 - Interpersonal and Small Group** credits: 3  
Study of interpersonal and small group communication styles and behaviors based on research findings; students will also develop their skills through the practical application of theory. Fall.

## **Pre-requisites:** COMM 184

**COMM 254 - Popular Culture** credits: 3  
Examination of various facets of popular culture, such as advertisements, clothing, toys and games, and examples from online, print, film, and television media. The course covers the development of cultural studies and critical methods of analysis. Fall.

### **Pre-requisites:** COMM 184

**COMM 264 - History of Rhetoric** credits: 3  
This course covers the development and systematization of persuasive argument from the classical era to the present. The course develops analytical and expressive powers while

promoting an appreciation and understanding of persuasive techniques. Fall.

**Pre-requisites:** COMM 184

**COMM 270H - Honors Rhetoric**

credits: 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.

**Pre-requisites:** HONS 190

**COMM 280 - Communication Theory**

credits: 3

This course examines various "ways of knowing" about communication through the review and criticism of the major theories that explain communication processes and effects. Fall and Spring.

**Pre-requisites:** COMM 184

**COMM 321 - Advanced Public Speaking**

credits: 3

A rigorous examination of the various forms of public address. Students will hone their skills through a variety of classroom presentations. Fall and Spring.

**Equivalent(s):** SOSJ 362

**Pre-requisites:** COMM 184

**COMM 331 - Argumentation and Debate**

credits: 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. Fall and Spring.

**Equivalent(s):** SOSJ 363

**Pre-requisites:** COMM 184

**COMM 342 - Debate Participation**

credit: 1

Participation on University debate teams.

**COMM 362 - Persuasion**

credits: 3

Theory and practice of effective persuasive techniques. Fall, Spring, and Summer.

**Equivalent(s):** SOSJ 364

**Pre-requisites:** COMM 184

**COMM 380 - Communication Research Methods**

credits: 3

This course surveys qualitative and quantitative methodologies used to examine human communication and other cultural phenomena. Fall and Spring.

**Pre-requisites:** COMM 184 and COMM 280

**COMM 381 - Ethnography**

credits: 3

Ethnography is a research methodology (based on observation and writing) used to interpret and understand human communication. Methods used in the course include participant observations, field studies, interviews, focus groups and archival research. The course promotes the appreciation of the humanistic and aesthetic aspects of a culture while practicing scientific modes of inquiry. This is a social justice course, thus research projects are designed to give voice to marginalized sub-cultures and communities. Spring.

**Equivalent(s):** SOSJ 462

**Pre-requisites:** COMM 184

**COMM 384 - Media, Technology, and Society**

credits: 3

This course uses communication theory and history to examine the complex relationship

between society and technology, which is not merely straightforward innovation, but involves a complex set of practices, norms and values. The course explores the reciprocity between (old and new) technologies and gender, culture, economics, politics, privacy and self-identity. Fall.

**Pre-requisites:** COMM 184

**COMM 401 - Communication and Leadership**

credits: 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.

**Equivalent(s):** SOSJ 464

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** COMM 184

**COMM 418 - Intercultural and International Communication**

credits: 3

An analysis of communication problems and differences owing to national and cultural differences. Covers the interrelatedness and effects of differences in attitudes, social organization, role expectations, language and non-verbal behavior. Fundamental tenets of communication theory will be applied to intercultural contexts. Fall and Spring.

**Equivalent(s):** SOSJ 461

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** COMM 184

**COMM 432 - Core Integration Seminar**

credits: 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.

**COMM 464 - Rhetorical Criticism**

credits: 3

An introduction to the methods and theories of rhetorical criticism. Classical and contemporary approaches are applied to speeches, books, films, television programs, and musical productions. Fall.

**Pre-requisites:** COMM 184

**COMM 475 - Organizational Communication**

credits: 3

Study of research findings, theories, and models of communication in organizations; examination of the effects of organizational culture and structure on clear communication. The course covers practical ways to overcome communication obstacles and how to communicate effectively within organizations. Fall and Spring.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** COMM 184

**COMM 480 - Themes in Communication Studies** credits: 3  
The specific theme of the course varies each semester but may include topics such as media effects, semiotics, dialogue, visual communication, the philosophy of language, virtual realities, and technology and the Self. Offered on sufficient demand.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** COMM 184

**COMM 482 - Seminar** credits: 1-3

Special topics with credit to be arranged. On sufficient demand.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** COMM 184

**COMM 484 - Senior Seminar** credits: 3

In this capstone course for the 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. Spring.

**Restrictions:**

Must be the following: Senior

**Pre-requisites:** COMM 184

**COMM 490 - Directed Study in Communication** credit: 0-10

Special projects and readings, credit by arrangement with the instructor. Requires completion of an Individualized Study form and Department permission. Registration is through the Registrar's Office rather than Zagweb. Offered on sufficient demand.

**COMM 497 - Internship** credits: 0-6

Professional experience in a communication related fields. 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.

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## **Computer Science and Computational Thinking**

**Chairperson:** Shawn Bowers

**Program Director:** Robert Bryant

**Professors:** R. Bryant, P. De Palma, K. Yerion

**Associate Professors:** D. Hughes (Emeritus), S. Bowers

**Assistant Professors:** G. Sprint, D. Schroeder, Y. Zhang

Computational thinking and processes permeate our daily lives, transforming our understanding of both the natural world and of ourselves. The opportunities in computing are substantial and include some of the fastest growing occupations in the U.S. such as software engineering, system support specialists, web designers, technical support staff and database administrators. In addition, knowledge of computer science has become highly valued in such diverse fields as psychology, biology, 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 Arts and Sciences Core Curriculum, while building a solid foundation in computing. 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 Computer Science through 21 credits in Mathematics and Computer Science courses. Students select a Discipline for Computational Thinking (DCT), or concentration, consisting of at least 12 credits in one other discipline in the College of Arts and Sciences. In consultation with their advisor, students also choose an additional 21 credits in Computer Science courses, including Computer Science courses specific to each 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 the DCT and the Computer Science courses specific to that DCT before the senior year.

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

### **Lower Division**

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPSC 223 Algorithm/Abstract Data Structures	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

### **Upper Division**

CPSC Discipline for Computational Thinking *	21 credits
Determined by the DCT Committee to best coincide with the chosen concentration	9 credits
Determined by the Chair of Computer Science	12 credits
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	13 credits
Philosophy	12 credits
Sociology	12 credits
Theatre Arts	12 credits

\* A maximum of four 200 level CPSC courses may be used in the entire major.

<b>Art Concentration:</b>	12 credits
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	
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:	3 credits
	<b>(Note: Some of the courses below have a pre-requisite.)</b>
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 /105L Information Flow in Biological Systems	4 credits
BIOL 106 Energy Flow in Biological Systems	3 credits
	<b>(Note: CHEM 101/101L is a pre-requisite)</b>
Choose one of the following four options:	8 credits

**(NOTE: some courses have pre-requisites, consult the undergraduate catalogue)**

Option A: Choose two of the following three courses:

- BIOL 205/205L Physiology and Biodiversity
- BIOL 206/206L Ecology
- BIOL 207/207L Genetics

Option B:

- BIOL 205/205L Physiology and Biodiversity
- BIOL 451/451L Comparative Endocrinology (when offered)

Option C:

- BIOL 206/206L Ecology

One of the following six courses:

- BIOL 303/303L Population Ecology (when offered)
- BIOL 305 Biological Data Analysis
- BIOL 333 Community Ecology
- BIOL 340/340L Field Botany
- BIOL 344/344L GIS and Ecological Techniques
- BIOL 360(/360L when offered) Plant Biology

Option D:

- BIOL 207/207L Genetics

One of the following four courses:

- BIOL 305 Biological Data Analysis
- BIOL 335 Advanced Genetics
- BIOL 337/337L Developmental Biology (when offered)
- BIOL 351/351L Advanced Cell Biology (when offered)

<b>Communication Studies Concentration:</b>	12 credits
COMM 184 Communication, Culture and Society	3 credits
COMM 244 Interpersonal and Small Group Communication	3 credits
COMM 384 Media, Technology, and Society	3 credits
One of the following three courses:	3 credits
COMM 401 Communication and Leadership	
COMM 418 Intercultural and International Communication	
COMM 475 Organizational Communication	
 <b>Economics Concentration:</b>	 12 credits
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
ECON 451 Econometrics *	3 credits
One upper division elective chosen from among the following:	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 pre-requisites 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 103/103L Human Ecology and Lab	4 credits
ENVS 104/104L 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	1-4 credits
THEA 239 Lighting Design	3 credits
THEA 260 Technical Lab	1 credit

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## Criminal Justice

**Director:** Andrea Bertotti Metoyer

The Criminal Justice program is administered by the Department of Sociology. Its faculty is drawn from the Departments of Political Science, Psychology, Sociology, and professionals in the field of Criminal Justice. A Bachelor of Arts degree in Criminal Justice is offered.

This program provides excellent preparation for students who are planning careers in the field of Criminal Justice as well as an opportunity to advance the education of individuals who are already members of the law enforcement profession.

The curriculum is structured to blend the best of the liberal arts with courses designed for professional training of present and future members of the law enforcement community. Special emphasis is placed upon the development of the habits of critical thinking and of effective communication skills as well as the acquisition of basic knowledge of the social sciences as they pertain to the area of criminal justice.

Majors should take Introduction to Criminal Justice (CRIM 101) in their first year; and Criminal Theory and Measurement (CRIM 499) in their fourth year.

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 criminal justice courses, and written and defended a senior honors thesis (CRIM 494).

### B.A. Major in Criminal Justice: 33 credits

#### Lower Division

CRIM 101 Introduction to Criminal Justice	3 credits
SOCI 202 Statistics for Social Science	3 credits
SOCI 204 Research Methods	3 credits
One of the following two courses:	3 credits
SOCI 101 Introduction to Sociology	
POLS 101 American Politics	

#### Upper Division

One of the following three courses:	3 credits
SOCI 356 Sociology of Policing	
CRIM 352 Corrections	
CRIM 390 American Court System	
One of the following three courses:	3 credits
SOCI 350 Deviant Behavior	
SOCI 351 Criminology	
SOCI 353 Juvenile Delinquency	

One of the following five courses:	3 credits
CRIM 386 Criminal Law	
POLS 303 Constitutional Law: Civil Liberties and Rights	
POLS 304 Criminal Justice Amendments and Courts	
POLS 323 Constitutional Law: Institutional Powers	
SOCI 385 Law and Society	
One of the following seven courses:	3 credits
POLS 303 Constitutional Law: Civil Liberties and Rights	
POLS 304 Criminal Justice Amendments and Courts	
POLS 311 State and Local Government	
POLS 312 Urban Politics and City Life	
POLS 320 Bureaucracy and Citizens	
POLS 321 Politics and Public Administration	
POLS 323 Constitutional Law: Institutional Powers	
One of the following three courses:	3 credits
PSYC 340 Personality	
PSYC 390 Psychopathology	
PSYC 402 Forensic Psychology	
CRIM, POLS, SOCI, PHIL, PSYC 300/400-Level Elective*	3 credits
CRIM 499 Criminal Theory and Measurement	3 credits

\* Acceptable elective choices are: Any CRIM; SOCI 350, SOCI 351, SOCI 353, SOCI 355, SOCI 385; POLS 303, POLS 304, POLS 311, POLS 312, POLS 320, POLS 321, POLS 323; PSYC 340, PSYC 390, PSYC 402; and PHIL 470.

## **Minor in Criminal Justice: 18 Credits**

### **Lower Division**

CRIM 101 Introduction to Criminal Justice	3 credits
Upper Division	
One of the following three courses:	3 credits
SOCI 356 Sociology of Policing	
CRIM 352 Corrections	
CRIM 390 American Court System	
One of the following three courses:	3 credits
SOCI 350 Deviant Behavior	
SOCI 351 Criminology	
SOCI 353 Juvenile Delinquency	
One of the following five courses:	3 credits
CRIM 386 Criminal Law	
POLS 303 Constitutional Law: Civil Liberties and Rights	
POLS 304 Criminal Justice Amendments and Courts	
POLS 323 Constitutional Law: Institutional Powers	
SOCI 385 Law and Society	

One of the following seven courses:	3 credits
POLS 303 Constitutional Law: Civil Liberties and Rights	
POLS 304 Criminal Justice Amendments and Courts	
POLS 311 State and Local Government	
POLS 312 Urban Politics and City Life	
POLS 320 Bureaucracy and Citizens	
POLS 321 Politics and Public Administration	
POLS 323 Constitutional Law	
CRIM, POLS, SOCI, PHIL, PSYC 300/400-Level Elective*	3 credits

\* Acceptable elective choices are: Any CRIM; SOCI 350, SOCI 351, SOCI 353, SOCI 355, SOCI 385; POLS 303, POLS 304, POLS 311, POLS 312, POLS 320, POLS 321, POLS 323; PSYC 340, PSYC 390, PSYC 402; and PHIL 470.

#### **Course Descriptions:**

<b>CRIM 101 - Introduction to Criminal Justice</b>	credits: 3
A critical analysis of the way the American criminal justice system operates, focusing on the nature of law, the police, and the courts.	
<b>CRIM 190 - Directed Reading</b>	credits: 1-4
<b>CRIM 193 - First Year Seminar</b>	credits: 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.	
<b>CRIM 240 - Issues in Law Enforcement</b>	credits: 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.	

<b>CRIM 352 - Corrections</b>	credits: 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.	

#### **Restrictions:**

Must be the following: Junior, Senior

<b>CRIM 355 - Elite and White Collar Deviance</b>	credits: 3
This course examines deviance and crimes committed by organizations and the rich and powerful. The nature, extend and societal effects of various types of elite and white collar deviance are examined.	

**Equivalent(s):** SOCI 355, SOSJ 323

#### **Restrictions:**

Must be in the following field(s) of study: Criminal Justice, Sociology

May not be the following: Freshman

**CRIM 357 - Inequality, Crime and Urban Life** credits: 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.

**Equivalent(s):** SOSJ 325

**Restrictions:**

May not be the following: Freshman

**CRIM 361 - Crime and Gender** credits: 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.

**Restrictions:**

May not be the following: Freshman

**CRIM 365 - Comparative Criminal Justice** credits: 3  
A comparison of criminal justice systems from around the world using the Internet and a seminar format.

**CRIM 386 - Criminal Law** credits: 3  
Substantive criminal law; principles, functions, and limits; basic crime categories with extensive case analysis; state and national legal research materials.

**Restrictions:**

May not be the following: Freshman

**CRIM 390 - American Court System** credits: 3  
A hands-on class conducted by a Superior Court Judge. Students observe actual trials and are instructed about the proceedings by the judge.

**Restrictions:**

May not be the following: Freshman

**CRIM 391 - Directed Study** credits: 0-3  
**CRIM 395 – 399 - Topics in Criminal Justice** credits: 3

Specific topics to be chosen by faculty.

**Restrictions:**

May not be the following: Freshman

**CRIM 432 - Core Integration Seminar** credits: 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.

**CRIM 480 – Criminal and Civil Trial Procedure** credit: 0-3  
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.

**Restrictions:**

May not be the following: Freshman

**CRIM 490 - Directed Reading in Criminal Justice**

credits: 1-4

Supervised readings in the criminal justice area.

**Restrictions:**

Must be the following: Junior, Senior

**CRIM 494 - Senior Thesis**

credits: 3

Students with a 3.70 GPA in the Criminal Justice major and a 3.30 overall GPA who wish to graduate with Departmental Honors in Criminal Justice 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 Criminal Justice/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.

**Restrictions:**

Must be the following: Senior

**CRIM 495 - SPD Cooperative Education**

credit: 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.

**Restrictions:**

Must be in the following field(s) of study: Criminal Justice

Must be the following: Junior, Senior

**CRIM 496 - Practicum in Criminal Justice**

credits: 1-3

Supervised experience for Criminal Justice 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.

**Restrictions:**

Must be the following: Junior, Senior

**CRIM 497 - Criminal Justice Internship**

credits: 0-6

Practical experience working in the Criminal Justice field. Internships are individually arranged and may be done in a wide array of settings.

**Restrictions:**

Must be in the following field(s) of study: Criminal Justice

Must be the following: Junior, Senior

**CRIM 499 - Criminal Theory and Measurement**

credits: 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 Criminal Justice majors and fulfills the comprehensive examination degree requirement. Spring.

**Restrictions:**

Must be in the following College(s):

College of Arts and Sciences

Must be in the following field(s) of study: Criminal Justice

Must be the following: Senior

**Pre-requisites:** (SOCI 304 or SOCI 204) and (SOCI 350 or SOCI 351 or SOCI 353)

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## Economics

**Director:** Kevin Henrickson

**Erwin Graue Chair in Economics:** K. Henrickson

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

**Associate Professors:** R. Herzog, E. Johnson, 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. Graduates can apply economic theory to problems relating to market structures, resource markets, employment, and fiscal and monetary policies. 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 pre-requisite. Students considering an Economics major or minor should note that ECON 302 has a pre-requisite of ECON 202 with a grade of B- or better and ECON 301 has a pre-requisite of ECON 201 with a grade of B- or better.

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.

Economics courses are taught by faculty of the School of Business Administration, but students pursuing the B.A. and B.S. majors are enrolled in the College of Arts and Sciences and must fulfill its degree requirements.

All majors should try to take the comprehensive examination (ECON 499) in the semester before they plan on graduating. Majors should complete both ECON 301 and ECON 302 before or concurrent with taking ECON 499.

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.

### **B.S. Major in Economics: 45 Credits**

#### **Lower Division**

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
MATH 157, MATH 258 and MATH 259 Calculus	12 credits

#### **Upper Division**

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 of the following two courses:

ECON 401 Adam Smith and Karl Marx	
ECON 402 Currents in 20th Century Economics	3 credits

One elective chosen from the following courses:

MATH 328, MATH 421, MATH 422 or any upper division ECON	3 credits
ECON 451 Econometrics	3 credits
ECON 499 Senior Comprehensive Exam	0 credit

### **B.A. Major in Economics: 33 Credits**

#### **Lower Division**

ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
MATH 114 or MATH 148 or MATH 157	3-4 credits
BUSN 230, MATH 321, or MATH 121	3 credits

#### **Upper Division**

ECON 301 Intermediate Microeconomics	3 credits
ECON 302 Intermediate Macroeconomics	3 credits
ECON 320 - 340 Applied Microeconomics courses	6 credits

One of the following two courses:

ECON 401 Adam Smith and Karl Marx	
ECON 402 Currents in 20th Century Economics	3 credits

Any two upper division ECON electives:

ECON 499 Senior Comprehensive Exam	0 credit
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## **Minor in Economics: 18 Credits**

### **Lower Division**

ECON 201 Microeconomics	3 credits
ECON 202 Intermediate Macroeconomics	3 credits

### **Upper Division**

ECON 302 Intermediate Macroeconomics	3 credits
Two of the following courses:	6 credits
ECON 320-340 Applied Microeconomics courses	
ECON 301 Intermediate Microeconomics	
Any upper division ECON elective	3 credits

### **Course Descriptions:**

**ECON 193 - First Year Seminar** credits: 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.

**ECON 200 - Economic Analysis** credits: 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.

### **Restrictions:**

May not be in the following College(s): School of Business

May not be enrolled in one of the following Fields of Study: Economics

**ECON 201 - Microeconomics** credits: 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.

**ECON 202 - Macroeconomics** credits: 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.

**ECON 270H - Honors Economics** credits: 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. On sufficient demand.

**Pre-requisites:** HONS 190 or ENTR 101 or ENTR 101

<b>ECON 289 - Special Topics</b>	Topic to be determined by instructor.	credits: 0-3
<b>ECON 290 - Directed Study</b>	Lower division topic to be determined in consultation with the faculty. Directed study requires completion of a form and permission from department. Zagweb registration is not available. Summer.	credits: 1-3
<b>ECON 301 - Intermediate Microeconomics</b>	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.	credits: 3
<b>Pre-requisites:</b> (ECON 201 minimum grade: B- or ECON 270H minimum grade: B-) and (MATH 114 or MATH 148 or MATH 157)		
<b>ECON 302 - Intermediate Macroeconomics</b>	Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Spring.	credits: 3
<b>Restrictions:</b>	Must be in the following College(s): School of Business, College of Arts and Sciences May not be the following: Freshman	
<b>Pre-requisites:</b> ECON 202 minimum grade: B-		
<b>ECON 303 - Game Theory and Economic Applications</b>	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. On sufficient demand.	credits: 3
<b>Pre-requisites:</b> (ECON 201 or ECON 270H) and (MATH 114 or MATH 148 or MATH 157)		
<b>ECON 311 - Global Economic Issues</b>	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.	credits: 3
<b>Cross-list:</b> INST 343		
<b>Restrictions:</b>	Must be in the following College(s): College of Arts and Sciences, School of Business Must be the following: Junior, Senior	
<b>Pre-requisites:</b> ECON 201 or ECON 270H or ECON 200		
<b>ECON 320 - Economics of Sports</b>	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.	credits: 3
<b>Pre-requisites:</b> ECON 201 or ECON 270H		
<b>ECON 321 - International Economics</b>	The focus of this course is on international trade theory and macroeconomic issues related to	credits: 3

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. Spring.

**Pre-requisites:** ECON 201 or ECON 270H

**ECON 322 - Work, Wages, and Inequality**

credits: 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.

**Equivalent(s):** SOSJ 320

**Pre-requisites:** ECON 201 or ECON 270H

**ECON 324 - Economics of Environmental Protections**

credits: 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):** ENVS 320

**Pre-requisites:** ECON 201 or ECON 270H or ECON 200

**ECON 325 - Public Finance**

credits: 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.

**Pre-requisites:** ECON 201 or ECON 270H

**ECON 330 - Antitrust Policy and Regulation**

credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** ECON 201 or ECON 270H

**ECON 333 - Health Economics**

credits: 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. Fall.

**Pre-requisite(s):** ECON 201 or ECON 270H

**ECON 334 - Behavioral Economics**

credits: 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. On sufficient demand.

**Pre-requisites:** ECON 201 or ECON 270H

<b>ECON 351 - Managerial Economics</b>	credits: 3
Applications of economic theory to business decisions. Topics include: demand analysis, economic forecasting; market structure, competition, and pricing decisions; price discrimination. Spring.	
<b>Pre-requisites:</b> ECON 201 and (BUSN 230 or MATH 121 or MATH 321)	
<b>ECON 352 - Money and Banking</b>	credits: 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.	
<b>Pre-requisites:</b> ECON 202	
<b>ECON 390 - Directed Study</b>	credits: 1-4
Topic to be decided by faculty.	
<b>ECON 401 - Adam Smith and Karl Marx</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> ECON 202	
<b>ECON 402 - Currents in 20th Century Economics</b>	credits: 3
Emphasis on the works of Institutionalist, neoclassical, Austrian, Keynesian, post-Keynesian and Chicago School economists. Fall, even-numbered years	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> ECON 202	
<b>ECON 404 - Economic Integration in European Communities</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>ECON 432 - Core Integration Seminar</b>	credits: 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.	

<b>ECON 451 - Econometrics</b>	credits: 3
Mathematical and statistical techniques applied to economic and business research and forecasting. Students will undertake a research project. Fall.	
<b>Pre-requisites:</b> ECON 201 and ECON 202 and (BUSN 230 or MATH 121 or MATH 321) and (MATH 114 or MATH 148 or MATH 157)	
<b>ECON 487 - Special Topics</b>	credits: 1-3
Topics and credit by arrangement.	
<b>ECON 489 - Special Topic Seminar</b>	credits: 1-3
Topics and credit by arrangement.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> ECON 201 or ECON 270H	
<b>ECON 491 - Directed Study</b>	credits: 1-3
Individually-designed course at the upper division level appropriate to the student's major.	
Directed Study requires completion of a form, and permission from department. Zagweb registration is not available. Summer only.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>ECON 497 - Internship</b>	credits: 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 department. Zagweb registration is not available. Fall, Spring and Summer.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>ECON 499 - Senior Comprehensive Examination</b>	credit: 0
Required of all Arts and Sciences Economics majors. Students should take ECON 499 in the semester before they plan on graduating. Fall and Spring.	
<b>Restrictions:</b>	
Must be in the following College(s): College of Arts and Sciences	
Must be in the following field(s) of study: Economics	
Must be the following: Senior	

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## English

**Chairperson:** Ingrid Ranum

**Professors:** D. Butterworth, E. Cooley, B. Cooney, J. Eliason, P. Fowler, M. Herzog (Emeritus), T. Marshall, E. Mermann-Jozwiak, J. Miller, M. Pringle, P. Terry, L. Tredennick

**Associate Professors:** A. Ciasullo, H. Easterling, J. Maucione, I. Ranum, J. Thayer, A. Wadden (Emeritus)

**Assistant Professors:** C. Bollig, M. Bolton, M. Ciesla, J. Dodd, Y. Kang, A. Roncero-Bellido

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

**Lecturers:** R.A. Baros, K. Roden, D. Tagnani

The Department of English is a community of active scholars and writers dedicated to forming a deeper sense of themselves and their world. We celebrate the beauty of words and the power of language as a path towards that goal, and offer cultural, historical, and theoretical approaches to literature and the creative process. In so doing, we affirm the importance of creating and carefully understanding all forms of discourse. This affirmation occurs in part by embracing a catholic definition of literature that includes poetry, fiction, non-fiction, multimodal composition, and film. We also 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; 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. English 100- and 200-level literature courses will fulfill the University Core Literature requirement (with Core Curriculum Committee approval).

English majors may not use lower division courses to fulfill any part of the twenty-seven upper division credits required. Before graduation all English majors must register for and pass the Senior Project (ENGL 496 or ENGL 499.)

English majors earning a secondary teaching credential must take one (3 credit) multicultural course. These students must also take 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 offers a Writing Concentration and directs the operation of a Writing Center open to the Gonzaga community.

## **B.A. Major in English: 36 Credits**

### **Lower Division**

ENGL 101 (ENGL 103H) or ENGL 200 Writing	3 credits
One of the following three courses:	3 credits
ENGL 102 Introduction to Literature	
ENGL 105 Themes in Literature	
ENGL 106 Special Topics in Multicultural or World Literature	
200 level literature:	3 credits
CLAS 220 Introduction to Classical Literature	
ENGL 201 - ENGL 285	

### **Upper Division**

British Literature Pre-1660:	6 credits
ENGL 323 Medieval Literature: Rage and Romance	
ENGL 330 Shakespeare	
ENGL 331 Renaissance Literature	
ENGL 366 Topics in Literature (Florence)	
ENGL 367 Love in the Renaissance (Florence)	
ENGL 420 Beowulf: In-Laws and Out-Laws	
ENGL 423 Chaucer	
ENGL 433 Milton and His Contemporaries	
ENGL 434 Tudor and Stuart Drama	
ENGL 460* Studies in Women Writers	
ENGL 466* Topics in Literature	
British Literature Post-1660:	6 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 450 20th Century British Novel	
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	

American Literature Pre-1900:	3 credits
ENGL 310 American Literature I	
ENGL 311 American Literature II	
ENGL 313 American Narratives	
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	
American Literature Post-1900:	3 credits
ENGL 312 American Literature III	
ENGL 318 African-American Literature	
ENGL 360* Modern Drama	
ENGL 368 20th Century Novel (Florence)	
ENGL 414 20th Century American Novel	
ENGL 415 Recent American 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 462* Studies in the Novel	
ENGL 464* Studies in 20th Century Poetry	
ENGL 465* Studies in 20th Century Drama	
ENGL 466* Topics in Literature	
English Electives:	6 credits
Two more of the courses in the above period requirements, or:	
ENGL 300 Research and Writing for the English 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 314 Multi-Cultural Literature of the U.S.	
ENGL 316 Studies in Post-Colonial Literature	
ENGL 370 History of the English Language	
ENGL 391 Directed Study	
ENGL 394 Topics in Film	
ENGL 395 The Teaching of Writing	
ENGL 467 Special Topics	
ENGL 480 Critical Theory: Literary and Cultural Studies	
ENGL 485 Poetics	
ENGL 490 Directed Reading	
ENGL 492 Independent Study	
ENGL 497 Internship	

ENGL 498 Directed Research	
ENGL 495 Senior Seminar	3 credits
ENGL 499 Senior Project	0 credits
<b>Note:</b> No single course can satisfy more than one requirement.	
*Indicates Department Chair's approval for using this course as a requirement	

## The Writing Concentration: 39 Credits

### Lower Division

ENGL 101 (ENGL 103H) or ENGL 200 Writing	3 credits
One of the following three courses:	3 credits
ENGL 102 Introduction to Literature	
ENGL 105 Themes in Literature	
ENGL 106 Special Topics in Multicultural or World Literature	
200 level literature:	3 credits
CLAS 220 Introduction to Classical Literature	
ENGL 201 - ENGL 285	

### Upper Division

British Literature before 1660	3 credits
British Literature after 1660	3 credits
American Literature before 1900	3 credits
American Literature after 1900	3 credits
Elective Literature	3 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 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.

For courses that satisfy each historical period see the English major.

## **Minor in English: 21 Credits**

### **Lower Division**

ENGL 101 (ENGL 103H) or ENGL 200 Writing	3 credits
One of the following three courses:	3 credits
ENGL 102 Introduction to Literature	
ENGL 105 Themes in Literature	
ENGL 106 Special Topics in Multicultural or World Literature	
200 level literature:	3 credits
CLAS 220 Introduction to Classical Literature	
ENGL 201 - ENGL 285	

### **Upper Division**

ENGL 300-ENGL 489 Electives	12 credits
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## **Minor in Writing: 21 Credits**

### **Lower Division**

ENGL 101 (ENGL 103H) or ENGL 200 Writing	3 credits
One of the following three courses:	3 credits
ENGL 102 Introduction to Literature	
ENGL 105 Themes in Literature	
ENGL 106 Special Topics in Multicultural or World Literature	
200 level literature:	3 credits
CLAS 220 Introduction to Classical Literature	3 credits
ENGL 201 - ENGL 285	

### **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 304 The Highways and Byways of English Country Poetry	
ENGL 305 The Writing Traveler	
ENGL 306 Special Topics in Writing	
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

**Course Descriptions:**

<b>ENGL 101 - Writing</b>	credits: 3
This course will assist students in making responsible and effective contributions to intellectual discussions in a range of academic and other cultural settings. Students will be challenged to establish a strong foundation in critical reading, writing, researching, and reflecting. In a variety of rhetorical situations, students will also demonstrate their ability to express ideas and to craft and articulate arguments with and for other writers and readers. English 101 is intended to be taken in conjunction with PHIL 101 and COMM 100.	
<b>ENGL 102 - Introduction to Literature</b>	credits: 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.	
<b>ENGL 103H - Honors Literature I</b>	credits: 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.	
<b>Pre-requisites:</b> HONS 190	
<b>ENGL 104H - Honors Literature II</b>	credits: 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.	
<b>Pre-requisites:</b> HONS 190	
<b>ENGL 105 - Themes in Literature</b>	credits: 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.	
<b>ENGL 106 - Special Topics: Multicultural and World Literature</b>	credits: 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.	
<b>ENGL 190 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty. Prerequisite: Permission from department.	
<b>ENGL 193 - First Year Seminar</b>	credits: 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.	
<b>ENGL 200 - Intermediate Composition</b>	credits: 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.	
<b>Pre-requisites:</b> ENGL 101	
<b>ENGL 201 - Studies in Poetry</b>	credits: 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.

**ENGL 202 - Studies in Fiction** credits: 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.

**Equivalent(s):** WGST 220C

**ENGL 203 - Studies in Drama** credits: 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.

**ENGL 204 - Studies in Film** credits: 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.

**Equivalent(s):** WGST 221

**ENGL 205 - Studies in Shakespeare** credits: 3

An introductory survey of Shakespeare's histories, comedies, and tragedies as well as the sonnets; close textual analysis.

**ENGL 206H - Honors Literature III** credits: 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.

**Pre-requisites:** ENGL 103H and ENGL 104H

**ENGL 207 - Literature of Western Civilization I** credits: 3

This course is a survey of Classical, Medieval and Renaissance literature of the Western tradition.

**ENGL 208 - Literature Western Civilization II** credits: 3

This course is a survey of the Western tradition in literature since the Renaissance.

**ENGL 210 - British Literature Survey I** credits: 3

This course is a survey of British literature through the 18th Century.

**ENGL 220 - British Literature Survey II** credits: 3

This course is a survey of British literature since the 18th Century.

**ENGL 230 - Survey of American Literature** credits: 3

This course examines a selection of representative American writers from the Colonial period to the present.

**ENGL 240 - Topics: Multicultural Literature** credits: 3

This course examines literature produced by different social, ethnic and racial groups within the United States.

**ENGL 260 - Topics: World Literature** credits: 3

This course examines selected authors, themes and historical periods in world literature with emphasis on works outside the Western tradition.

**ENGL 285 - Special Topics** credits: 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.

<b>ENGL 291 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	
<b>ENGL 300 - Research and Writing for Majors</b>	credits: 3
Students will learn how to engage in academic discourse through research-informed writing.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 301 - Poetry Writing</b>	credits: 3
The practice of poetry writing.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 302 - Fiction Writing</b>	credits: 3
The practice of fiction writing.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 303 - Creative Non-Fiction Writing</b>	credits: 3
The practice of writing creative non-fiction.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 305 - The Writing Traveler</b>	credits: 3
The practice of writing poetry, fiction, and essays in the context of foreign travel and residency.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 306 - Special Topics in Writing</b>	credits: 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.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 310 - American Literature I</b>	credits: 3
Colonial American literature to the early Romantic movement of the 1830s and 1840s.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 311 - American Literature II</b>	credits: 3
American literature from 1840-1900.	
<b>Equivalent(s):</b> WGST 323C	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 312 - American Literature III</b>	credits: 3
American literature from 1900 to present.	
<b>Equivalent(s):</b> WGST 326C	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 313 - American Narratives</b>	credits: 3
Over 200 years of literature relating to the aspirations and fears of colonists/Americans, from 1620 to 1854.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 314 - Multicultural Literature of the US</b>	credits: 3
Literature produced by different social, ethnic and racial groups in the U.S.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 316 - Studies in Post-Colonial Literature</b>	credits: 3
Works written in English by writers responding to the impact of Western colonization and	

imperialism.

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 318 - African-American Literature**

credits: 3

A study of African-American writers.

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

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 323 – Medieval Literature: Rage and Romance**

credits: 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.

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220) ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 330 - Shakespeare**

credits: 3

Selected plays and poetry.

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 331 - Renaissance Literature**

credits: 3

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

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 340 - The Romantic Age**

credits: 3

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

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 342 - Victorian Era**

credits: 3

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

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 348 - Restoration and 18th Century Literature**

credits: 3

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

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 350 - Twentieth Century British Literature**

credits: 3

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

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 360 - Modern Drama**

credits: 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.

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 366 - Themes in Literature**

credits: 3

Topic to be determined by faculty. Florence campus only.

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 367 - Love in the Renaissance**

credits: 3

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

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105)

**ENGL 368 - 20th Century Novel**

credits: 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.

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 390 - Writing Center Practicum**

credits: 0-3

Students tutor in the Writing Center under the supervision of the Writing Center Director.

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 391 - Directed Study**

credits: 1-3

Topic to be decided by faculty.

**ENGL 394 - Topics in Film**

credits: 3

An examination of narrower topics in film including possibly: 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 class will include significant readings from major critics (e.g. James Agee's reviews and essays) and filmmakers (e.g. Truffaut on the auteur).

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 395 - The Teaching of Writing**

credits: 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. Fulfills Elective requirement. Required for students seeking teacher certification.

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)

**ENGL 401 - Advanced Poetry Writing**

credits: 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.

**Pre-requisites:** ENGL 301 or ENGL 302 or ENGL 303 or ENGL 305 or ENGL 306

**ENGL 402 - Advanced Fiction Writing**

credits: 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.

**Pre-requisites:** ENGL 301 or ENGL 302 or ENGL 303 or ENGL 305 or ENGL 306

**ENGL 403 - Advanced Nonfiction Writing**

credits: 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.

**Pre-requisites:** ENGL 301 or ENGL 302 or ENGL 303 or ENGL 305 or ENGL 306

**ENGL 406 - Advanced Special Topics in Writing**

credits: 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.

**Pre-requisites:** ENGL 301 or ENGL 302 or ENGL 303 or ENGL 305 or ENGL 306

<b>ENGL 413 - 19th Century American Novel</b>	credits: 3
Major American novels of the period 1800-1900.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 414 - 20th Century American Novel</b>	credits: 3
Selected major novelists of the 20th Century.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 415 - Recent American Writing</b>	credits: 3
American prose and poetry since World War II.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 418 - American Indian Literatures</b>	credits: 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.	
<b>Equivalent(s):</b> NTAS 321	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 420 - Beowulf: In-Laws and Out-Laws</b>	credits: 3
Language and literary study of the Old English period with special emphasis on the anonymous epic poem Beowulf.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 423 - Chaucer</b>	credits: 3
Chaucer's principal works in the original language.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 432 - Core Integration Seminar</b>	credits: 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.	
<b>ENGL 433 - Milton and His Contemporaries</b>	credits: 3
Poetry and prose from the 17th Century with particular emphasis on Milton.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	

<b>ENGL 434 - Tudor and Stuart Drama</b>	credits: 3
Principal plays 1520-1640, excluding Shakespeare.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 436 - 18th Century British Novel</b>	credits: 3
The British novel from 1700-1800.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 438 - Restoration 18th Century British Drama</b>	credits: 3
British drama from the re-opening of the London stages in 1660 through 1800.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 440 - Literature of the Americas</b>	credits: 3
A study in contemporary American literature inclusive of texts and writers from Canada, the U.S., and all of Latin America.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 446 - 19th Century British Novel</b>	credits: 3
The British novel from 1800-1900.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 450 - 20th Century British Novel</b>	credits: 3
The British novel from 1900 and 2000.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 450L - 19th/20th Century Novel</b>	credits: 4
<b>ENGL 455 - Special Topics in American Literature</b>	credits: 1-3
Topics to be decided by faculty.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 460 - Studies in Women Writers</b>	credits: 3
Selected authors and themes.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 462 - Studies in the Novel</b>	credits: 3-4
Selected authors and themes.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 464 - Studies in 20th Century Poetry</b>	credits: 3
A study of poetry written in English since 1900.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 465 - Studies in 20th Century Drama</b>	credits: 3
Major figures of the modern European and American theater since 1900.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 466 - Topics in Literature</b>	credits: 3
Selected authors or themes.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 467 - Special Topics</b>	credits: 1-3
The course will tie in to the Florence experience and will require reading literature in English or in translation.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	

<b>ENGL 480 - Criticism Theory: Literature and Cultural Studies</b>	credits: 3
Theories about the nature of literature and criticism.	
<b>Equivalent(s):</b> WGST 403	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 485 - Poetics</b>	credits: 3
This course will study English Language poetry from Chaucer to present. Focus on the "formal" qualities of poetry.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 490 - Directed Reading</b>	credits: 1-3
A directed program of readings and written responses.	
<b>ENGL 492 - Independent Study</b>	credits: 1-3
Courses which allow the individual student to engage in interdepartmental and interdisciplinary study. Credit by arrangement.	
<b>ENGL 495 - Senior Seminar</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: English	
Must be the following: Senior	
<b>Co-requisites:</b> ENGL 499	
<b>ENGL 496 - Writing Senior Project</b>	credit: 0
This course is required of students pursuing the writing concentration in the English major and consists of the 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.	
<b>Pre-requisite(s):</b> 9 credits of ENGL writing course work.	
<b>ENGL 497 - Internship</b>	credits: 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.	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and (ENGL 200 level or CLAS 220)	
<b>ENGL 498 - Directed Research</b>	credits: 1-3
A directed program in which the individual student will engage in approved research activity and submit a scholarly paper or papers.	
<b>ENGL 499 - Senior Project</b>	credit: 0
Academic paper produced in Senior Seminar (ENGL 495). Required for English majors. To be taken concurrently with ENGL 495.	
<b>Restrictions:</b>	
Must be the following: Senior	
<b>Co-requisites:</b> ENGL 495	

## **Environmental Studies**

**Chairperson:** Kevin Henrickson

**Professors:** B. Henning, J. Isacoff

**Associate Professors:** B. Bancroft, G. Gordon

The Environmental Studies major invites students to link together courses from different disciplines in order to understand the scientific, ethical, social, and political aspects of the environment.

Based on the view that the natural world is crucial to human life, the Environmental Studies major seeks to foster an awareness of human interactions with the environment. The Environmental Studies major offers a diverse, integrated curriculum based in the natural sciences, the social sciences, and the humanities, and complimented by an interdisciplinary introductory course and capstone seminar. With Gonzaga's proximity to more than a dozen National Parks and National Forests, Gonzaga is a special place to pursue environmental studies, where both the intellectual and "hands-on" aspects of learning are realized. Students pursuing the Environmental Studies major have opportunities to Study Abroad in various countries, including Benin, Zambia, Costa Rica, and Australia, among others; undertake Service Learning in the outdoors; work with Environmental Community Partners; and collaborate with GU's on-campus environmental organizations such as the Gonzaga Environment Organization (GEO) and the Advisory Council on Stewardship and Sustainability (ACSS).

The 39-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 credits**

## **Environmental Studies Foundational requirements: 24 credits**

ENVS 101 Introduction to Environmental Studies	3 credits
ENVS 102 Environmental Politics and Policy	3 credits
One of the following:	4 credits
BIOL 206 Ecology and Lab (BIOL Double-Majors and BIOL Minors ONLY take this course)	
ENVS 103/L Environmental Biology and Lab	
One of the following:	4 credits
ENVS 104/CHEM 123 Environmental Chemistry and Lab	
CHEM 206/L Inorganic Chemistry and Lab	
CHEM 230/L Organic Chemistry and Lab	
ENVS 200 Case Studies in Environmental Science	4 credits
ENVS 358 Environmental Ethics	3 credits
ENVS 499 Symposium in Environmental Studies	3 credits

**Environmental Studies Distribution and Electives: 15 credits**

ENVS 320-339 or ENVS 398 Social Sciences	6 credits
ENVS 340-379 or ENVS 397 Humanities	6 credits
ENVS 300-399 or ENVS 497 Electives	3 credits

**Minor in Environmental Studies: 20 credits****Lower Division**

ENVS 101 Introduction to Environmental Studies	3 credits
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One of the following:

BIOL 206 Ecology and Lab - BIOL Majors Only	
ENVS 103/L Environmental Biology and Lab	
ENVS 104/CHEM 123 Environmental Chemistry and Lab	
CHEM 206/L Inorganic Chemistry and Lab	
CHEM 230/L Organic Chemistry and Lab	4 credits
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

**Course Descriptions:****ENVS 101 - Introduction to Environmental Studies** credits: 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** credits: 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. Spring.

**ENVS 103 - Environmental Biology** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Computer Science and Computational Thinking, Environmental Studies, Sustainable Business

**Co-requisites:** ENVS 103L

<b>ENVS 103L - Environmental Biology Lab</b>	credit: 1
See course description for ENVS 103. Fall.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Computer Science and Computational Thinking, Environmental Studies, Sustainable Business	
<b>Co-requisites:</b> ENVS 103	
<b>ENVS 104 - Environmental Chemistry</b>	credits: 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.	
<b>Equivalent(s):</b> CHEM 123	
<b>Co-requisites:</b> ENVS 104L	
<b>ENVS 104L - Environmental Chemistry Lab</b>	credit: 1
See course description for ENVS 104. Spring.	
<b>Equivalent(s):</b> CHEM 123L	
<b>Co-requisites:</b> ENVS 104	
<b>ENVS 190 - Independent Study</b>	credits: 1-3
Topic to be determined by faculty.	
<b>ENVS 193 - First Year Seminar</b>	credits: 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.	
<b>ENVS 200 - Case Studies in Environmental Science</b>	credits: 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. Spring.	
<b>Pre-requisites:</b> BIOL 206 minimum grade: C- or ENVS 103 minimum grade: C- or BIOL 123 minimum grade: C-	
<b>ENVS 290 - Independent Study</b>	credits: 1-3
Topic to be determined by faculty.	
<b>ENVS 303 - Conservation Biology</b>	credits: 3
This course covers the biological concepts important for the conservation of natural	

populations, communities, and ecosystems. Both theoretical and empirical studies will be applied to such topics as: the genetics and ecology of small populations, consequences of habitat degradation and fragmentation, the impact of introduced species, and the ecological value of biological diversity. Students who do not have a major in the sciences are encouraged to talk to the instructor about their preparations for this course at the time of registration.

Spring.

**Equivalent(s):** BIOL 323

**Pre-requisites:** BIOL 102 or BIOL 206 or BIOL 123 or ENVS 103

**ENVS 303L - Conservation Biology Lab**

credit: 1

This lab includes field trips. Taken concurrently with ENVS 303.

**Equivalent(s):** BIOL 323L

**Co-requisites:** ENVS 303

**ENVS 320 - Economics of Environmental Protection**

credits: 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

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** ECON 201 or ECON 270H or ECON 200

**ENVS 321 - Ecological Thought and Politics**

credits: 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**

credits: 3-4

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**

credits: 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, alternate years.

**Equivalent(s):** BIOL 357

**Restrictions:**

Must be in the following field(s) of study: Biology, Computer Science and Computational Thinking, Environmental Studies

May not be the following: Freshman

**Co-requisites:** ENVS 323L

**Pre-requisites:** ENVS 103 or BIOL 123

**ENVS 323L - Principles of Wildlife Management Lab** credit: 1

This lab includes field trips. Taken concurrently with ENVS 323L.

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

**Restrictions:**

Must be in the following field(s) of study: Biology, Computer Science and Computational Thinking, Environmental Studies, Environmental Studies Major

**Co-requisites:** ENVS 323

**ENVS 325 - Native American Government and Politics** credits: 3

Surveys Native American politics and government today and provides students a sense of the origins and development of Native American government and politics. Analyzes the role of Native American governments in American inter-governmental relations and develops an appreciation for the capacities and policy goals of Native American governments as well as the social (health, education, and welfare) and environmental circumstances of Native American government and politics. Fall.

**Equivalent(s):** POLS 325

**ENVS 326 - Environmental Sociology** credits: 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):** SOCI 383, RELI 356

**ENVS 329 - North America Environmental Policies** credits: 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. Fall.

**Equivalent(s):** POLS 329

**Restrictions:**

May not be the following: Freshman

**ENVS 330 - Parks, Forests, and Wildlife** credits: 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.

**ENVS 350 - Ethics: Global Climate Change** credits: 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.

**Equivalent(s):** PHIL 460

**Pre-requisite(s):** PHIL 201 or PHIL 201H

**ENVS 351 - Environmental Health** credits: 3  
This course will examine the impact of selected environmental factors on health. Environmental factors examined will include air quality, water quality, geography and climate, urbanization, and poverty. Basic epidemiological concepts and study designed will be introduced as tools for understanding reports about health conditions caused by the environment.

**ENVS 352 - Environmental Law and Policy** credits: 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 heal with various environmental issues.

**ENVS 353 - Environmental History** credits: 3  
In examining the dynamic relationship between humans and their environment over time, this course explores how mature 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.

**ENVS 358 - Environmental Ethics** credits: 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.

**Equivalent(s):** PHIL 458

**Restrictions:**

Must be in the following field(s) of study: Computer Science and Computational Thinking, Environmental Studies, Sustainable Business

**Pre-requisites:** PHIL 301 or PHIL 301H

**ENVS 380 - Politics of the Pacific Northwest** credits: 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):** POLS 328

**ENVS 381 - Ethics of Eating** credits: 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.

**Equivalent(s):** PHIL 459

**Pre-requisites:** PHIL 201

**ENVS 382 - Population and Society** credits: 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.

**Equivalent(s):** SOCI 382

**ENVS 390 - Independent Study**

credits: 1-4

Topic to be determined by faculty.

**ENVS 397 – 399 - Special Topics: Environmental Humanities**

credits: 3-4

Topics to be determined by instructor.

**ENVS 432 - Core Integration Seminar**

credits: 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.

**ENVS 490 - Independent Study**

credits: 1-3

Topic to be determined by faculty.

**ENVS 497 - Internship**

credits: 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.

**ENVS 499 - Symposium in Environmental Studies**

credits: 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.

**Restrictions:**

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

Must be the following: Senior

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## History

**Chairperson:** Robert Donnelly

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

**Associate Professors:** S. Balzarini, K. Chambers, R. Donnelly, M. Maher, S.J., T. Nitz, A. Ostendorf

**Assistant Professors:** V. Schlimgen, L. Arnold

The Department of History offers a variety of courses that enable students to fulfill 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 and 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.A. Major in History: 33 Credits

#### Lower Division

HIST 101 Survey of Western Civilization I 3 credits

One of the following two courses: 3 credits

HIST 102 Survey of Western Civilization II

HIST 112 Survey of World Civilization

HIST 201 History of U.S.A. I 3 credits

HIST 202 History of U.S.A. II 3 credits

#### Upper Division

HIST 301 Historical Methods 3 credits

One of the following two courses:

HIST 401 Research Seminar 3 credits

HIST 499 Honors Thesis 0 credit

HIST Electives 15-18 credits

(a maximum of six credits from HIST 210-299 may be used to satisfy this requirement)

HIST electives must include one course in each of the following areas:

**1) Non-Western or Developing Areas:**

- HIST 211 Intro to Native American History
- HIST 274 China Past and Present
- HIST 275 Japan Past and Present
- HIST 348 Islamic Civilization
- HIST 349 History of the Modern Middle East
- 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 and 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

**2) Pre-Modern Europe:**

- HIST 219 Sex and Gender in European History
- HIST 302 The Ancient City
- HIST 303 Athens in the 5th Century B.C.
- 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
- HIST 309 Italy: Homeland of the Romans
- HIST 310 Early Medieval Europe
- HIST 311 Medieval Europe
- HIST 312 Renaissance Europe
- HIST 313 The Reformation
- HIST 314 High Medieval Europe
- HIST 315 Medieval Britain
- HIST 316 Tudor and Stuart Britain
- HIST 318 The Age of Absolutism
- HIST 320 Jesuit History

**3) Modern European:**

- HIST 321 Age of the French Revolution
- HIST 323 Europe in the 19th Century
- HIST 324 Church and State in the Making of Italy
- HIST 325 World War I 1914-1918
- HIST 326 Europe 1918-1939
- HIST 327 Europe-U.S. Relations Since WWII
- HIST 328 19th Century Germany

HIST 329 Hitler's Germany  
HIST 330 The Holocaust  
HIST 331 World War II  
HIST 332 Modern Britain  
HIST 333 Tsarist Russia  
HIST 334 Russia and the U.S.S.R. Since 1945  
HIST 335 Eastern Europe Since 1863  
HIST 337 The Stalin Era  
HIST 338 Fascist Italy  
HIST 339 Italy and Europe after WWII  
HIST 340 The Cold War

**4) U.S. History:**

HIST 210 Indians of the Columbian 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. in the Era of the Civil War and Reconstruction  
HIST 354 North American Exploration  
HIST 355 The American West  
HIST 356 The Age of Theodore Roosevelt  
HIST 357 The Age of Franklin D. Roosevelt  
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 366 America Culture and Ideas  
HIST 367 Citizenship in the U.S.  
HIST 368 The U.S. in the World

**Minor in History: 18 Credits**

**Lower Division**

HIST 101 Survey of Western Civilization I	3 credits
One of the following two courses:	3 credits
HIST 102 Survey of Western Civilization II	
HIST 112 Survey of World Civilization 1500-Present	

**Upper Division**

HIST Electives	12 credits
(a maximum of six credits from HIST 201-299 may be used to satisfy this requirement)	

**Course Descriptions:**

**HIST 101 - Survey of Western Civilization I** credits: 3

A survey of the origins of western civilization in the Near East; classical Greek and Roman civilizations; and developments in Europe to 1648.

**HIST 101H - Survey Western Civilization I Honors** credits: 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.

**Pre-requisites:** HONS 190

**HIST 102 - Survey of Western Civilization II** credits: 3

A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.

**HIST 102H - Survey Western Civilization II Honors** credits: 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.

**Pre-requisites:** HONS 190

**HIST 112 - World Civilization 1500-Pres** credits: 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.

**HIST 112H - World Civilization 1500-Pres** credits: 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.

**Pre-requisites:** HONS 190

**HIST 190 - Directed Study** credits: 1-3

Topic to be decided by faculty.

**HIST 193 - First Year Seminar** credits: 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.

**HIST 201 - History of the US I** credits: 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.

**HIST 201H - History of US I Honors** credits: 3

For Honors students, see HIST 201.

**Pre-requisites:** HONS 190

**HIST 202 - History of the US II** credits: 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.

**HIST 202H - History of the US II Honors**

credits: 3

For Honors students, see HIST 202.

**Pre-requisites:** HONS 190

**HIST 206 - Washington History**

credit: 1

This course is intended for students working towards teacher certification.

**HIST 210 - Indians of Columbia Plateau**

credits: 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.

**Equivalent(s):** NTAS 210

**HIST 211 – Intro Native American History**

credits: 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 spiritualties. “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.

**Equivalent(s):** NTAS 211

**HIST 219 - Sex and Gender in Western History**

credits: 3

An introduction to ideas about gender, sex, and the family in western culture, and women's experiences of and contributions to civilizations in the Mediterranean region and western Europe, from ancient times to the early modern period (circa 1600).

**Pre-requisites:** HIST 101 or WGST 271C or WGST 270

**HIST 274 - China Past and Present**

credits: 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.

**HIST 275 - Japan Past and Present** credits: 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.

**HIST 301 - Historical Methods** credits: 3

An in-depth introduction to the discipline of History. While subject matter varies 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. Each 301 course is based on specific areas of study and therefore may be counted as a course that fulfills one of the four content areas required for the History major. It is highly recommended that this course be taken in the sophomore year in preparation for upper-division coursework.

**HIST 302 - Ancient City** credits: 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.

**Equivalent(s):** VART 403

**Pre-requisites:** HIST 101 or WGST 271C

**HIST 303 - Athens in the 5th Century BC** credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** HIST 101 or WGST 271C

**HIST 304 - Alexander Great and the Hellenistic World** credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** HIST 101 or WGST 271C

**HIST 305 - The Roman Republic**

credits: 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.)

**Equivalent(s):** ITAL 363

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** HIST 101 or WGST 271C

**HIST 306 - The Roman Empire**

credits: 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.

**Equivalent(s):** ITAL 364

**Pre-requisites:** HIST 101 or WGST 271C

**HIST 307 - Archaeology of Ancient Greece**

credits: 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.

**Equivalent(s):** VART 404

**Pre-requisites:** HIST 101 or WGST 271C

**HIST 308 - Archaeology of Ancient Rome**

credits: 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.

**Equivalent(s):** VART 405

**Pre-requisites:** HIST 101 or WGST 271C

**HIST 309 – Italy: Homeland of the Romans**

credits: 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.

**HIST 310 - Early Medieval Europe** credits: 3

A study of the period from Constantine to the mid-eleventh century, the Investiture Controversy. Emphasis will be placed on the social, economic, and political decline of Rome, the reign of Justinian, the era of Charlemagne, the origin of feudalism and the feudal kingdoms.

**HIST 311 - Medieval Europe** credits: 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.

**Equivalent(s):** ITAL 366

**HIST 312 - Renaissance Europe** credits: 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, and the Tudors and the Medici.

**Equivalent(s):** ITAL 367

**Restrictions:**

May not be the following: Freshman

**HIST 313 - The Reformation** credits: 3

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

**Pre-requisites:** HIST 101 or WGST 271C

**HIST 314 - High Medieval Europe** credits: 3

A survey of western European civilization circa 1000-1350, the era which saw the birth of universities, nation-states, parliamentary assemblies, the Crusades, chivalry, and Gothic architecture. The course will examine political, social, cultural, economic, and religious developments.

**HIST 315 - Medieval Britain** credits: 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.

**HIST 316 - Tudor and Stuart Britain** credits: 3

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

**HIST 318 - The Age of Absolutism** credits: 3

This course will serve as a bridge between the courses offered in the Renaissance and Reformation and those that study the French Revolution and the 19th century (1550-1800). Attention will be paid to the growth of the absolutist state, the emergence of capitalism and its structures, and the important intellectual ideas and conflicts which arose, particularly those dealing with matters of religious and state authority and the intellectual discussion between religion and science.

**HIST 320 - Jesuit History** credits: 3

This course will examine the context for the founding of the Society of Jesus and trace its history from its beginning to its temporary suppression in 1773. Although the course will have as its focus the Society of Jesus in Europe, it will also examine how the order encountered various cultures in the New World, Asia, India, and Africa. This course will examine the Society of Jesus against the backdrop of the developing absolutist states and its encounter with the Enlightenment.

**HIST 321 - Age of the French Revolution** credits: 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.

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

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** HIST 102 or HIST 112

**HIST 323 - Europe in the 19th Century** credits: 3

This course will examine the social and political history of Europe from the end of the Napoleonic era (1815) to the beginning of the First World War (1914). Special attention will be paid to those attitudes and structures which continue to play an important role in contemporary society such as industrialization, social revolutions, communism, socialism, women's movements, consumerism, racism, eugenics, nationalism, Church-State conflicts and the development of the middle class as an operative agent in government. This course will also examine how the arts both reflected these changes and acted as instruments of change within society.

**Equivalent(s):** INST 386

**Pre-requisites:** HIST 102 or HIST 112

**HIST 324 - Church and State: Making of Italy** credits: 3

The social and political history of Italy from the Congress of Vienna (1815) to the outbreak of the First World War (1914).

**Equivalent(s):** INST 380

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** HIST 102 or HIST 112

**HIST 325 - World War I 1914-1918** credits: 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.

**Pre-requisites:** HIST 102 or HIST 112

**HIST 326 - Europe 1918 to 1939** credits: 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

**Equivalent(s):** INST 387

**Pre-requisites:** HIST 102 or HIST 112

**HIST 327 - Europe-US Relations After WWII**

credits: 3

A detailed analysis of the development of U.S.-Western European relations since World War II.

Florence campus only.

**HIST 328 - 19th Century Germany**

credits: 3

This course examines the history of the German states from the end of the Napoleonic era to the end of the First World War. Issues to be explored include German nationalism and liberalism, the revolutions of 1848-1849, the rise of Prussia and the formation of the German Empire, and the development of political and social institutions during the imperial period.

**Equivalent(s):** INST 388

**Pre-requisites:** HIST 102 or HIST 112

**HIST 329 - Hitler's Germany**

credits: 3

German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.

**Equivalent(s):** INST 397

**Pre-requisites:** HIST 102 or HIST 112

**HIST 330 - The Holocaust**

credits: 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.

**Equivalent(s):** RELI 492B

**Pre-requisites:** HIST 102 or HIST 112 or HIST 112H or HIST 112H

**HIST 331 - World War II**

credits: 3

The causes, conduct and consequences of the Second World War.

**Pre-requisites:** HIST 102 or HIST 112

**HIST 332 - Modern Britain**

credits: 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.

**Equivalent(s):** INST 398

**Pre-requisites:** HIST 102 or HIST 112

**HIST 333 - Tsarist Russia**

credits: 3

This course examines the major political, social, intellectual, and cultural developments in Russia from the Kievan Rus era through the Great Reforms of the mid-nineteenth century. Its major themes include the development of Russian autocratic traditions, Russian imperial expansion, and the growing tensions between state and society under the Romanovs.

**Pre-requisites:** HIST 101 or WGST 271C or HIST 102 or HIST 112

**HIST 334 - Russia and USSR Since 1945**

credits: 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.

**Equivalent(s):** INST 376

**Pre-requisites:** HIST 102 or HIST 112

**HIST 335 - Eastern Europe Since 1863**

credits: 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.

**Pre-requisites:** HIST 102 or HIST 112

**HIST 336 – History of Food**

credits: 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**

credits: 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.

**Pre-requisites:** HIST 102 or HIST 112

**HIST 338 - Fascist Italy**

credits: 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.

**Equivalent(s):** INST 391

**Pre-requisites:** HIST 102 or HIST 112

**HIST 339 - Italy and Europe after WWII**

credits: 3

The transformation of Italian political institutions and society after the defeat of the Fascist government at the end of the Second World War, the continuing evolution of Italy during the Cold War and post-Cold War eras, and Italy's role in post-war Europe(including NATO, the European Economic Community, and the establishment of the European Union). Offered through Gonzaga in Florence on an intermittent basis.

**Equivalent(s):** INST 379

**Pre-requisites:** HIST 102 or HIST 112

**HIST 340 - The Cold War**

credits: 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.

**Restrictions:**

**Pre-requisites:** HIST 102 or HIST 112 or HIST 202

**HIST 346 - Europe and World Since 1945**

credits: 3

World affairs since the end of World War II with special emphasis on the Cold War, North-South relations, wars in Indochina and the Mid-East, European integration, and the disintegration of the East bloc in 1989-1991.

**Equivalent(s):** INST 378

**Restrictions:**

May not be the following: Freshman

**HIST 348 - Islamic Civilization**

credits: 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 Quran, 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.

**Equivalent(s):** INST 368, RELI 354

**HIST 349 - History of Modern Middle East**

credits: 3

The development of the Middle East from the middle of the nineteenth century to the late twentieth century. Topics covered include the end of the Ottoman and Qajar Empires, the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the twentieth century.

**Equivalent(s):** INST 371

**Restrictions:**

May not be the following: Freshman

**HIST 350 - The City in American History**

credits: 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.

**HIST 351 - Coming to America**

credits: 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.

**Equivalent(s):** SOSJ 347

**HIST 352 - The Early American Republic**

credits: 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.

**HIST 353 - US Civil War and Reconstruction**

credits: 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.

**HIST 355 - The American West**

credits: 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.

**HIST 356 - The Age of Theodore Roosevelt**

credits: 3

The United States from 1877 to 1914. Emphasis is on big business, agricultural crisis, labor strife, political reform, and the emergence of America as a world power. The period is studied through the career of Theodore Roosevelt.

**Pre-requisites:** HIST 202

**HIST 357 - Age of Franklin D Roosevelt**

credits: 3

The United States from 1914-1945: Progressivism, the Jazz Age, the New Deal and World War II. The period is studied through the careers of Franklin and Eleanor Roosevelt.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** HIST 202

**HIST 358 - African-American History**

credits: 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.

**Equivalent(s):** SOSJ 326

**HIST 359 - America: Invasion to Rebellion**

credits: 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 enslaved's 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.

**Equivalent(s):** NTAS 359

**Restrictions:**

May not be the following: Freshman

**HIST 360 - Pacific Northwest History** credits: 3

The social and political roots of the Pacific Northwest, from early exploration to the present, with a concentration on the people and places of Washington State.

**Restrictions:**

May not be the following: Freshman

**HIST 361 - Post-WWII Presidency** credits: 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.

**HIST 362 - U.S. Since 1945** credits: 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. HIST 362 will survey the international conflict, great social movements, and popular culture of the decades since 1945.

**HIST 363 - Women in United States History** credits: 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.

**Equivalent(s):** WGST 330**HIST 364 - Public History** credits: 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.

**HIST 366 - American Cultures and Ideas** credits: 3

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

**Equivalent(s):** VART 406**HIST 367 - Citizenship in the U.S.** credits: 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.

**Equivalent(s):** SOSJ 341

**Pre-requisites:** HIST 102 or HIST 112

**HIST 368 - The U.S. in the World**

credits: 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.

**Equivalent(s):** INST 356

**Pre-requisites:** HIST 101 or HIST 102 or HIST 112

**HIST 370 - Foundations of East Asian Civilization**

credits: 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.

**Equivalent(s):** INST 384

**HIST 374 - Maoist China**

credits: 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 HIST 374.

**HIST 375 - Modern East Asian Civilization**

credits: 3

This course is a focused integrated survey of East Asian civilization since the Late Ming period of China (c. 1600 A.D.). Using the standard interpretive categories of politics, economics, society, and culture, the course will explore the historical inter-relationships between the rise of the Manchu (Qing) Dynasty and the unification of Japan; the historical inter-relationships between East Asian societies and western commercial expansion, including overseas missions to China and Japan; the explosion of western imperialism in the nineteenth century, including the Opium War and Taiping Rebellion; Japanese imperialism in China and Korea; the historical inter-relationships between Chinese communism and Japanese militarism; East Asia in the Cold War,

and the pop-cultural influence on East Asia on the modern west. Students who take this course for International Studies credit will be required to do an extra writing assignment that integrates the material of this course with their International Studies focus. It is desired but not required that students will have taken History 112 (World Civilizations 1500- Present) prior to taking this course.

**Equivalent(s):** INST 373

**HIST 376 - Tokugawa Japan**

credits: 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.

**HIST 378 - Zen Modernity and Counterculture**

credits: 3

This course is an in-depth 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.

**HIST 379 - Technology and Human World**

credits: 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**

credits: 3

A survey of colonial Latin America that examines the contact, conflict, and accommodation among European, Native Americans, and Africans that shaped colonial Latin America.

**Equivalent(s):** INST 372, NTAS 341

**HIST 381 - Modern Latin America**

credits: 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.

**Equivalent(s):** INST 394

**HIST 382 - Revolutions in Modern Latin America**

credits: 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.

**Equivalent(s):** INST 369

**HIST 383 - Mexico**

credits: 3

A survey of Mexican history from the Aztec wars to the present.

**Equivalent(s):** INST 377

**HIST 384 - Women in Colonial Latin America**

credits: 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 the 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.

**Equivalent(s):** INST 380, WGST 331

**Restrictions:**

May not be the following: Freshman

**HIST 390 – 394 - Topics in History**

credits: 1-3

Selected historical topics of current and special interest.

**Restrictions:**

May not be the following: Freshman

**HIST 395 - Topics in History (Study Abroad)**

credits: 1-5

Selected historical topics of current and special interest.

**HIST 396 – 399 - Topics in History**

credits: 1-9

Selected historical topics of current and special interest.

**HIST 401 - Senior Thesis/Seminar**

credits: 3

The History capstone course, designed as a discussion seminar for History 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.

**Pre-requisites:** HIST 301

**HIST 432 - Core Integration Seminar**

credits: 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.

**HIST 490 - Directed Reading and Research**

credits: 1-3

Topic to be decided by faculty.

**HIST 497 - Internship**

credits: 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. May be repeated once. Instructor permission required to register.

**Restrictions:**

May not be the following: Freshman

**HIST 498 - Advanced Historical Writing** credit: 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.

**Pre-requisites:** HIST 301**HIST 499 - Thesis** credit: 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.

**Restrictions:**

Must be in the following field(s) of study: History

Must be the following: Senior

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## 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.

**Course Descriptions:****ITEC 101 - Fluency in Information Technology** credits: 3

Introduces skills, concepts and capabilities necessary to effectively use information technology. Students will become fluent with information technology through coverage of basic underlying concepts and use of common applications. Concepts will include the building blocks of computer systems and software, as well as historical perspectives and social implications of information technology.

**ITEC 102 - Digital Technology and Society** credits: 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.

<b>ITEC 193 - FYS</b>	credits: 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.	
<b>ITEC 201 – History and Technology in the Digital Age</b>	credits: 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	
<b>ITEC 211 - Algorithmic Art</b>	credits: 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.	
<b>Equivalent(s):</b> CPSC 211	
<b>ITEC 212 - Computational Modeling</b>	credits: 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.	
<b>Equivalent(s):</b> CPSC 212	
<b>ITEC 497 - Internship</b>	credits: 0-6

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## **Integrated Media**

**Chairperson:** Susan English

**Associate Professors:** S. English, J. Fitzsimmons, R. Lyons, S.J., C. McMahon

**Senior Lecturers:** E. Dorsey, D. Garrity, J. Kafentzis

**Lecturers:** T. Simmons

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 Integrated Media programs strive to guide students toward academic excellence and tangible career goals. The Integrated Media 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.

### **Course Descriptions:**

#### **INMD 101 - Media Literacy** credits: 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 - First Year Seminar** credits: 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.

#### **INMD 360 - Media Law** credits: 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.

#### **Restrictions:**

May not be the following: Freshman

## **Broadcast and Electronic Media Studies**

### **Director: D. Garrity**

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 with prior approval. University credits are available for internships.

## **B.A. Major in Broadcast and Electronic Media Studies: 36 Credits**

### **Lower Division**

INMD 101 Media Literacy	3 credits
BRCO 203 Fundamentals of Television Production	3 credits
BRCO 204 Fundamentals of Audio Production	3 credits

### **Upper Division**

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

## **Minor in Broadcast and Electronic Media Studies: 21 Credits**

### **Lower Division**

INMD 101 Media Literacy	3 credits
BRCO 203 Fundamental Television Production	3 credits

### **Upper Division**

BRCO 303 Intermediate Television Production	3 credits
BRCO 304-BRCO 494 electives	12 credits

### **Course Descriptions:**

**BRCO 203 - Fundamentals of TV Production** credits: 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.

**Equivalent(s):** SOSJ 260

**Co-requisites:** BRCO 203L

**BRCO 203L - Fundamentals of TV Production Lab** credit: 0  
See BRCO 203 for course description.

**Equivalent(s):** SOSJ 260L

**Co-requisites:** BRCO 203

**BRCO 204 - Fundamentals of Audio Production** credits: 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.

**Co-requisites:** BRCO 204L

**BRCO 204L - Fundamentals of Audio Production Lab**

credit: 0

See BRCO 204 for course description.

**Co-requisites:** BRCO 204

**BRCO 303 - Intermediate Television Production**

credits: 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.

**Co-requisites:** BRCO 303L

**Pre-requisites:** BRCO 203

**BRCO 303L - Intermediate TV Production Lab**

credit: 0

See BRCO 303 for course description.

**Co-requisites:** BRCO 303

**BRCO 307 - Writing with Sights and Sounds**

credits: 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.

**Pre-requisites:** INMD 101

**BRCO 320 - Image Communication**

credits: 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.

**Pre-requisites:** INMD 101

**BRCO 370 - Broadcast Journalism**

credits: 3

Planning, reporting, and practice in gathering information and covering news for radio and television. May include depth reporting and documentaries. Fall.

**Pre-requisites:** BRCO 303

**BRCO 432 - Core Integration Seminar**

credits: 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.

**BRCO 450 - Advanced Audio Production**

credits: 3

Organization, preparation, production of audio for a variety of media. Study of recording, mixing and editing of audio elements.

**Co-requisites:** BRCO 450L

**Pre-requisites:** BRCO 204

<b>BRCO 450L - Advanced Audio Production Lab</b>	credit: 0
See BRCO 450 for course description.	
<b>Co-requisites:</b> BRCO 450	
<b>BRCO 469 - Advanced Television Production and Programming</b>	credits: 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.	
<b>Co-requisites:</b> BRCO 469L	
<b>Pre-requisites:</b> BRCO 303 and BRCO 370	
<b>BRCO 469L - Advanced Television Production and Programming Lab</b>	credit: 0
See BRCO 469 for course description.	
<b>Co-requisites:</b> BRCO 469	
<b>BRCO 470 - Broadcast Leadership</b>	credits: 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.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> BRCO 370	
<b>BRCO 475 - Advanced Producing</b>	credits: 3
Course topic to be determined by the instructor.	
<b>Pre-requisites:</b> BRCO 469	
<b>BRCO 481 - Television and Social Justice</b>	credits: 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.	
<b>Equivalent(s):</b> SOSJ 460	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> BRCO 469	
<b>BRCO 482 - Remote Video Production</b>	credits: 3
Provides advanced experience in scripting, producing, directing, and editing televised field events. Examples include baseball games and theatre productions. Lab fee. May be repeated for a total of not more than 9 credits.	
<b>Co-requisites:</b> BRCO 482L	
<b>Pre-requisites:</b> BRCO 203	
<b>BRCO 482L - Remote Video Production Lab</b>	credit: 0
See BRCO 482 for course description.	
<b>Co-requisites:</b> BRCO 482	
<b>BRCO 483 - Advanced Non-Linear Editing</b>	credits: 3
Students are introduced to state-of-the-art digital editing and learn how the technology is utilized in the industry.	
<b>Pre-requisites:</b> BRCO 303	

<b>BRCO 484 - Seminar in Live Television</b>	credits: 3
Allows students considering a career in live television to specialize in roles of anchor, reporter, producer or director. Lab fee.	
<b>Co-requisites:</b> BRCO 484L	
<b>Pre-requisites:</b> BRCO 469	
<b>BRCO 484L - Seminar Lab</b>	credit: 0
See BRCO 484 for course description.	
<b>Co-requisites:</b> BRCO 484	
<b>BRCO 485 - Seminar in Broadcasting</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Broadcast Studies and Electronic Media	
<b>Pre-requisites:</b> BRCO 469	
<b>BRCO 486 - Applied Radio Production</b>	credits: 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.	
<b>Co-requisites:</b> BRCO 486L	
<b>Pre-requisites:</b> BRCO 204	
<b>BRCO 486L - Applied Radio Lab</b>	credit: 0
See BRCO 486 for course description.	
<b>Co-requisites:</b> BRCO 486	
<b>BRCO 491 - Directed Studies</b>	credits: 0-6
May be repeated for a maximum of 6 credits. Lab fee. Fall and Spring.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Broadcast Studies and Electronic Media	
Must be the following: Junior, Senior	
<b>BRCO 492 - Independent Studies</b>	credits: 1-3
May be repeated for a maximum of 6 credits. Lab fee. Fall and Spring.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Broadcast Studies and Electronic Media	
Must be the following: Junior, Senior	
<b>BRCO 494 - Special Project</b>	credit: 1-6
May be repeated for a total of not more than 6 credits. Lab fee. Fall and Spring.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Broadcast Studies and Electronic Media	
Broadcast and Electronic Media	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> BRCO 303	
<b>BRCO 497 - Broadcast Internship</b>	credits: 0-6
Pre-professional experience in the environment of a commercial or public radio or television	

facility. Fall, Spring, and Summer.

**Restrictions:**

Must be in the following field(s) of study: Broadcast Studies and Electronic Media

Must be the following: Junior, Senior

**BRCO 499 - Capstone**

credit: 0

Comprehensive evaluation of capstone project. Spring.

**Restrictions:**

Must be the following: 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, emerging 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.A. Major in Journalism: 39 Credits**

#### **Lower Division**

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

### **Minor in Journalism: 19 Credits**

#### **Lower Division**

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

#### **Course Descriptions:**

##### **JOURNALISM**

##### **JOUR 110 - Journalistic Writing** credits: 3

An introduction to journalistic-style writing across media platforms, including broadcast journalism and public relations writing. Fall, Spring, Summer.

**Equivalent(s):** SOSJ 160

##### **JOUR 170 - Photographic Art** credits: 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.

##### **JOUR 190 - Directed Study** credits: 1-3

Topic to be decided by faculty.

##### **JOUR 210 - Civic Journalism** credits: 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.

**Equivalent(s):** SOSJ 262

**Pre-requisites:** JOUR 110

##### **JOUR 220 - Student Media Writing Lab** credit: 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.

**Pre-requisites:** JOUR 110

**JOUR 230 - Student Media Editing Lab**

credit: 1

With direction from advisers/instructors, students edit news stories for The Gonzaga Bulletin and gonzagabulletin.com. Fall and Spring.

**Pre-requisites:** JOUR 110

**JOUR 270 - Photojournalism**

credits: 3

Emphasis on the role of photography in visual journalism. Includes lab instruction in photo editing techniques. Digital cameras supplied. Lab fee. Fall and Spring.

**Equivalent(s):** SOSJ 261

**Pre-requisites:** INMD 101

**JOUR 280 - Design and Editing**

credits: 3

Emphasis on design principles and editing skills for print and online journalistic platforms.

Attention also to news values and philosophies. Spring.

**Pre-requisites:** JOUR 110

**JOUR 290 - Directed Study**

credits: 1-3

Topic to be decided by faculty.

**JOUR 310 - Public Affairs Reporting**

credits: 3

Reporting municipal, county, state, and federal affairs. Open meeting, shield and disclosure laws, law enforcement and the judicial process. Spring.

**Pre-requisites:** JOUR 210

**JOUR 350 - History of Journalism**

credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** INMD 101

**JOUR 370 - Emerging Media**

credits: 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

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** JOUR 110

**JOUR 390 - Directed Study**

credits: 1-3

Topic to be decided by faculty.

**JOUR 410 - Special Topics**

credits: 3

Course content focuses on emerging issues and topics that relate to journalistic practice and

philosophy.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** INMD 110

**JOUR 420 - Literary Journalism**

credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** JOUR 110 or ENGL 301 or ENGL 302 or ENGL 303 or ENGL 306

**JOUR 432 - Core Integration Seminar**

credits: 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.

**JOUR 440 - Seminar: Media & Democracy**

credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** INMD 101

**JOUR 485 - Media Ethics**

credits: 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.

**Pre-requisites:** INMD 101

**JOUR 490 - Directed Study-Special Project**

credits: 1-3

Tutorial or a project proposed to faculty. May be repeated for a maximum of 6 credits. Fall and Spring.

**Restrictions:**

Must be in the following field(s) of study: Journalism

Must be the following: Junior, Senior

**JOUR 494 - Independent Study**

credits: 1-3

In-depth pursuit of a topic proposed to faculty. May be repeated for a maximum of 6 credits.

Fall and Spring.

**Restrictions:**

Must be in the following field(s) of study: Journalism

Must be the following: Junior, Senior

**JOUR 497 - Internships**

credits: 0-6

Professional work experience in journalism. Possibilities include print and online journalistic organizations and magazines. Fall, Spring and Summer.

**Restrictions:**

Must be in the following field(s) of study: Journalism

Must be the following: Junior, Senior

**Pre-requisites:** INMD 101 and JOUR 110

**JOUR 499 - Capstone Project**

credit: 1

Students demonstrate command of journalistic practices and philosophies in a comprehensive project and essay exam. Spring.

**Restrictions:**

Must be in the following field(s) of study: Journalism

Must be the following: 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 Public Relations minors.

### **B.A. Major in Public Relations: 39 credits**

#### **Lower Division**

INMD 101 Media Literacy	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 260 Public Relations Principles	3 credits

**Upper Division**

INMD 360 Media Law	3 credits
PRLS 310 Writing for Public Relations	3 credits
PRLS 330 Public Relations Research Methods	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/JOUR/PRLS 300-400 level elective	3 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.

**Minor in Public Relations: 18 credits****Lower Division**

INMD 101 Media Literacy	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 260 Public Relations Principles	3 credits

**Upper Division**

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

**Public Relations****Course Descriptions:**

**PRLS 260 - Public Relations Principles** credits: 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** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Promotion, Public Relations

May not be the following: Freshman

**Pre-requisites:** (ENGL 101 or ENGL 103H or ENGL 200) and JOUR 110

**PRLS 330 - Research Methods in Public Relations** credits: 3  
Study and application of qualitative research methods through field research for an actual client with specific emphasis on research design, population sampling, primary data collection,

data transcription, analysis and interpretation; survey development, and research reporting. Fall and Spring.

**Restrictions:**

Must be in the following field(s) of study: Public Relations

Must be the following: Junior, Senior

**Pre-requisites:** PRLS 260

**PRLS 340 – Public Relations Speech Writing and Delivery** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Public Relations

Must be the following: Junior, Senior

**Pre-requisites:** PRLS 310

**PRLS 360 - Strategic Communications** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Public Relations

May not be the following: Freshman

**Pre-requisites:** PRLS 260 or PRLS 267

**PRLS 432 - Core Integration Seminar** credits: 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.

**PRLS 450 - Organizational Issues for Public Relations** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Public Relations

Must be the following: Junior, Senior

**Pre-requisites:** PRLS 260

**PRLS 460 - Public Relations Campaign** credits: 3

Applied work for an actual client based on theories of organizational communication, including a campaign plan. Fall and Spring.

**Restrictions:**

Must be in the following field(s) of study: Public Relations

Must be the following: Junior, Senior

**Pre-requisites:** PRLS 310 or PRLS 305

**PRLS 470 - Public Relations Internship Course**

credits: 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 and Spring and Summer.

**Restrictions:**

Must be in the following field(s) of study: Public Relations

Must be the following: Junior, Senior

**Pre-requisites:** PRLS 310

**PRLS 480 - Public Relations Capstone**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Public Relations

Must be the following: Senior

**Co-requisites:** PRLS 499

**Pre-requisites:** PRLS 310 or PRLS 305

**PRLS 490 - Directed Study**

credits: 0-3

Individualized study of an issue related to the public relations profession. Fall, Spring, and Summer.

**PRLS 497 - Elective Internship**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Public Relations

Must be the following: Junior, Senior

**Pre-requisites:** PRLS 310

**PRLS 499 - Thesis Conferencing**

credit: 0

Individual thesis review sessions with PRLS 480 instructor. Fall and Spring.

**Restrictions:**

Must be in the following field(s) of study: Public Relations

Must be the following: Senior

**Pre-requisites:** PRLS 489 or PRLS 480

# 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 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.

## **Minor in Interdisciplinary Arts: 20-25 credits**

## **Required Courses:**

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)	

Theatre

- THEA 100 Introduction to Theatre (3 credits)
- THEA 111 Acting (4 credits)
- THEA 132 Stagecraft (3 credits)
- THEA 134 Costume (3 credits)

Dance

- THEA 120 Movement for Performers (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)
- 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** **3-4 credits**

\*requires approval of Interdisciplinary Arts Program Director

Choose one of the following options:

MUSC 161 Music Theory I (3 credits)

OR

a combination of 2 credits each in applied lessons and large ensembles:

MUSC 131 Applied Lessons (2 credits)

AND

MUSC Large Ensembles (2 credits)

One upper division course in Theatre, Dance or Visual Arts: 3-4 credits

**Theatre**

THEA 216 Advanced Acting (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)

One history course in Theatre, Dance or Visual Arts: 3 credits

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)

Production experience in Theatre or Dance: 1 credit

One of the following courses:

THEA 260 Technical Lab (1 credit)

THEA 261 Performance Lab (1 credit)

See the undergraduate department sections for individual course descriptions.

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## **International Studies**

**Chairperson:** Laura Brunell

International Studies is a multi-disciplinary department preparing students for a variety of careers with an international dimension. It offers two courses of study: International Relations and Area 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. Area 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."

### **Degrees Offered:**

Bachelor of Arts and Minors in: International Relations, Asian Studies; European Studies, Latin American Studies. Total credits for all B.A.s: 28-44 credits (depending on starting point for foreign language study). Total credits for all minors: 15-31 credits (depending on starting point for foreign language).

### **Multiple Usage and Transfer Credit Policies**

Students may only 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 upon prior approval of the chair.

### **Language Requirements**

Because foreign language skills are such a vital part of an International Studies education, all International Studies majors and minors should discuss their plans for foreign language study with the chair of International Studies as early as possible, i.e., the summer before matriculation or upon declaring their major or minor.

Students are encouraged to continue studying a language they studied before coming to Gonzaga in order to maximize their proficiency. Area studies majors and minors (i.e., Asian Studies, European Studies, Latin American Studies) must study a foreign language used in their region of study.

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 offered to only the 200 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 area of interest.

## 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
INST 499 Senior Capstone	1 credit

Additional elective credits of INST or approved courses not used to satisfy any of the requirements above, as follows:

## **International Relations Majors and Minors:**

International Relations majors must take **three** International Interactions electives and **two** International Differences electives. While International Relations minors must take **two** International Interactions and **one** International Differences electives.

**International Interactions electives** 6-9 credits  
*(Major :9 credits, Minor: 6 credits)*

- INST 301 Survey of International Studies (3 credits)
- INST 302 Topics in International Studies\* (3 credits)
- INST 305 Religion and Violence (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 356 The U.S. in the World (3 credits)
- INST 371 History of the Modern Middle East (3 credits)
- INST 372 Colonial Latin America (3 credits)
- INST 373 Modern East Asian Civilization (3 credits)
- INST 376 Russia and USSR Since 1945 (3 credits)
- INST 379 Italy and Europe after WWII (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
- INST 394 Modern Latin America (3 credits)
- INST 399 Area Studies Abroad\* (3 credits)
- INST 480 Topics in International Studies\* (1-3 credits)
- INST 497 Internship in International Studies (0-6 credits)
- COMM 418 Intercultural and International Communication (3 credits)
- HIST 325 World War I (3 credits)
- HIST 327 Europe-US Relations After WWII (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)

**International Differences electives**      **3-6 credits**

*(Major :6 credits, Minor: 3 credits)*

INST 302 Topics in International Studies (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 341 Contemporary Issues of the Hispanic World (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 386 Europe in the 19th Century (3 credits)

## INST 392 Tyranny to Democracy (3 credits)

INST 395 Comparative European Politics (3 credits)

### **INST 399 Area 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 (3 credits)

## POLS 372 Middle East Politics (3 credits)

POLS 374 Democracy in the Middle East

(Appropriate area studies courses taken abroad may be substituted.)

International Studies Director, provided that a grade of "B" or above is attained.)



- 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 following the course number must cover content relevant to the students chosen area of study.

**INST 497 Internship** – This course must be taken for three credits, approved by the INST chair, and cover content relevant to the students chosen area of study in order to be used as a major elective.

## **European Studies Majors and Minors**

European Studies majors must take **one** of the following three courses: 3 credits

INST 386 Europe in the Nineteenth Century

INST 387 Europe, 1914-1939

INST 395 Comparative European Politics

European Studies majors must take **four** European Studies electives and minors take **three** European Studies electives.

European Studies electives 9-12 credits

*(Majors: 12 credits, Minors: 9 credits)*

## INST 302 Topics in International Studies\* (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 341 Continuing Issues of the Hispanic World (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 (

## INST 379 Italy and Europe after WWII (3 credits)

INST 380 Church and State in the Making of Italy

INST 381 Mafia and Political Violence in Film and Literature

## INST 383 Age of the French Revolution (3 credits)

## INST 386 Europe in the 19th Century (3 credits)

## INST 387 Europe, 1914-1939 (3 credits)

INST 388 19th Century Germany (3 credits)

INST 391 Fascist Italy (3 credits)  
INST 392 Tyranny to Democracy (3 credits)  
INST 393 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 Area Studies Abroad\* (3 credits)  
INST 415 Spanish Cinema (3 credits)  
INST 416 The Italian Cinema (3 credits)  
INST 480 Area Studies Abroad\* (3 credits)  
INST 497 Internship in International Studies (0-6 credits)  
HIST 325 World War I (3 credits)  
HIST 327 Europe-US Relations After WWII (3 credits)  
HIST 330 The Holocaust (3 credits)  
HIST 331 World War II (3 credits)  
HIST 333 Tsarist Russia (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)  
POLS 370 Modern Democracies (3 credits)  
SOCI 478 Social and Economic Development of Italy (3 credits)

**Note:**

\* - Courses with an asterisk following the course number must cover content relevant to the students chosen area of study.

INST 497 Internship – This course must be taken for three credits, approved by the INST chair, and cover content relevant to the students chosen area of study in order to be used as a major elective.

### **Latin American Studies Majors and Minors**

All Latin American Studies majors must take one of the following two courses: 3 credits

INST 385 Latin American Politics (3 credits)  
INST 394 Modern Latin America (3 credits)

Latin American Studies majors must take **four** Latin American Studies electives and minors **three** Latin American Studies electives.

Latin American Studies electives: 9-12 credits

*(Majors: 12 credits, Minors: 9 credits)*

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 341 Contemporary Issues of the Hispanic World (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 406 Narrative Fiction in Spanish America (3 credits)  
INST 399 Area Studies Abroad (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 following the course number must cover content relevant to the students chosen area of study.

INST 497 Internship – This course must be taken for three credits, approved by the INST chair, and cover content relevant to the students chosen area of study in order to be used as a major elective.

**Course Descriptions:**

**INST 190 - Directed Study** credits: 1-4

Topic to be decided by faculty.

**INST 201 – Introduction to International Studies** credits: 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.

**Restrictions:**

May not be the following: Freshman

**INST 290 - Directed Study** credits: 1-3

Topic to be decided by faculty.

**INST 302 - Top: International Difference** credits: 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 (e.g., area studies). International Differences elective; Area Studies elective (topic must pertain to area of Major/Minor study).

**INST 303 - Topics: International Interactions** credits: 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. International Interactions elective.

**INST 304 - Interreligious Dialogue** credits: 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.

**Equivalent(s):** SOSJ 365, RELI 350

**Pre-requisite(s):** one RELI 200 level course

**INST 305 - Religion and Violence** credits: 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. International Differences elective

**Equivalent(s):** RELI 390

**Pre-requisite(s):** one RELI 200 level course

**INST 310 - Third World Development** credits: 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. International Differences elective.

**Equivalent(s):** SOSJ 329, POLS 359

**Restrictions:**

May not be the following: Freshman

**INST 315 - Latin American Society** credits: 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.

**Equivalent:** SOCI 322.

**Restrictions:**

May not be the following: Freshman

**INST 316 - Latin American Literature I** credits: 3

A study of the region's literary classics from the pre-Columbian period to the Independence in

the early 19th century. Fall, alternate years. International Differences elective. (Taught in Spanish).

**Equivalent(s):** SPAN 307

**Pre-requisites:** SPAN 302

**INST 317 - Survey Latin-American Literature II**

credits: 3

A study of the major literary works from the Independence period through Modernism and the classic works of the 20th century contemporary period. Spring, alternate years. International Differences elective. (Taught in Spanish.)

**Equivalent(s):** SPAN 308

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** SPAN 302

**INST 325 - Post-Soviet Russia and China**

credits: 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. International Differences elective.

**Equivalent(s):** POLS 355.

**Restrictions:**

May not be the following: Freshman

**INST 326 - Global Gender Regimes**

credits: 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. International Differences elective.

**Equivalent(s):** POLS 363, WGST 342.

**Restrictions:**

May not be the following: Freshman

**INST 330 - Religions of Asia**

credits: 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. International Differences elective.

**Equivalent(s):** RELI 351

**Pre-requisite(s):** one RELI 200 level course

**INST 333 - Buddhism**

credits: 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'). International Differences elective.

**Equivalent(s):** RELI 353

**Pre-requisite(s):** one RELI 200 level

<b>INST 339 - Contemporary French Cinema</b>	credits: 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. International Differences elective. Spring.	
<b>Equivalent(s):</b> FREN 331	
<b>Pre-requisite(s):</b> FREN 202 or above	
<b>INST 341 - Contemporary Issues of the Hispanic World</b>	credits: 3
Reading and/or discussion of social, political, economic or environmental issues of Hispanic world as presented by foreign media. International Differences elective. (Taught in Spanish.)	
<b>Equivalent(s):</b> SPAN 340	
<b>Pre-requisites:</b> SPAN 302	
<b>INST 342 - International Relations</b>	credits: 3
Theory and practice of the international political system and the behavior of the participating nations.	
<b>Equivalent(s):</b> POLS 351	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>INST 343 - Global Economic Issues</b>	credits: 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. International Interactions elective. Fall and Spring.	
<b>Equivalent(s):</b> ECON 311	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> ECON 201 or ECON 270H or ECON 200	
<b>INST 344 - International Organizations</b>	credits: 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. International Interactions elective.	
<b>Equivalent:</b> POLS 376.	
<b>INST 345 - International Law</b>	credits: 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. International Interactions elective.

**Equivalent(s):** POLS 371.

**Restrictions:**

May not be the following: Freshman

**INST 346 - Parliamentary Government**

credits: 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. International Differences elective.

**Equivalent(s):** POLS 360

**Restrictions:**

May not be the following: Freshman

**INST 347 - International Treaties**

credits: 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.

**Equivalent:** POLS 377.

**Restrictions:**

May not be the following: Freshman

**INST 350 - International Ethics**

credits: 3

The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration. International Interactions elective.

**Equivalent:** PHIL 453.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** PHIL 301

**INST 355 - The Politics of Eurasia**

credits: 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? International Differences elective.

**Equivalent(s):** POLS 369

**Restrictions:**

May not be the following: Freshman

**INST 356 - The U.S. in the World**

credits: 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. International Interactions elective.

**Equivalent(s):** HIST 368

**Pre-requisites:** HIST 101 or HIST 102 or HIST 112

**INST 360 - Japanese Culture I**

credits: 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). International Differences elective.

**Equivalent(s):** JPNE 350.

**Restrictions:**

May not be the following: Freshman

**INST 361 - Japanese Culture II**

credits: 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). International Differences elective.

**Equivalent(s):** JPNE 351.

**Restrictions:**

May not be the following: Freshman

**INST 362 - Introduction to Chinese Culture**

credits: 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. International Differences elective.

**Equivalent(s):** CHIN 350

**INST 368 - Islamic Civilization**

credits: 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. International Differences elective.

**Equivalent(s):** HIST 348, RELI 354

**INST 369 - Revolutions in Modern Latin America**

credits: 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. International Differences elective.

**Equivalent(s):** HIST 382

**INST 371 - History of Modern Middle East**

credits: 3

The development of the Middle East from the middle of the nineteenth century to the late twentieth century. Topics covered include the end of the Ottoman and Qajar Empires, the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the twentieth century. International Interactions elective.

**Equivalent(s):** HIST 349

**INST 372 - Colonial Latin America**

credits: 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.

International Interactions elective.

**Equivalent(s):** HIST 380

**INST 373 - Modern East Asian Civilization**

credits: 3

This course is a focused integrated survey of East Asian civilization since the Late Ming period of China (c. 1600 A.D.). Using the standard interpretive categories of politics, economics, society, and culture, the course will explore the historical inter-relationships between the rise of the Manchu (Qing) Dynasty and the unification of Japan; the historical inter-relationships between East Asian societies and western commercial expansion, including overseas missions to China and Japan; the explosion of western imperialism in the nineteenth century, including the Opium War and Taiping Rebellion; Japanese imperialism in China and Korea; the historical inter-relationships between Chinese communism and Japanese militarism; East Asia in the Cold War and the pop-cultural influence on East Asia on the modern west. Students who take this course for International Studies credit will be required to do an extra writing assignment that integrates the material of this course with their International Studies focus. It is desired but not required that students will have taken History 112 (World Civilizations Since 1500) prior to taking this course. International Interactions elective.

**Equivalent(s):** HIST 375

**INST 374 - Modern China**

credits: 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 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. International Differences elective.

**Equivalent(s):** HIST 371

**Restrictions:**

May not be the following: Freshman

**INST 375 - Modern Japan**

credits: 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 a History course may not use or substitute the

credits for International Studies. International Differences elective.

**Equivalent(s):** HIST 372

**Restrictions:**

May not be the following: Freshman

**INST 376 - Russia and USSR Since 1945**

credits: 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. International Differences elective.

**Equivalent(s):** HIST 334

**Pre-requisites:** HIST 102 or HIST 112

**INST 377 - Mexico**

credits: 3

A survey of Mexican history from the Aztec wars to the present. International Differences elective.

**Equivalent(s):** HIST 383

**INST 379 - Italy and Europe after WWII**

credits: 3

The transformation of Italian political institutions and society after the defeat of the Fascist government at the end of the second world war, the continuing evolution of Italy during the Cold War and post-Cold War eras, and Italy's role in post-war Europe (including NATO, the European Economic Community, and the establishment of the European Union). International Interactions elective. Florence only.

**Equivalent(s):** HIST 339

**Pre-requisites:** HIST 102 or HIST 112

**INST 380 - Church and State: Making of Italy**

credits: 3

The social and political history of Italy from the Congress of Vienna (1815) to the outbreak of the first world war (1914). International Differences elective.

**Equivalent:** HIST 324

**Pre-requisites:** HIST 102 or HIST 112

**INST 381 – Mafia and Political Violence in Film and Literature**

credits: 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. International Differences elective.

**Equivalent(s):** ITAL 319

**INST 383 - Age of The French Revolution**

credits: 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. International Differences elective.

**Equivalent(s):** FREN 347, HIST 321

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** HIST 102 or HIST 112

**INST 384 - Foundation of East Asian Civilization**

credits: 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. International Differences elective.

**Equivalent(s):** HIST 370

**Pre-requisites:** HIST 101

**INST 385 - Latin American Politics**

credits: 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.

**Equivalent(s):** POLS 352

**Restrictions:**

May not be the following: Freshman

**INST 386 - Europe in the 19th Century**

credits: 3

This course will examine the social and political history of Europe from the end of the Napoleonic era (1815) to the beginning of the First World War (1914). Special attention will be paid to those attitudes and structures which continue to play an important role in contemporary society such as industrialization, social revolutions, communism, socialism, women's movements, consumerism, racism, eugenics, nationalism, Church-State conflicts and the development of the middle class as an operative agent in government. This course will also examine how the arts both reflected these changes and acted as instruments of change within society. International Differences elective.

**Equivalent(s):** HIST 323

**Pre-requisites:** HIST 102 or HIST 112

**INST 387 - Europe, 1918-1939**

credits: 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. International Interactions elective.

**Equivalent(s):** HIST 326

**Pre-requisites:** HIST 102 or HIST 112

**INST 388 - 19th Century Germany**

credits: 3

This course examines the history of the German states from the end of the Napoleonic era to the end of the first world war. Issues to be explored include German nationalism and liberalism, the revolutions of 1848-1849, the rise of Prussia and the formation of the German Empire, and the development of political and social institutions during the imperial period. International

Interactions elective.

**Equivalent(s):** HIST 328

**Pre-requisites:** HIST 102 or HIST 112

**INST 389 - Politics of the Pacific Rim**

credits: 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. International Interactions elective.

**Equivalent(s):** POLS 364

**Restrictions:**

May not be the following: Freshman

**INST 390 - African Politics and Development**

credits: 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):** POLS 365

**Restrictions:**

May not be the following: Freshman

**INST 391 - Fascist Italy**

credits: 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. International Differences elective.

**Equivalent(s):** HIST 338

**Pre-requisites:** HIST 102 or HIST 112

**INST 392 - Tyranny to Democracy in the 21st Century**

credits: 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. An examination of the causes and nature of these democratic transitions. Several case studies of democratic transitions in different areas of the world will be investigated 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.

International Differences elective.

**Equivalent(s):** POLS 368, SOSJ 346

**Restrictions:**

May not be the following: Freshman

**INST 393 - New Europe**

credits: 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. International Interactions elective.

**Equivalent(s):** POLS 367

**Restrictions:**

May not be the following: Freshman

**INST 394 - Modern Latin America**

credits: 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.

**Equivalent(s):** HIST 391

**INST 395 - Comparative European Politics**

credits: 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. International Differences elective.

**Equivalent(s):** POLS 354

**Restrictions:**

May not be the following: Freshman

**INST 396 - Chinese Philosophy**

credits: 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. International Differences elective.

**Equivalent(s):** PHIL 434

**Pre-requisites:** PHIL 201

**INST 397 - Hitler's Germany**

credits: 3

German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule. International Differences elective.

**Equivalent(s):** HIST 329

**Pre-requisites:** HIST 102 or HIST 112

**INST 398 - Modern Britain**

credits: 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.

**Equivalent(s):** HIST 332

**INST 399 - Area Studies Abroad**

credits: 1-4

Area study courses in politics, history, and economics taken abroad.

**Restrictions:**

May not be the following: Freshman

**INST 401 - Perspectives on Global Issues**

credits: 3

Critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. Exploration of competing worldviews and value systems, weighing of

evidence from differing ideological, cultural, and gender perspectives. Introduces major analytical perspectives and organizing concepts fashioned by scholars to make these issues comprehensible.

**Equivalent(s):** POLS 366

**Pre-requisites:** INST 201

**Restrictions:**

Must be the following: Junior, Senior

**INST 406 - Narrative Fiction in Spanish America** credits: 3

The novel and short story in Spanish America during the twentieth century. International Differences elective.

**Equivalent(s):** SPAN 406

**Pre-requisites:** SPAN 302

**INST 414 - Latin American Cinema** credits: 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. International Differences elective.

**Equivalent(s):** SPAN 416

**Pre-requisites:** SPAN 302

**INST 415 - Spanish Cinema** credits: 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. International Differences elective.

**Equivalent(s):** SPAN 415

**Pre-requisites:** SPAN 302

**INST 416 - The Italian Cinema** credits: 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.

**Equivalent(s):** ITAL. 315

**Restrictions:**

May not be the following: Freshman

**INST 432 - Core Integration Seminar** credits: 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.

<b>INST 480 - Topic in International Studies</b>	credits: 1-4
Selected International Studies topics of current and special interest.	
<b>INST 490 - Directed Reading</b>	credits: 1-3
Credit by arrangement for directed reading and reports on selected topics.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>INST 492 - Independent Research or Study</b>	credit: 0-4
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>INST 497 - Internship in International Studies</b>	credits: 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).	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>INST 498 - Thesis</b>	credits: 3
Students may elect to substitute writing a thesis for one of their upper division electives. Thesis subject must be approved by INST chair and mentor chosen by student with expertise in the subject area. Student must complete an individualized study form to register. See International Studies Department Chair to arrange.	
<b>Restrictions:</b>	
Must be the following: Senior	
<b>INST 499 - Senior Capstone</b>	credit: 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.	
<b>Restrictions:</b>	
Must be the following: Senior	

## Italian Studies Program

**Director:** S. Nedderman

**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 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.

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.

### **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	18 credits
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(Chosen from the list below or any Italian course(s) listed under Modern Languages.)

Nine elective credits must be from courses taught in Italian.)

ITAL 498 Senior Project	1 credit
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### **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	9 credits
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(Chosen from the list below or any Italian course(s) listed under Modern Languages.)

The following courses may be applied toward electives for the major and minor in Italian Studies. No more than two courses can be taken from the same discipline (this doesn't apply to Italian courses.) 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 approval of the Director of Italian Studies to be used toward the major and minor in Italian Studies.

ECON 404 Economic Integration - European Economic Community

ENGL 367 Love in the Renaissance (in Florence only)

HIST 305/ITAL 363 The Roman Republic  
HIST 306/ITAL 364 The Roman Empire  
HIST 311/ITAL 366 Medieval Europe (in Florence only)  
HIST 312/ITAL 367 Renaissance Europe (in Florence and Spokane)  
INST 379/HIST 339 Italy and Europe after WWII  
INST 380/HIST 324 Church and State in the Making of Italy  
INST 381/ITAL 319 Mafia and Political Violence in Film and Literature  
INST 391/HIST 338 Fascist Italy  
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  
SOCI 378 Social and Economic Development of Italy  
VART 360 FLO Museum Studies (in Florence only)  
VART 393 Modern Italian Art (in Florence and Spokane)  
VART 397 Renaissance Art  
VART 398 Roman Art and Architecture  
VART 466 FLO/PHIL 472 FLO Philosophy of Art. (In Florence only)3

**Course Descriptions:**

**ITAL 313 - The World of Dante**

credits: 3

In English. This course satisfies the University Core Broadening Course Literature requirement. 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 discussion, students will be expected to know, discuss, and offer interpretations of our text through their own reading and preparation based on notes provided by instructor on Blackboard. This class will emphasize close reading of primary poetic texts. Offered in Florence only.

**Restrictions:**

Must be the following: Junior, Senior

**ITAL 314 - Fascism in Film and Literature**

credits: 3

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. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.

**Pre-requisites:** ITAL 202

**ITAL 315 - The Italian Cinema**

credits: 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.

**Equivalent(s):** INST 416

**Restrictions:**

May not be the following: Freshman

**ITAL 319 - Mafia and Pol Viol in Film and Literature** credits: 3

Through a study of Italian film, novels and nonfiction, this course will examine the phenomenon of organized crime in Italian society. In English

**Equivalent(s):** INST 381

**ITAL 320 - New Immigrants in Film and Literature** credits: 3

This course will explore the impact of immigration from Third World countries on Italian society through the study of novels, nonfiction and film. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.

**ITAL 322 - The Italian Historical Novel** credits: 3

This course will explore the development of the historical novel in Italy with emphasis on modern historical novels. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.

**Pre-requisites:** ITAL 202

**ITAL 363 - The Roman Republic** credits: 3

The political, social and cultural history of Rome from its origins to the end of the Republic in c 27 B.C., with special attention to internal social and political conflicts, involving such figures as the Gracchi, Pompey, and Julius Caesar, and to Rome's creation of a massive empire through conquest. In English.

**Equivalent(s):** HIST 305

**ITAL 364 - The Roman Empire** credits: 3

The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the principate in c. 27 B.C. to the fall of the Roman Empire in the west in A.D. 476, with special attention to the workings of the Imperial system, daily life, the rise of Christianity, and Rome's ultimate demise. In English.

**Equivalent(s):** HIST 306

**ITAL 366 - Medieval Europe** credits: 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. Taught only in Florence. In English.

**Equivalent(s):** HIST 311

**ITAL 367 - Renaissance Europe** credits: 3

The history of western Europe 1350-1550, emphasizing the political, religious, social, and economic foundations for the cultural achievements of the age of Michelangelo, Henry VIII, and Joan of Arc. Taught at both the main campus and the Florence campus. In English.

**Equivalent(s):** HIST 312

**ITAL 440 - Women in Italian Literature** credits: 3

This course examines the contribution of women novelists to Italian literature through the discussion of contemporary novels by women. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.

**Restrictions:**

May not be the following: Freshman

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## **Mathematics**

**Chairperson:** Shannon Overbay

**Professors:** V. Coufal, T. McKenzie, S. Overbay, J. Burke (Emeritus), W. Carsrud (Emeritus), J. Firkins (Emeritus)

**Associate Professors:** L. Axon, G. Nord, R. Ray, J. Vander Beek (Emeritus)

**Assistant Professors:** M. Alsaker, R. Cangelosi, B. Dichone, M. Ghrist, M. K. Kearney, D. Larson, J. Lutz, J. Marks, K. Shultis

**Senior Lecturers:** C. Goodwin, F. T. Rux

**Lecturers:** T. Guardia, O. Kozubenko

The Department of Mathematics seeks to train students in both the discipline of mathematics and its application. The curriculum is a blend of pure mathematics, classical applications, and the option of a combination of mathematics and computer science. Majors are well prepared for positions in industry, government, and education, as well as for graduate studies.

The department offers three degrees: Bachelor of Arts in Mathematics, Bachelor of Science in mathematics, and Bachelor of Science in Mathematics and Computer Science. All majors must take the senior comprehensive (MATH 499) in the fall of their final year.

Prospective teachers of mathematics should consult the School of Education for the current state certification requirements.

It is recommended that majors in mathematics 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.S. Major in Mathematics: 40 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
MATH any 400-level	12 credits
MATH Electives*	9 credits

\*One of these courses may be replaced by MATH 260.

MATH 499 Senior Comprehensive	1 credit
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## **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
MATH, any 400-level	6 credits
MATH Electives*	6 credits

\* One of these courses may be replaced by MATH 260.

MATH 499 Senior Comprehensive	1 credit
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## **Minor in Mathematics: 24 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
MATH any 400-level	3 credits
MATH Electives	3 credits

## **B.S. Major in Mathematics-Computer Science: 49 Credits**

### **Lower Division**

CPSC 121 Computer Science I	3 credits
CPSC 122 Computer Science II	3 credits
CPSC 223 Data Structures	3 credits
CPSC 224 Object-Oriented and Event Driven Programming	3 credits
MATH 157 Calculus and Analytic Geometry I	4 credits
MATH 231 Discrete Structures	3 credits
MATH 258 Calculus and Analytic Geometry II	4 credits
MATH 259 Calculus and Analytic Geometry III	4 credits

### **Upper Division**

CPSC 300-level or above except CPSC 497	6 credits
MATH 301 Fundamentals of Mathematics	3 credits
MATH 339 Linear Algebra	3 credits
MATH, any 400-level	3 credits
MATH Electives	6 credits
MATH 499 Senior Comprehensive	1 credit

Minor in Mathematics-Computer Science is not available

**Course Descriptions:**

<b>MATH 099 - Intermediate Algebra</b>	credits: 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.	
<b>MATH 100 - College Algebra</b>	credits: 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.	
<b>MATH 103 - Excursions in Mathematics</b>	credits: 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.	
<b>MATH 104 - Elements of Algebra and Stats</b>	credits: 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.	
<b>MATH 114 - Mathematical Analysis-Business</b>	credits: 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.	
<b>Pre-requisites:</b> MATH 100 or MATH 112	
<b>MATH 121 - Introductory Statistics</b>	credits: 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.	
<b>MATH 147 – Pre-calculus</b>	credits: 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.	
<b>MATH 148 - Survey of Calculus</b>	credits: 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.	
<b>Pre-requisites:</b> MATH 100 or MATH 112	
<b>MATH 157 - Calculus-Analytic Geometry I</b>	credits: 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.

**Pre-requisites:** MATH 147

**MATH 193 - First Year Seminar**

credits: 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.

**MATH 231 - Discrete Structures**

credits: 3

Topics taken from sets, functions, matrices, ordered sets, partially ordered sets, directed graphs, algebraic systems, recursive definitions, and algorithms. Fall and Spring.

**Pre-requisites:** MATH 157 or MATH 148

**MATH 258 - Calculus-Analytic Geometry II**

credits: 4

Inverse functions, techniques of integration, applications of integration and series.

**Pre-requisites:** MATH 157 minimum grade: C-

**MATH 259 - Calculus-Analytic Geometry III**

credits: 4

Parametric and polar coordinates, vectors, partial derivatives, multiple integrals.

**Pre-requisites:** MATH 258

**MATH 260 - Ordinary Differential Equation**

credits: 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.

**Pre-requisites:** MATH 259

**MATH 290 - Directed Reading**

credits: 1-3

Readings and reports in selected mathematical topics. On sufficient demand.

**Restrictions:**

Must be the following: Sophomore

**Pre-requisites:** MATH 157

**MATH 301 - Fundamentals of Mathematics**

credits: 3

A development of standard proof techniques through examination of logic, set theory, topology of the real line, one-to-one, onto, and inverse functions. Additional topics may be chosen from analysis and algebra. Fall and Spring.

**Pre-requisites:** MATH 259

**MATH 321 - Statistics for Experimentalist**

credits: 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.

**Pre-requisites:** MATH 258

**MATH 328 - Operations Research**

credits: 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, even years.

**Pre-requisites:** MATH 258

**MATH 339 - Linear Algebra**

credits: 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.

**Pre-requisites:** MATH 259

**MATH 341 - Modern Geometry**

credits: 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.

**Pre-requisites:** MATH 259

**MATH 350 - Elementary Numerical Analysis**

credits: 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. Spring.

**Pre-requisites:** MATH 258

**MATH 351 - Combinatorics and Graph Theory**

credits: 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.

**Pre-requisites:** MATH 231 or MATH 301

**MATH 360 - -363- Selected Topics**

credits: 1-3

Various areas of pure and applied mathematics presented at a level accessible to those just completing calculus. On sufficient demand.

**MATH 390 - Directed Study**

credits: 1-3

Topic to be decided by faculty.

**MATH 413 - Real Analysis I**

credits: 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. Fall, even years.

**Pre-requisites:** MATH 301

**MATH 414 - Real Analysis II**

credits: 3

Continuation of Math 413 with topics based on instructor and student interest. Spring, odd years.

**Pre-requisites:** MATH 413

**MATH 417 - Complex Variables**

credits: 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, odd years.

**Pre-requisites:** MATH 301

<b>MATH 421 - Probability Theory</b>	credits: 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.	
<b>Pre-requisites:</b> MATH 301	
<b>MATH 422 - Mathematical Statistics</b>	credits: 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.	
<b>Pre-requisites:</b> MATH 421	
<b>MATH 432 - Core Integration Seminar</b>	credits: 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.	
<b>MATH 437 - Abstract Algebra I</b>	credits: 3
A detailed examination of topics chosen from groups, rings, integral domains, Euclidean domains, unique factorization, fields, Galois theory, and solvability by radicals. Fall, odd years.	
<b>Pre-requisites:</b> MATH 301	
<b>MATH 438 - Abstract Algebra II</b>	credits: 3
Continuation of MATH 437. Spring, even years.	
<b>Pre-requisites:</b> MATH 437	
<b>MATH 450 - 453 - Selected Topics</b>	credits: 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.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> MATH 301	
<b>MATH 454 - Partial Differential Equations</b>	credits: 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, even years.	
<b>Pre-requisites:</b> MATH 260	
<b>MATH 457 - Number Theory and Cryptography</b>	credits: 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.	
<b>Pre-requisites:</b> MATH 301	

<b>MATH 459 - Topology</b>	credits: 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. Fall, even years.	
<b>Pre-requisites:</b> MATH 301	
<b>MATH 490 - Directed Reading</b>	credit: 0-4
Selected topics in mathematics.	
<b>Restrictions:</b>	
Must be the following: Senior	
<b>MATH 497 - Mathematics Internship</b>	credits: 0-6
Special program for Mathematics majors.	
<b>Restrictions:</b>	
Must be the following: Senior	
<b>MATH 499 - Comprehensive</b>	credit: 1
Preparation for and writing of the Educational Testing Service's Major Field Test in mathematics. Required of all Mathematics and Mathematics-Computer Science majors in their final year. Fall.	
<b>Restrictions:</b>	
Must be the following: Senior	

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## Modern Languages and Literature

**Chairperson:** C. 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

**Lecturer:** K. Bishop, A. Garcia, U. Perz

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.

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. This major, along with its language skills, will provide an understanding of the changes in the new integrated Europe. It

will also be 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. 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. 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 a 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. Students in the German program can spend a semester or a whole academic year at the university in Graz, Austria, or participate in a 5-week 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: <http://www.gonzaga.edu/catalogues/17-18-catalogue/undergraduate/college-of-arts-and-sciences/default.asp> A waiver for lower division requirements may be granted by the chairperson of the department on recommendation of faculty according to the student's level of achievement or background. Three or six credits will 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. Native speakers or students with near-native fluency will not be allowed to enroll in first year language courses in their native language. They will be placed into an appropriate course level according to their skills. 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 320 Literary Genres	
FREN 321 Panorama Literature and Ideas I	
FREN 322 Panorama Literature and Ideas II	
FREN 323 Le Paris des contrastes	
FREN 327 Intro. 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 347 Historic Evolution of France	
FREN 350 French Civilization and Culture	
FREN 445 History of 20th Century France	
FREN 448 Europe Yesterday and Today	
FREN 300/400 level -- Electives	6 credits
FREN 495, Senior Seminar	3 credits
FREN 499 French Comprehensive	1 credit
FREN 495 open to French minors by permission of the instructor only.	

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

**Upper Division**

SPAN 301 Advanced Spanish	3 credits
SPAN 302 Advanced Spanish II	3 credits
Two of the following four course:	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	
SPAN 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 497.

**Minor in French or German or Spanish: 28 Credits; Italian: 26 Credits  
or 12 credits at the 300 level and above**

**Lower Division**

Elementary Level	6-8 credits
(6 credits for Italian minors)	

Intermediate Level	8 credits
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**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.

MDLA 190 Elementary language course(s)	3-6 credits
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MDLA 290 Intermediate language course(s)	3-6 credits
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MDLA 390 Advanced language course(s)	3-6 credits
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**Course Descriptions:**

**Arabic**

**ARAB 101 - Elementary Arabic I** credits: 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** credits: 4

A continuation of ARAB 101 through verbal practice, oral comprehension, reading composition and grammar.

**Pre-requisites:** ARAB 101

**ARAB 201 - Intermediate Arabic I** credits: 4

Intermediate reading, grammar, vocabulary and translation. Explores the root and pattern system of Arabic grammar and complex sentence structure.

**Pre-requisites:** ARAB 102

**ARAB 202 - Intermediate Arabic II** credits: 4

Intensive written and oral work to develop written and oral comprehension. Composition, advanced vocabulary work and grammar.

**Pre-requisites:** ARAB 201

**ARAB 290 - Directed Study** credits: 1-4

**ARAB 497 - Internship** credits: 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 for approval.

**Pre-requisites:** ARAB 202

### **Chinese**

**CHIN 201 - Intermediate Chinese I** credits: 4

Review and further training in the fundamentals of grammar and syntax. In addition to work in oral Chinese, there are progressive exercises in reading and writing longer discourse. Fall.

Offered on sufficient demand for continuing students through Fall 2017.

**Pre-requisite(s):** CHIN 102

**CHIN 202 - Intermediate Chinese II** credits: 4

A continuation of CHIN 201. Spring. Offered on sufficient demand for continuing students through Spring 2018.

**Pre-requisite(s):** CHIN 201

**CHIN 290 - Directed Study** credits: 1-4

Topic to be decided by faculty.

### **French**

**FREN 101 - Elementary French I** credits: 4

Grammar and pronunciation, extensive oral practice, short compositions, and reading of simple texts. Fall or Spring.

**FREN 102 - Elementary French II** credits: 4

A continuation of FREN 101. Fall or Spring.

**Pre-requisite(s):** FREN 101

**FREN 190 - Directed Study** credits: 1-3

Topic to be decided by faculty.

**FREN 200 - French Conversation** credits: 3

Review of grammar and syntax with emphasis on spoken French. Progressive exercises in conversation. On sufficient demand.

**Pre-requisites:** FREN 102

**FREN 201 - Intermediate French I** credits: 4

Review of the fundamentals of grammar and syntax. In addition to work in oral French, there are progressive exercises in reading and composition. Fall.

**Pre-requisite(s):** FREN 102

**FREN 202 - Intermediate French II** credits: 4

A continuation of FREN 201. Spring.

**Pre-requisite(s):** FREN 201

**FREN 280 - Special Topics** credits: 1-3

By arrangement.

**FREN 290 - Directed Study** credits: 1-3

Topic to be decided by faculty.

<b>FREN 300 - Advanced Grammar Review</b>	credits: 3
An intensive one-semester grammar course with extensive oral practice. Fall.	
<b>Pre-requisites:</b> FREN 202	
<b>FREN 301 - Advanced French I</b>	credits: 3
Short stories, plays, novels, or essays by modern authors, with grammar and conversation based on the texts studied. Practice in phonetics where needed. In Paris.	
<b>Pre-requisite(s):</b> FREN 202	
<b>FREN 302 - Advanced French II</b>	credits: 3
Continuation of FREN 301. A greater emphasis on composition and advanced style. In Paris.	
<b>Pre-requisites:</b> FREN 301	
<b>FREN 303 - Advanced Language Practice I</b>	credits: 3
Oral and written comprehension, oral and written expression, grammar, vocabulary. Basic of phonetics. Culture and civilization. In Paris.	
<b>Restrictions:</b>	
Must be enrolled on one of the following Campus(s): Paris	
<b>FREN 304 - Advanced Language Practice II</b>	credits: 3
A continuation of FREN 303.	
<b>FREN 310 - French Phonetics I</b>	credits: 1-3
<b>FREN 311 - French Phonetics II</b>	credits: 3
<b>FREN 315 - Advanced French Conversation</b>	credits: 3
Intensive practice in oral French. Study of vocabulary, grammar, and pronunciation through discussion of cultural topics.	
<b>Pre-requisite(s):</b> 1 course at the 300 level	
<b>FREN 320 - Literary Genres</b>	credits: 3
Study of selections of prose and poetry in their historical and cultural context. Development of reading comprehension and skills for interpretation of literature. Fall.	
<b>Pre-requisites:</b> FREN 202 or FREN 300	
<b>FREN 321 - Panorama Literature and Ideas I</b>	credits: 3
Study of major texts of the 16th, 17th, and 18th centuries. Renaissance, Classical Period, Enlightenment. In Paris.	
<b>FREN 322 - Panorama Literature and Ideas II</b>	credits: 3
Study of major texts of the 19th and 20th centuries. Romanticism, Realism, Surrealism, Existentialism, the Absurd. In Paris.	
<b>FREN 323 - Le Paris des contrastes</b>	credits: 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.	
<b>Pre-requisite(s):</b> 1 course at the 300 level	
<b>FREN 327 – Intro. to Existentialism</b>	credits: 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 also be approached as a cultural movement, a way of life and rebirth in post-war Paris.	
<b>Pre-requisites:</b> FREN 300	

<b>FREN 331 - Contemporary French Cinema</b>	credits: 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.	
<b>Equivalent(s):</b> INST 339	
<b>Pre-requisite(s):</b> FREN 202 or one course at the 300 level	
<b>FREN 340 - La France d'aujourd'hui</b>	credits: 3
A civilization course covering history, geography, politics, social life, media, and technology.	
<b>Pre-requisite(s):</b> FREN 200 or one course at the 300 level	
<b>FREN 347 - Historic Evolution of France</b>	credits: 3
In Paris.	
<b>FREN 350 - French Civilization and Culture</b>	credits: 3
The political, social, intellectual, and artistic development of French culture from the beginning to the present. In Paris.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>FREN 365 - French Politics</b>	credits: 3
A study of the French political system, its parties, elections, and how the system works in the new European order. In Paris.	
<b>FREN 380 - Special Topics</b>	credits: 1-3
Selected Topics in French language, literature or civilization.	
<b>Pre-requisite(s):</b> FREN 202 or one course at the 300 level	
<b>FREN 390 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	
<b>FREN 405 - Advanced French Phonetics</b>	credits: 3
In Paris.	
<b>FREN 415 - Business French</b>	credits: 3
In Paris.	
<b>FREN 419 - Journalism in France</b>	credits: 3
In Paris.	
<b>FREN 425 - 20th Century French Novel</b>	credits: 3
In Paris.	
<b>FREN 435 - New Wave Cinema</b>	credits: 3
A study of the principal film-makers of the Nouvelle Vague movement. Explores the themes of the movement and provides tools for film analysis. In Paris.	
<b>FREN 441 - French Art Renaissance through Impressionist</b>	credits: 3
Explores the major currents of art history in France from the 16th to the 19th centuries. Studies the major artists and their works, placing them in the artistic, historical and sociocultural context of their period. Students who wish to do so can participate as tour guides in the "Nocturnes du Louvre." In Paris.	
<b>FREN 445 - History of 20th Century France</b>	credits: 3
In Paris.	

<b>FREN 448 - Europe Yesterday and Today</b>	credits: 3
A survey of European history from the end of the Enlightenment to the present. In Paris.	
<b>FREN 451 - International Relations</b>	credits: 3
An introduction to International Relations focusing on France, its place in Europe, and the relation of Europe to the rest of the world. In Paris.	
<b>FREN 456 - History of French Thought</b>	credits: 3
In Paris.	
<b>FREN 491 - Directed Reading</b>	credits: 1-3
Selected readings by arrangement.	
<b>FREN 495 - Senior Seminar</b>	credits: 3
The major French writers by genre. Fall.	
<b>Pre-requisites:</b> FREN 320 or FREN 323 or FREN 327	
<b>FREN 497 - Internship</b>	credits: 0-6
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.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>FREN 499 - French Comprehensive</b>	credit: 1
Required of all majors in their fourth year.	
<b>Restrictions:</b>	
Must be the following: Senior	
<b>German</b>	
<b>GERM 101 - Elementary German I</b>	credits: 4
This course aims to develop in the student the four language skills of oral comprehension, speaking, reading, and writing.	
<b>GERM 102 - Elementary German II</b>	credits: 4
A continuation of GERM 101.	
<b>Pre-requisite(s):</b> GERM 101	
<b>GERM 103 - Intensive Introductory German</b>	credits: 4
This accelerated language course is designed to introduce students with previous German or other foreign language experience to basic German language skills and give them an insight into the many aspects of German speaking countries and their culture.	
<b>GERM 201 - Intermediate German I</b>	credits: 4
Review and further training in the fundamentals of grammar and syntax; work in oral German and progressive exercises in reading and composition.	
<b>Pre-requisite(s):</b> GERM 102	
<b>GERM 202 - Intermediate German II</b>	credits: 4
A continuation of GERM 201.	
<b>Pre-requisite(s):</b> GERM 201	
<b>GERM 290 - Directed Study</b>	credits: 1-4
Topics to be decided by faculty.	

<b>GERM 301 - Advanced German</b>	credits: 3
Reading and discussion of short stories with writing and grammar review.	
<b>Pre-requisite(s):</b> GERM 202	
<b>GERM 305 - German Conversation</b>	credits: 3
Modern texts are the basis for structured conversations within a correct grammatical framework.	
<b>Pre-requisites:</b> GERM 202	
<b>GERM 306 - German Youth Literature</b>	credits: 3
This course focuses on popular texts written for children and young adults. Advanced grammar will be part of the course.	
<b>Pre-requisites:</b> GERM 202	
<b>GERM 307 - Contemporary Issues</b>	credits: 3
Reading and discussion of current social, political, economic and environmental issues of German speaking countries as represented by their media.	
<b>Pre-requisites:</b> GERM 202	
<b>GERM 330 - Literary Genres</b>	credits: 3
A study of examples of the major literary forms (prose, drama, and poetry) in their historical context.	
<b>Pre-requisites:</b> GERM 202	
<b>GERM 380 - Special Topics</b>	credit: 0-4
Topic to be determined by instructor.	
<b>Pre-requisites:</b> GERM 202	
<b>GERM 390 - Directed Study</b>	credits: 1-4
Specific topic chosen by professor.	
<b>GERM 480 - Seminar</b>	credits: 3
Specific topic chosen by professor.	
<b>GERM 497 - Internship</b>	credits: 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 German Program Director, can be applied as an upper division elective credits for the German minor.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>Italian</b>	
<b>ITAL 101 - Elementary Italian I</b>	credits: 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 or Spring.	
<b>ITAL 101L - Elementary Italian I Lab</b>	credit: 0-1
Taken only in conjunction with ITAL 101 when taken in Florence, Italy.	
<b>Restrictions:</b>	
Must be enrolled on one of the following Campus(s):	
Florence	
<b>Co-requisites:</b> ITAL 101	

<b>ITAL 102 - Elementary Italian II</b>	credits: 3
A continuation of ITAL 101. Spring (main campus) or Fall and Spring (Florence).	
<b>Pre-requisite(s):</b> ITAL 101	
<b>ITAL 102L - Elementary Italian II Lab</b>	credit: 0-1
Taken only in conjunction with ITAL 102 when taken in Florence, Italy.	
<b>Restrictions:</b>	
Must be enrolled on one of the following Campus(s):	
Florence	
<b>Co-requisites:</b> ITAL 102	
<b>Pre-requisites:</b> ITAL 101	
<b>ITAL 105 - Elementary Conversation I</b>	credits: 3
Students learn to use the language in a variety of everyday situations through focused practice in class and organized encounters with native speakers of Italian. Does not count toward the requirement of one year of Italian for the Florence program or the Arts and Sciences Second Language Proficiency requirement.	
<b>Pre-requisite(s):</b> ITAL 101	
<b>ITAL 106 - Elementary Italian Convers II</b>	credits: 3
A continuation of ITAL 105. Vocabulary and grammar presented in Italian 102 are reinforced. Does not count toward the requirement of one year of Italian for the Florence program or the Arts and Sciences Second Language Proficiency requirement.	
<b>Pre-requisite(s):</b> ITAL 102	
<b>ITAL 190 - Directed Study</b>	credits: 1-4
Topic to be decided by faculty.	
<b>ITAL 201 - Intermediate Italian I</b>	credits: 4
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>Pre-requisite(s):</b> ITAL 102	
<b>ITAL 202 - Intermediate Italian II</b>	credits: 4
A continuation of ITAL 201. Spring.	
<b>Pre-requisite(s):</b> ITAL 201	
<b>ITAL 290 - Directed Study</b>	credits: 1-4
Topic to be decided by faculty.	
<b>ITAL 301 - Advanced Italian I</b>	credits: 3
Advanced review of grammatical structures through conversation, readings, compositions and oral comprehension. In Italian.	
<b>Pre-requisite(s):</b> ITAL 202	
<b>ITAL 302 - Advanced Italian II</b>	credits: 3
Advanced review of grammatical structures through conversation, readings, presentations and oral comprehension. Can be taken alone or as a continuation of ITAL 301. In Italian.	
<b>Pre-requisites:</b> ITAL 202	
<b>ITAL 303 - Survey of Italian Literature I</b>	credits: 3
An overview of Italian literature from the age of Dante through the Renaissance, including	

Petrarch, Boccaccio and Machiavelli. In English or Italian.

**Pre-requisites:** ITAL 202

**ITAL 304 - Survey Italian Literature II**

credits: 3

An overview of Italian literature from the Renaissance through contemporary times. In English or Italian.

**Pre-requisites:** ITAL 202

**ITAL 306 - Advanced Conversation**

credits: 3

Advanced conversation for students returning from Florence. In Italian.

**Pre-requisites:** ITAL 202

**ITAL 307 - Conversational Approach to Contemporary Issue**

credits: 3

A course designed for those who wish to continue to improve their conversational skills. Taught in Italian.

**Pre-requisites:** ITAL 202

**ITAL 308 - Italian through Film**

credits: 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. Offered in Florence only.

**Pre-requisite(s):** ITAL 202

**ITAL 316 - The Italian Short Story I**

credits: 3

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. In Italian.

**Pre-requisites:** ITAL 202

**ITAL 317 - Italian Short Story II**

credits: 3

The Italian short story through the works of the nineteenth and twentieth century authors. In Italian.

**Pre-requisites:** ITAL 202

**ITAL 330 - Literary Genres**

credits: 3

A study of examples of the major literary genres (narrative, dramatic, and poetic). In Italian.

**Pre-requisites:** ITAL 202

**ITAL 350 - Ital Civilization and Culture**

credits: 3

Readings and discussion of various aspects of Italian life such as art, cinema, politics, literature, history, fashions, etc. In Italian.

**Pre-requisites:** ITAL 202

**ITAL 380 - Special Topics**

credits: 1-3

Selected topics in Italian language, literature, or civilization.

**Pre-requisites:** ITAL 202

**ITAL 390 - Directed Study**

credits: 1-3

Topic to be decided by faculty.

**ITAL 391 - Directed Study**

credits: 1-3

Topic to be decided by faculty.

**ITAL 497 - Internship** credits: 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 before the internship begins.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** ITAL 301 minimum grade: B or ITAL 302 minimum grade: B

**ITAL 498 - Senior Project** credit: 1  
Permission from director only.

**Japanese**

**JPNE 100 - Japanese for Travelers** credits: 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. On sufficient demand.

**JPNE 101 - Elementary Japanese I** credits: 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** credits: 4  
A continuation of JPNE 101. 150 kanji in addition to those introduced in JPNE 101. Spring.

**Pre-requisite(s):** JPNE 101

**JPNE 190 - Directed Study** credits: 1-4  
Topic to be decided by faculty. May be repeated.

**JPNE 201 - Intermediate Japanese I** credits: 4  
Intensive oral work to develop fluency in the language; written composition and reading at the intermediate level. 200 kanji in addition to those introduced in JPNE 102. Fall.

**Pre-requisite(s):** JPNE 102

**JPNE 202 - Intermediate Japanese II** credits: 4  
A continuation of JPNE 201. 200 kanji in addition to those introduced in JPNE 201. Spring.

**Pre-requisite(s):** JPNE 201

**JPNE 290 - Japanese Tutoring** credit: 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.

**JPNE 291 - Directed Study** credits: 1-4  
Topic to be decided by faculty. May be repeated.

**JPNE 301 - Advanced Japanese I** credits: 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. Fall.

**Pre-requisite(s):** JPNE 202

**JPNE 302 - Advanced Japanese II** credits: 3  
A continuation of JPNE 301. 200 kanji in addition to those introduced in JPNE 301. Spring.

**Pre-requisites:** JPNE 301

**JPNE 305 - Advanced Japanese III** credits: 3

Designed to meet the needs of advanced students and to improve further skills in reading, writing, listening and speaking. On sufficient demand.

**Pre-requisites:** JPNE 302

**JPNE 350 - Japanese Culture I** credits: 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). Summer.

**Equivalent(s):** INST 360

**Restrictions:**

May not be the following: Freshman

**JPNE 351 - Japanese Culture II** credits: 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). On sufficient demand.

**Equivalent(s):** INST 361

**Restrictions:**

May not be the following: Freshman

**JPNE 380 - Special Topics** credits: 1-3

Selected topics in Japanese language, literature or civilization. May be repeated.

**Pre-requisites:** JPNE 202

**JPNE 390 - Directed Study** credits: 1-4

Topic to be decided by faculty. May be repeated.

**JPNE 491 - Directed Study** credits: 1-4

Selected readings by arrangement. May be repeated.

**Restrictions:**

May not be the following: Freshman

**JPNE 497 - Internship** credits: 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 Japanese Program Director, can be applied as upper division credits.

**Restrictions:**

May not be the following: Freshman

**Spanish**

**SPAN 101 - Elementary Spanish I** credits: 4

Introduction to the fundamental language skills of listening, speaking, reading, and writing Spanish.

**SPAN 102 - Elementary Spanish II** credits: 4

A continuation of SPAN 101.

**Pre-requisite(s):** SPAN 101

**SPAN 190 - Directed Study** credit: 1-8

Topic to be decided by faculty.

<b>SPAN 201 - Intermediate Spanish I</b>	credits: 4
Review of the fundamentals of grammar and syntax. In addition to work in spoken Spanish there are progressive exercises in reading and composition.	
<b>Pre-requisite(s):</b> SPAN 102	
<b>SPAN 202 - Intermediate Spanish II</b>	credits: 4
A continuation of SPAN 201.	
<b>Pre-requisite(s):</b> SPAN 201	
<b>SPAN 206 - Spanish Conversation</b>	credits: 3
Development of oral expression in Spanish within a correct grammatical framework.	
<b>Pre-requisites:</b> SPAN 102	
<b>SPAN 280 - 281 - Special Topics</b>	credits: 1-4
By arrangement only. Topic selected by student-teacher consultation.	
<b>SPAN 290 - Spanish Grammar Review</b>	credits: 3-4
Review of Spanish grammar.	
<b>SPAN 291 - Directed Study</b>	credits: 1-4
Topic to be decided by faculty.	
<b>SPAN 301 - Advanced Spanish I</b>	credits: 3
Advanced grammar and composition. A review of specific grammatical constructs most fundamental to effective oral and written communication.	
<b>Pre-requisite(s):</b> SPAN 202	
<b>SPAN 302 - Advanced Spanish II</b>	credits: 3
This course is a continuation of SPAN 301.	
<b>Pre-requisite(s):</b> SPAN 301	
<b>SPAN 303 - Survey of Spanish Literature I</b>	credits: 3
Readings and discussions of major works from the origins to the Golden Age.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 304 - Survey of Spanish Literature II</b>	credits: 3
Continuation of SPAN 303; Golden Age to the present.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 305 - Islamic Culture in Spain</b>	credits: 3
Course offered in Granada, Spain only.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 306 - Advanced Conversation</b>	credits: 3
Designed for those who wish to continue improving their listening and speaking skills.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 307 - Survey Latin-American Literature I</b>	credits: 3
A study of the region's literary classics from the pre-Columbian period to the Independence in the early 19th century.	
<b>Equivalent(s):</b> INST 316	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 308 - Survey Latin-American Literature II</b>	credits: 3
A study of the major literary works from the Independence period through Modernism and the	

classic works of the 20th century.

**Equivalent(s):** INST 317

**Pre-requisites:** SPAN 302

**SPAN 309 - Advanced Spanish Grammar Review**

credits: 3

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.

**Pre-requisites:** SPAN 302

**SPAN 350 - Culture and Civilization**

credits: 3

Course offered in Granada, Spain only.

**Pre-requisites:** SPAN 302

**SPAN 390 - Directed Study**

credits: 1-3

Topic to be decided by faculty.

**SPAN 401 - Spanish Poetry**

credits: 3

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.

**Pre-requisites:** SPAN 302

**SPAN 403 - Spanish Theater**

credits: 3

Spanish theater from its origins to the present. Emphasis on the significance of the Golden Age of theater to the evolution of this genre.

**Pre-requisites:** SPAN 302

**SPAN 404 - Spanish-American Theater**

credits: 3

Spanish American theatre from colonial period to the present. Emphasis placed on the contemporary period and the theater that evolved subsequent to the Modernist period.

**Pre-requisites:** SPAN 302

**SPAN 405 - Narrative Fiction in Spain**

credits: 3

Analysis of the historical evolution of the novel and short story and their literary antecedents in Spain, from origins to the present.

**Pre-requisites:** SPAN 302

**SPAN 406 - Narrative Fiction in Spanish America**

credits: 3

The novel and short story in Spanish America during the twentieth century.

**Equivalent(s):** INST 406

**Pre-requisites:** SPAN 302

**SPAN 407 - Peninsular Contemporary Short Story**

credits: 3

This course focuses on Spanish short stories written in Spain or by Spaniards living in exile from the 1940s to the present. The course gives a panoramic vision of Spain's recent history through a selection of short stories and also through the history of this genre in Spain, with a strong emphasis on women writers. We will take into consideration the main authors and movements of recent decades and analyze both the mechanisms that shape the genre, and its representations, especially in terms of gender discontinuities. The students will be exposed not only to short stories, but also to articles, films, interviews, and reflections and meditations by the writers themselves.

**Pre-requisites:** SPAN 302

<b>SPAN 409 - Span Civilization and Culture</b>	credits: 3
A study of Spanish history and the historical development of the country's art, music, architecture, social customs and values.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 410 – Spanish American Civilization and Culture</b>	credits: 3
A study of Spanish American history and historical development of the region's art, music, architecture, social customs and values.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 411 - Mexican Culture</b>	credits: 3
Summer session course in Mexico on Mexican society, art, history and literature.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 415 - Spanish Cinema</b>	credits: 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	
<b>Equivalent(s):</b> INST 415	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 416 - Latin American Cinema</b>	credits: 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.	
<b>Equivalent(s):</b> INST 414	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 417 - The Movies of Pedro Almodovar</b>	credits: 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.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 418 - Spanish American Short Story</b>	credits: 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.

**Pre-requisites:** SPAN 302

**SPAN 419 - Translation**

credits: 3

Course offered in Granada, Spain only.

**Pre-requisites:** SPAN 302

**SPAN 420 - Current Spanish Social and Political Life**

credits: 3

Course offered in Granada, Spain only.

**Pre-requisites:** SPAN 302

**SPAN 425 - Contemporary Spanish History**

credits: 3

Course offered in Granada, Spain only.

**Equivalent(s):** HIST 395

**Pre-requisites:** SPAN 302

**SPAN 427 - Franco Era**

credits: 3

Course offered in Granada, Spain only.

**Pre-requisites:** SPAN 302

**SPAN 428 - Modern Spanish History**

credits: 3

Course offered in Granada, Spain only.

**Pre-requisites:** SPAN 302

**SPAN 429 - Latin American History**

credits: 3

**Pre-requisites:** SPAN 302

**SPAN 431 - Golden Age Literature**

credits: 3

Course offered in Granada, Spain only.

**Pre-requisites:** SPAN 302

**SPAN 433 - Span Art Ancient and Medieval**

credits: 3

Course offered in Granada, Spain only.

**Equivalent(s):** VART 296

**Pre-requisites:** SPAN 302

**SPAN 434 - Spanish Art-Modern and Contemporary**

credits: 3

Course offered in Granada, Spain only.

**Equivalent(s):** VART 295

**Pre-requisites:** SPAN 302

**SPAN 436 - 19th and 20th Century Literature.**

credits: 3

Course offered in Granada, Spain only.

**Pre-requisites:** SPAN 302

**SPAN 438 - Contemporary Spanish Poetry**

credits: 3

Course offered in Granada, Spain only.

**Pre-requisites:** SPAN 302

**SPAN 442 - 20th Century Latin American Women Literature**

credits: 3

Studies and analyzes narrative fiction (short stories and novels) and essays written by or about Latin American women writers since 1970.

**Pre-requisites:** SPAN 302

<b>SPAN 446 - Business Spanish</b>	credits: 2
Course taught in Granada only.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 447 - European Union</b>	credits: 2
Course taught in Granada only.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 470 - Special Topics Study Abroad</b>	credits: 3
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 471 - The Hispanic Community in U.S.</b>	credits: 3
Social outreach course: readings on and volunteer work with Hispanic community.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 480 - Seminar</b>	credits: 3
Specific topics to be chosen by professor.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 481 - Seminar</b>	credits: 3
Specific topics to be chosen by professor.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 482 - Spanish Dialects</b>	credits: 3
Course offered in Granada, Spain only.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 490 - Directed Study</b>	credits: 1-3
Readings and reports on selected topics. By arrangement.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 491 - Directed Reading</b>	credits: 1-3
Readings and reports on selected topics. By arrangement.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 497 - Spanish Language Internship</b>	credits: 0-3
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.	
<b>Pre-requisites:</b> SPAN 302	
<b>SPAN 499 - Comprehensive</b>	credit: 1
Required of all majors.	
<b>Pre-requisite(s):</b> 12 credits of SPAN 300 or 400 level course work	
<b>Modern Languages</b>	
<b>MDLA 190 - Elementary Language</b>	credit: 0-9
<b>MDLA 193 - First Year Seminar</b>	credits: 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.

**MDLA 290 - Intermediate Language**

credits: 0-9

**MDLA 390 - Advanced Language**

credits: 0-9

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## Music

**Chairperson:** Timothy Westerhaus

**Professors:** K. Hekmatpanah, R. Spittal, J. K. Waters, S.J. (Emeritus)

**Assistant Professors:** P. Hamlin, T. Westerhaus

**Senior Lecturer:** D. Fague

**Lecturer:** D. Sonntag

The Music Department offers the degrees of Bachelor of Arts in Music and the Bachelor of Arts in Music Education, as well as several minors in music. The Bachelor of Arts in Music has several possible concentrations, including performance, composition, and general studies in music. The Bachelor of Arts in Music Education certifies the graduate to teach music in the elementary and secondary schools in the State of Washington and 46 reciprocating states.

Students majoring in music education may elect one of two concentrations, choral and general music or instrumental and general music, or they may combine the concentrations. 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 vocal 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.A. Major in Music: 48-52 Credits**

### **Lower Division (27 credits)**

MUSC 131 Applied Lessons	4 credits
Ensembles	4 credits
MUSC 140, MUSC 144, MUSC 145, MUSC 146, MUSC 147, MUSC 150, or MUSC 153	
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 261 Music Theory III	3 credits
MUSC 261L Theory III Ear Training Lab	1 credit
MUSC 262 Music Theory IV	3 credits
MUSC 262L Theory IV Ear Training Lab	1 credit
MUSC 240 Piano Proficiency Exam	0 credit

### **Upper Division (15 credits)**

MUSC 391 Music History I	3 credits
MUSC 392 Music History II	3 credits
MUSC 480 Music History Seminar	3 credits
MUSC 461 18th Century Counterpoint	3 credits
MUSC 462 Orchestration	3 credits

### **General Studies in Music Concentration: 6 credits**

One Music elective from the following	3 credits
MUSC 346 The World of Opera	
MUSC 375 Jazz History	
MUSC 399 Research Methods	3 credits
MUSC 491 Thesis/Oral Comprehensive Exam	0 credit
MUSC 499 Senior Thesis	0 credit

### **Performance Concentration: 10 Credits**

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

### **Composition Concentration: 6 Credits**

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.A. Major in Music Education: 54 Credits**

### **Required Music Courses (all Concentrations)**

#### **Lower Division: 27 credits**

MUSC 131 Applied Lessons	4 credits
Ensembles	4 credits
MUSC 140, MUSC 144, MUSC 145, MUSC 146, MUSC 147, MUSC 150, or MUSC 153	
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 261 Music Theory III	3 credits
MUSC 261L Theory III Ear Training Lab	1 credit
MUSC 262 Music Theory IV	3 credits
MUSC 262L Theory IV Ear Training Lab	1 credit
MUSC 240 Piano Proficiency Exam	0 credit
MUSC 241 Upper Division Applied Exam	0 credit

#### **Upper Division: 12 credits**

MUSC 391 Music History I	3 credits
MUSC 392 Music History II	3 credits
MUSC 461 18th Century Counterpoint	3 credits
MUSC 462 Orchestration	3 credits

### **Required Music Education Courses: 10 credits (all Concentrations)**

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 Choral Techniques	1 credit
MUSC 139 World Music Methods	1 credit
MUSC 354 Music Education Methods	3 credits

### **Choral and General Concentration: 5 Credits**

MUSC 140 Gonzaga University Choir	3 credits
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons (Voice)	2 credits

### **Instrumental and General Concentration: 5 Credits**

Ensembles (MUSC 146 or MUSC 147)	3 credits
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.

### **Minor in Conducting: 20 credits**

**(For Music Majors or Music Education Majors only)**

MUSC 211 Conducting	3 credits
MUSC 131T Applied Conducting	4 credits
MUSC 332 Choral Conducting Lab	0 credit
MUSC 333 Instrumental Conducting Lab	0 credit
MUSC 325 Half Recital (major instrument or voice)	0 credit
Ensembles	8 credits
MUSC 140, MUSC 143, MUSC 146, MUSC 147	
Electives	5 credits
MUSC 126, MUSC 127, MUSC 131 (in primary instrument), MUSC 133, MUSC 134, MUSC 135, MUSC 136, MUSC 137, MUSC 140, MUSC 143, MUSC 146, MUSC 147	

### **Minor in Music: 22 credits**

MUSC 131 (or higher) Applied Lessons (one instrument)	4 credits
Ensembles	7 credits
MUSC 140, MUSC 141, MUSC 144, MUSC 145, MUSC 146, MUSC 147, MUSC 150, or MUSC 153	
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

### **Minor in Jazz Performance: 22 Credits**

MUSC 131 or 331 Applied Jazz Improvisation (primary instrument)	4 credits
MUSC 142, MUSC 149, MUSC 152 Jazz Ensembles	7 credits
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

#### **Course Descriptions:**

##### **MUSC 120 - Introduction to Music Technology**

credit: 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.

<b>MUSC 121 - Piano Class I</b>	credit: 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.	
<b>MUSC 122 - Piano Class II</b>	credit: 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.	
<b>Pre-requisites:</b> MUSC 121	
<b>MUSC 123 - Guitar Class I</b>	credit: 1
Designed for the beginning guitarist. Emphasis on tuning, position, chords, and basic reading skills.	
<b>MUSC 124 - Guitar Class II</b>	credit: 1
A continuation of Guitar Class I.	
<b>Pre-requisites:</b> MUSC 123	
<b>MUSC 125 - Group Voice Class</b>	credit: 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.	
<b>MUSC 128 - Solo Vocal Literature</b>	credits: 2
Introduces students to standard solo vocal literature from 1600 to present with an emphasis on Art Song.	
<b>Pre-requisites:</b> MUSC 131C or MUSC 331C	
<b>MUSC 130 - Piano Proficiency Class</b>	credit: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Music, Music Education	
<b>Pre-requisites:</b> MUSC 161 or MUSC 162	
<b>MUSC 131A - Applied Piano</b>	credits: 1-2
<b>MUSC 131B - Applied Organ/Harpsichord</b>	credits: 1-2
<b>MUSC 131C - Applied Voice</b>	credits: 1-2
<b>MUSC 131D - Applied Violin</b>	credits: 1-2
<b>MUSC 131E - Applied Cello</b>	credits: 1-2
<b>MUSC 131F - Applied Oboe</b>	credits: 1-2
<b>MUSC 131G - Applied Guitar</b>	credits: 1-2
<b>MUSC 131H - Applied String Bass</b>	credits: 1-2
<b>MUSC 131I - Applied Clarinet</b>	credits: 1-2
<b>MUSC 131J - Applied Saxophone</b>	credits: 1-2
<b>MUSC 131K - Applied Flute</b>	credits: 1-2
<b>MUSC 131L - Applied Trumpet</b>	credits: 1-2
<b>MUSC 131M - Applied Low Brass</b>	credits: 1-2
<b>MUSC 131N - Applied Percussion</b>	credits: 1-2

<b>MUSC 131O - Applied Jazz Piano</b>	credits: 1-2
<b>MUSC 131P - Applied Bassoon</b>	credits: 1-2
<b>MUSC 131Q - Applied French Horn</b>	credits: 1-2
<b>MUSC 131R - Applied Jazz Improvisation</b>	credits: 1-2
<b>MUSC 131S - Applied Electric Bass</b>	credits: 1-2
<b>MUSC 131T - Applied Conducting</b>	credits: 1-2
<b>Pre-requisites:</b> MUSC 211	
<b>MUSC 131U - Applied Jazz Bass</b>	credits: 1-2
<b>MUSC 131V - Applied Harp</b>	credits: 1-2
<b>MUSC 131W - Applied Viola</b>	credits: 1-2
<b>MUSC 131X - Applied Jazz Guitar</b>	credits: 1-2
<b>MUSC 131Y - Applied Jazz Voice</b>	credits: 1-2
Individual Jazz Voice Lessons	
<b>MUSC 131Z - Applied Jazz Drum Set</b>	credits: 1-2
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.	
<b>MUSC 133 - Brass Techniques</b>	credit: 1
Designed to formulate principles for teaching the brass instruments. Discussion, demonstration, and performance on the brass instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>MUSC 134 - Woodwind Techniques</b>	credit: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>MUSC 135 - Strings Techniques</b>	credit: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>MUSC 136 - Percussion Techniques</b>	credit: 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.

**Restrictions:**

May not be the following: Freshman

**MUSC 137 - Vocal Techniques**

credit: 1

**Restrictions:**

May not be the following: Freshman

**MUSC 139 - World Music Methods**

credit: 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: 1

Audition required.

**MUSC 143 - Chamber Singers**

credit: 1

Audition required.

**MUSC 144 - Gonzaga Men's Chorus**

credit: 1

A choir open without audition to all students. The Men's Chorus sings TTBB literature. May be repeated for credit.

**MUSC 145 - Gonzaga Women's Chorus**

credit: 1

The Women's Chorus sings SSAA literature. Audition required.

**MUSC 146 - Wind Ensemble**

credit: 1

The Wind Symphony performs new and standard literature for concert band and wind ensemble. Audition required.

**MUSC 147 - Symphony Orchestra**

credit: 1

The Symphony Orchestra is open to all members of the University and Spokane community.

Audition or permission from instructor required.

**MUSC 148 - Chamber Ensemble**

credit: 1

Audition required.

**Pre-requisites:** MUSC 140 or MUSC 146 or MUSC 147

**MUSC 149 - Jazz Workshop Combo**

credit: 1

Audition required.

**MUSC 150 - Guitar Ensemble**

credit: 1

Audition required.

**Co-requisites:** MUSC 131G

**MUSC 152 - Gonzaga Jazz Ensemble**

credit: 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.

<b>MUSC 153 - String Chamber Ensemble</b>	credit: 1
A chamber ensemble for string students. Students must be proficient on their instrument. Audition required.	
<b>MUSC 154 - Percussion Ensemble</b>	credit: 1
The Percussion Ensemble performs a wide variety of literature from standard to non-traditional and ethnic music. Instructor permission required.	
<b>MUSC 155 - Gonzaga Band</b>	credit: 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.	
<b>MUSC 156 - Gonzaga Drum Line</b>	credit: 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.	
<b>MUSC 161 - Music Theory I</b>	credits: 3
Review of music fundamentals, basic analysis, and the study of harmony through secondary dominants. Introduction to musical forms.	
<b>Co-requisites:</b> MUSC 161L	
<b>MUSC 161L - Theory I Ear Training Lab</b>	credit: 1
Course includes ear training, sight-signing, melodic, rhythmic and harmonic dictation.	
<b>Co-requisites:</b> MUSC 161	
<b>MUSC 162 - Music Theory II</b>	credits: 3
A continuation of MUSC 161.	
<b>Co-requisites:</b> MUSC 162L	
<b>Pre-requisites:</b> MUSC 161 and MUSC 161L	
<b>MUSC 162L - Theory II Ear Training Lab</b>	credit: 1
Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation.	
<b>Co-requisites:</b> MUSC 162	
<b>Pre-requisites:</b> MUSC 161 and MUSC 161L	
<b>MUSC 171 - Music in the Humanities</b>	credits: 3
Historical survey of the development of music from antiquity to the present. Relationships between the other arts, philosophies, and social structures presented in context with the evolution of music. Emphasizes the understanding of music history through lecture, performance, and recordings.	
<b>MUSC 175 - Jazz History</b>	credits: 3
A survey of jazz history including important musicians and recordings with the highest emphasis on aural discernment and critical listening skills. The lives, historical/social significance, and music of key jazz musicians of each style period will be studied through demonstrative lectures and audio/visual examples.	
<b>MUSC 185 - Special Topics:</b>	credits: 1-3
Course topic to be determined by Music faculty.	

**MUSC 190 - Directed Study** credits: 1-3

Topic to be decided by faculty.

**MUSC 193 - First Year Seminar** credits: 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.

**MUSC 211 - Conducting** credits: 3

Fundamental study of conducting and score reading, and analysis skill applicable to instrumental and choral ensembles.

**Pre-requisites:** MUSC 162

**MUSC 221 - Piano Class III** credit: 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.

**Pre-requisites:** MUSC 122

**MUSC 222 - Piano Class IV** credit: 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.

**Pre-requisites:** MUSC 221

**MUSC 223 - Guitar Class III** credit: 1

A continuation of Guitar Class II, this course provides a survey of guitars styles from classical to contemporary.

**Pre-requisites:** MUSC 124

**MUSC 224 - Guitar Class IV** credit: 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.

**Pre-requisites:** MUSC 223

**MUSC 231 - Vocal Diction I** credits: 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.

**Pre-requisites:** MUSC 131C or MUSC 331C

**MUSC 232 - Vocal Diction II** credits: 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.

**Pre-requisites:** MUSC 131C or MUSC 331C

**MUSC 240 - Piano Proficiency Exam** credit: 0

This course is required for all music majors. It is required prior to enrolling in upper division music courses.

**MUSC 241 - Upper Division Applied Exam** credit: 0

This course is required for students prior to enrolling in upper division applied lessons.

**MUSC 246 - The World of Opera** credits: 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.

**MUSC 247 - Music of Christian Tradition** credits: 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.

**MUSC 248 - Development of Western Music** credits: 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.

**MUSC 249 - World Music** credits: 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.

**MUSC 261 - Music Theory III** credits: 3

Continuation of Music Theory II. Advanced ear-training skills, analysis, stylistic writing, and introduction to complex musical forms.

**Co-requisites:** MUSC 261L

**Pre-requisites:** MUSC 162 and MUSC 162L

**MUSC 261L - Theory III Ear Training Lab** credit: 1

Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation.

**Co-requisites:** MUSC 261

**Pre-requisites:** MUSC 162 and MUSC 162L

<b>MUSC 262 - Music Theory IV</b>	credits: 3
Continuation of Music Theory III. Twentieth-century and contemporary harmony and composition.	
<b>Co-requisites:</b> MUSC 262L	
<b>Pre-requisites:</b> MUSC 261 and MUSC 261L	
<b>MUSC 262L - Theory IV Ear Training Lab</b>	credit: 1
Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation.	
<b>Co-requisites:</b> MUSC 262	
<b>Pre-requisites:</b> MUSC 261 and MUSC 261L	
<b>MUSC 290 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	
<b>MUSC 320 - Vocal Pedagogy</b>	credits: 2
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>Pre-requisites:</b> MUSC 131C or MUSC 331C	
<b>MUSC 321 - Song Literature</b>	credits: 2
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>Pre-requisites:</b> MUSC 131C or MUSC 331C	
<b>MUSC 325 - Half Recital</b>	credit: 0
Thirty minute degree recital required for those students majoring in Music Performance and Music Education. Presentation of recital requires successful audition one month before recital date.	
<b>Co-requisites:</b> MUSC 331	
<b>Pre-requisites:</b> MUSC 240 and MUSC 241	
<b>MUSC 326 - Composition Junior Portfolio</b>	credit: 0
Public performance and recording of two or more compositions written for MUSC 364.	
Required of composition emphasis music majors.	
<b>Co-requisites:</b> MUSC 364	
<b>MUSC 331A - Applied Piano</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131A and MUSC 241 and MUSC 240	
<b>MUSC 331B - Applied Organ/Harpsichord</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131B and MUSC 241 and MUSC 240	
<b>MUSC 331C - Applied Voice</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131C and MUSC 241 and MUSC 240	
<b>MUSC 331D - Applied Violin</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131D and MUSC 240	
<b>MUSC 331E - Applied Cello</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131E and MUSC 241 and MUSC 240	
<b>MUSC 331F - Applied Oboe</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131F and MUSC 241 and MUSC 240	

<b>MUSC 331G - Applied Guitar</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131G and MUSC 241 and MUSC 240	
<b>MUSC 331H - Applied String Bass</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131H and MUSC 241 and MUSC 240	
<b>MUSC 331I - Applied Clarinet</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131I and MUSC 241 and MUSC 240	
<b>MUSC 331J - Applied Saxophone</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131J and MUSC 241 and MUSC 240	
<b>MUSC 331K - Applied Flute</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131K and MUSC 241 and MUSC 240	
<b>MUSC 331L - Applied Trumpet</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131L and MUSC 241 and MUSC 240	
<b>MUSC 331M - Applied Low Brass</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131M and MUSC 241 and MUSC 240	
<b>MUSC 331N - Applied Percussion</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131N and MUSC 241 and MUSC 240	
<b>MUSC 331O - Applied Jazz Piano</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131O and MUSC 241	
<b>MUSC 331P - Applied Bassoon</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131P and MUSC 241 and MUSC 240	
<b>MUSC 331Q - Applied French Horn</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131Q and MUSC 241 and MUSC 240	
<b>MUSC 331R - Applied Jazz Improvisation</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131R	
<b>MUSC 331S - Applied Electric Bass</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131S and MUSC 241	
<b>MUSC 331U - Applied Jazz Bass</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131U and MUSC 241	
<b>MUSC 331V - Applied Harp</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131V and MUSC 241 and MUSC 240	
<b>MUSC 331W - Applied Viola</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131W and MUSC 241	
<b>MUSC 331X - Applied Jazz Guitar</b>	credits: 2
<b>Pre-requisites:</b> MUSC 131X and MUSC 241	
<b>MUSC 331Z - Applied Jazz Drum Set</b>	credits: 1-2
Designed to continue in the development and refinement of jazz drumming.	
<b>Pre-requisites:</b> MUSC 241	
<b>MUSC 332 - Choral Conducting Lab</b>	credit: 0
Choral Conducting lab to accompany Applied Conducting (MUSC 131T).	
<b>Co-requisites:</b> MUSC 131T	
<b>MUSC 333 - Instrumental Conducting Lab</b>	credit: 0
Instrumental Conducting Lab to accompany Applied Conducting (MUSC 131T).	
<b>Co-requisites:</b> MUSC 331T	

**MUSC 340 - Jazz Piano Proficiency Exam** credit: 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.

**Pre-requisites:** MUSC 240

**MUSC 346 - The World of Opera** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Music, Music Education

**Pre-requisites:** MUSC 240

**MUSC 354 - Music Education Methods** credits: 3  
Intended primarily for the music education major. Foundations, methods and materials for teaching instrumental and general music in the elementary and secondary schools.

**Pre-requisites:** MUSC 240

**MUSC 358 - Keyboard Accompanying** credit: 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.

**Pre-requisites:** MUSC 331A

**MUSC 364 - Composition** credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** MUSC 262 and MUSC 240

**MUSC 375 - Jazz History** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Music, Music Education

**Pre-requisites:** MUSC 240

**MUSC 391 - Music History I** credits: 3  
Survey of the history and literature of music from Antiquity through the Medieval, Renaissance, Baroque, and Classical Periods.

**Pre-requisites:** MUSC 261 minimum grade: C and MUSC 240

<b>MUSC 392 - Music History II</b>	credits: 3
Survey of the history and literature of music in the Romantic Period, 20 <sup>th</sup> Century, and New Millennium. Includes music of the Western classical and jazz traditions and global intersections.	
<b>Pre-requisites:</b> MUSC 361 minimum grade: C	
<b>MUSC 399 - Research Methods and Materials</b>	credits: 3
Designed for those students majoring in music, General Studies Concentration, who are preparing to write their Senior Thesis.	
<b>Pre-requisites:</b> MUSC 240 and MUSC 262 and MUSC 391 and MUSC 392 and MUSC 393	
<b>MUSC 425 - Full Recital</b>	credit: 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.	
<b>Pre-requisite(s):</b> MUSC 325 and private lessons (MUSC 331)	
<b>MUSC 426 - Composition Senior Portfolio</b>	credit: 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.	
<b>Co-requisites:</b> MUSC 464	
<b>Pre-requisites:</b> MUSC 326	
<b>MUSC 432 - Core Integration Seminar</b>	credits: 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.	
<b>MUSC 450 - Jazz Theory and Analysis</b>	credit: 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).	
<b>Pre-requisites:</b> MUSC 340 and MUSC 262 minimum grade: C	
<b>MUSC 461 - 18th Century Counterpoint</b>	credits: 3
The study of 18th century counterpoint. Evaluation materials will include both analysis and composition.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> MUSC 262 and MUSC 240	

<b>MUSC 462 - Orchestration</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>Pre-requisites:</b> MUSC 262 and MUSC 240	
<b>MUSC 464 - Advanced Composition</b>	credits: 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.	
<b>Pre-requisites:</b> MUSC 364	
<b>MUSC 480 - Music History Seminar</b>	credits: 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.	
<b>Pre-requisites:</b> MUSC 391 minimum grade: C and MUSC 392 minimum grade: C	
<b>MUSC 490 - Directed Study/Readings</b>	credits: 1-3
Directed Study/Readings requires completion of a form, and department permission and cannot be registered for via Zagweb.	
<b>MUSC 491 - Thesis/Oral Comprehensive Exam</b>	credit: 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.	
<b>Pre-requisites:</b> MUSC 391and MUSC 211 and MUSC 391 and MUSC 392 and MUSC 461 and MUSC 462 and MUSC 499	
<b>MUSC 497 - Internship</b>	credits: 0-6
The 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Music, Music Education	
Must be the following: Junior, Senior	
<b>MUSC 499 - Senior Thesis</b>	credit: 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.	
<b>Pre-requisites:</b> MUSC 399	

## **Native American Studies**

**Director:** Laurie Arnold

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.

## **Minor in Native American Studies: 21 credits**

## **Lower Division**

NTAS 101 Introduction to Native American Studies	3 credits
NTAS electives	0-6 credits

## **Upper Division**

One of the following two courses: 3 credits

NTAS 497 Experiential Learning: Internship

NTAS 498 Experiential Learning: Research

## **Course Descriptions:**

**NTAS 101 - Introduction Native American Studies**

credits: 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.

**NTAS 193 - First Year Seminar** credits: 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.

**NTAS 199 - Indigenous Science** credits: 2

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.

**Co-requisites:** BIOL 199L

**NTAS 210 - Indians of Columbia Plateau** credits: 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.

**Equivalent(s):** HIST 210

**NTAS 211 – Introduction to Native American History** credits: 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.

**Equivalent(s):** HIST 211

**NTAS 310 - Native American Activism** credits: 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.

**NTAS 311 - Native American Government and Politic**

credits: 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, I want this course to study how (or how not) federal, state, and municipal governments interact with Native American governments. Spring, even years.

**NTAS 320 - Native American Art and Performance**

credits: 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.

**NTAS 321 - American Indian Literatures**

credits: 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.

**Equivalent(s):** ENGL 418

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**NTAS 322 - Native American Religions**

credits: 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.

**Equivalent(s):** RELI 356

**NTAS 330 - Native Americans and Sports**

credits: 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. Course activities will include a visit to Gonzaga's Jesuit Oregon Province Archives to search for primary source materials related to sporting events at Gonzaga during

the 1925 Northwest Indian Congress, held in Spokane. Events included numerous track races and culminated with a football game, Haskell Indian Nations University at Gonzaga. Spring, every four years beginning 2016.

**NTAS 340 - Global Indigeneity** credits: 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. Spring, every four years beginning 2017.

**NTAS 341 – Colonial Latin America** credits: 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.

**Equivalent(s):** HIST 380, INST 372

**NTAS 359 – America: Invasion to Rebellion** credits: 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.

**Equivalent(s):** HIST 359

**NTAS 390 - Native American Studies Topics** credits: 0-4

Topics to be determined by instructor.

**NTAS 432 - Core Integration Seminar** credits: 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.

**NTAS 497 - Experiential Learning: Internship** credits: 0-6

Professional work experience in a field related to Native American Studies.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** NTAS 101

**NTAS 498 - Experiential Learning: Research** credits: 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, Summer.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** NTAS 101 minimum grade: C

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## **Philosophy**

**Chairperson:** Jay Ciappa

**Director of the Philosophy Graduate Program:** David Calhoun

**Professors:** M. Alfino, D. Calhoun, B. Henning, T. Jeannot, D. Kries, W. Pomerleau, T. Rukavina (Emeritus), E. Schmidt, M. Tkacz, R.M. Volbrecht

**Associate Professors:** D. Bradley, K. Besmer, J. Ciappa, T. Clancy, S.J., B. Clayton, T. Di Maria, D. Layne, Q. Liu, E. Maccarone, J. Wagner

**Assistant Professors:** M. Howard, C. Lassiter, T. Tritten, 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 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 and in Religious Studies. 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 course	3 credits
PHIL 432 Core Integration Seminar	3 credits
PHIL 499 Exit Requirement	0 credits
One course in Contemporary Philosophy	3 credits
PHIL 404 Philosophy of Science	
PHIL 406 Philosophy of Mind	
PHIL 411 Philosophy of Language	
PHIL 416 Marxism	
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 491 Special Topics*	

One course in Ethics or Political Philosophy	3 credits
PHIL 414 Ancient Concepts of Justice	
PHIL 416 Marxism	
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 491 Special Topics*	

\* Selected courses only, as indicated in course description.

### Kossel Concentration: 47 Credits

PHIL 413 Theory of Knowledge	3 credits
PHIL 439 Christian Metaphysics	3 credits
LATN 101	4 credits
LATN 102	4 credits

**Note:** In fulfilling the upper-division requirements of the major, Kossel Concentration students must take PHIL 413 and PHIL 439. In addition to the University Core requirements in religious studies, Kossel students will complete one extra RELI course (3 credits on any level) in Catholic doctrine, liturgy, sacraments, spirituality, morality, prayer, or biblical studies.

### Minor in Philosophy: 21 Credits

#### Lower Division

PHIL 101 Reasoning	3 credits
PHIL 201 Philosophy of Human Nature	3 credits

#### Upper Division

PHIL 301 Ethics	3 credits
PHIL 400-430 Seminar	3 credits
PHIL 300 and/or 400 level courses	9 credits

**Course Descriptions:**

**PHIL 101 - Reasoning** credits: 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.

**PHIL 101H - Reasoning - Honors** credits: 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.

**Pre-requisites:** HONS 190

**PHIL 190 - Directed Study** credits: 1-6

Topic to be decided by faculty.

**PHIL 193 - First Year Seminar** credits: 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.

**PHIL 201 - Philosophy of Human Nature** credits: 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.

**Pre-requisites:** (PHIL 101 or PHIL 101H or PHIL 102H)

**PHIL 201H - Philosophy of Human Nature Honors** credits: 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.

**Pre-requisites:** HONS 190 and (PHIL 101H or PHIL 102H)

**PHIL 280 - Persons and Conduct** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**PHIL 290 - Directed Study** credits: 1-6

Topic to be decided by faculty.

**PHIL 301 - Ethics** credits: 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.

**Pre-requisites:** PHIL 201 or PHIL 201H and (PHIL 101 or PHIL 101H or PHIL 102H)

**PHIL 301H - Ethics-Honors** credits: 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.

**Pre-requisites:** HONS 190 and (PHIL 201H or PHIL 201)

**PHIL 305 - History of Ancient Philosophy** credits: 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.

**Pre-requisites:** PHIL 201 or (PHIL 101 and PHIL 193)

**PHIL 310 - History of Medieval Philosophy** credits: 3

A survey of the major philosophical movements in the Latin, Greek, and Arabic traditions from the seventh to the fourteenth centuries. Spring.

**Pre-requisites:** PHIL 305

**PHIL 320 - History of Modern Philosophy** credits: 3

A survey from Descartes through Hegel. Spring.

**Pre-requisites:** PHIL 305

**PHIL 389 - Ethics and Service Learning** credit: 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.

**Co-requisites:** PHIL 301

**Pre-requisites:** PHIL 201 or PHIL 201H

**PHIL 390 - Medical Ethics Internship** credits: 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.

**Pre-requisites:** PHIL 301

**PHIL 391 - Directed Study** credits: 1-6

Topic to be decided by faculty.

**PHIL 404 - Philosophy of Science** credits: 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.

**Pre-requisite(s):** PHIL 201 or PHIL 201H

**PHIL 406 - Philosophy of Mind** credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisite(s):** PHIL 201 or PHIL 201H

**PHIL 411 - Philosophy of Language** credits: 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 both Western and Eastern thinkers.

**Pre-requisite(s):** PHIL 201 or PHIL 201H

**PHIL 413 - Theory of Knowledge** credits: 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.

**Pre-requisite(s):** PHIL 201 or PHIL 201H

**PHIL 414 - Ancient Concepts of Justice** credits: 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).

**Equivalent(s):** SOSJ 412

**Pre-requisite(s):** PHIL 201 or PHIL 201H

**PHIL 416 - Marxism** credits: 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.

**Pre-requisites:** PHIL 201 or PHIL 201H

**PHIL 421 - American Philosophy** credits: 3

A study of major figures in the American philosophical tradition.

**Pre-requisites:** PHIL 201 or PHIL 201H

**PHIL 422 - Postmodern Thought** credits: 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.

**Pre-requisites:** PHIL 201 or PHIL 201H

<b>PHIL 423 - Process Philosophy</b>	credits: 3
Philosophers such as Bergson and Whitehead, who regard creative process as the essence of the real.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 425 - Phenomenology</b>	credits: 3
Some proponents of phenomenological philosophy stemming from Husserl.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 426 - Political Philosophy</b>	credits: 3
An examination of the nature and norms of political life, with attention to major historical themes in the light of contemporary relevance.	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 427 - Major Figures and Movements</b>	credits: 3
An in-depth exploration of the work of a single figure or movement in the history of philosophy.	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 428 - Philosophical Hermeneutics</b>	credits: 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.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 429 - Special Topics: Philosophy Seminar</b>	credits: 3
Topics will be determined by the instructor.	
<b>Pre-requisites:</b> PHIL 201 minimum grade: C or PHIL 201H minimum grade: C	
<b>PHIL 430 - Metaphysics</b>	credits: 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.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 432 - Core Integration Seminar</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>Pre-requisites:</b> University Core Ethics Requirement	
<b>PHIL 434 - Chinese Philosophy</b>	credits: 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.	
<b>Equivalent(s):</b> INST 396	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	

<b>PHIL 435 - C.S. Lewis</b>	credits: 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.	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 436 - Walker Percy</b>	credits: 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."	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 437 - Philosophy of Time</b>	credits: 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.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 438 - Phil of Love and Friendship</b>	credits: 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.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 439 - Christian Metaphysics</b>	credits: 3
The course is divided into three parts: 1) the Metaphysics of Nature which studies the principles of created being and the necessity of divine being as its source 2) the Metaphysics of Being which studies being in its most generic characteristics, and 3) the Metaphysics of God which studies the nature of divine being as far as it can be understood by human beings. Among the topics to be considered are: act and potency, causality and chance, the cosmological argument, substance and accident, necessity and contingency, ontological participation, transcendentals, the analogy of being, divine simplicity, and the incarnation.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 441 - Symbolic Logic</b>	credits: 3
The study of modern symbolic logic (propositional and predicate). Metalogical issues (the syntax and semantics of formal systems) are discussed.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 442 - Philosophy of Sex and Gender</b>	credits: 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.	
<b>Equivalent(s):</b> WGST 434	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 446 - Philosophical Reflection on Christianity and Science</b>	credits: 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.

**Pre-requisites:** PHIL 201 or PHIL 201H

**PHIL 447 - Wisdom**

credits: 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.

**Pre-requisite(s):** PHIL 201 or PHIL 201H

**PHIL 448 - Philosophy of Mind**

credits: 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.

**Pre-requisites:** PHIL 201 or PHIL 201H

**PHIL 449 - African American Philosophy**

credits: 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.

**Pre-requisites:** PHIL 201 or PHIL 201H

**PHIL 450 - Happiness**

credits: 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.

**Pre-requisite(s):** PHIL 201 or PHIL 201H

**PHIL 451 - Political Philosophy**

credits: 3

An examination of the nature and norms of political life, with attention to major historical themes in the light of contemporary relevance.

**Pre-requisites:** PHIL 201H or PHIL 201

**PHIL 453 - International Ethics**

credits: 3

The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration.

**Equivalent(s):** INST 350

**Pre-requisites:** PHIL 201 or PHIL 201H

<b>PHIL 454 - Existentialism</b>	credits: 3
The movement from Kierkegaard to the present.	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 455 - Health Care Ethics</b>	credits: 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.	
<b>Pre-requisites:</b> PHIL 301 or PHIL 301H	
<b>PHIL 456 - Feminist Ethics</b>	credits: 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.	
<b>Equivalent(s):</b> WGST 435	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 457 - Business Ethics</b>	credits: 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.	
<b>Pre-requisites:</b> PHIL 301 or PHIL 301H	
<b>PHIL 458 - Environmental Ethics</b>	credits: 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' Annually.	
<b>Equivalent(s):</b> ENVS 358	
<b>Pre-requisites:</b> PHIL 301 or PHIL 301H	
<b>PHIL 459 - Ethics of Eating</b>	credits: 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.	
<b>Equivalent(s):</b> ENVS 381	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 460 - Ethics: Global Climate Change</b>	credits: 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.	
<b>Equivalent(s):</b> ENVS 350	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	

<b>PHIL 461 - Philosophy and Literature</b>	credits: 3
This course will show how fictional literature can illustrate philosophical insights and how philosophical ideas can help illuminate works of literature.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 462 - Theories Solidarity and Social Justice</b>	credits: 3
This course is designed to fulfill the requirements of the Solidarity and Social Justice minor. It builds on the background provided by other courses in the minor and the 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?'	
<b>Equivalent(s):</b> SOSJ 410	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 463 - Social Justice</b>	credits: 3
This course will critically consider famous theories of justice, as well as their applications to some social and moral problems.	
<b>Equivalent(s):</b> SOSJ 411	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 465 - Philosophy of Religion</b>	credits: 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.	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 467 - Faith and Reason</b>	credits: 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.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 470 - Philosophy of Law</b>	credits: 3
The sources, structure, and function of human law and its relations to moral law.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 472 - Philosophy of Art</b>	credits: 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.	
<b>Equivalent(s):</b> VART 466	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 475 - Philosophy of the Visual Arts</b>	credits: 3
Examines contemporary applied theories of art in a variety of visual art media including painting, sculpture, film, and photography.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	

<b>PHIL 478 - Philosophy of Technology</b>	credits: 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.	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 484 - Major Figures and Movements</b>	credits: 3
An in-depth exploration of the work of a single figure or movement in the history of philosophy.	
<b>Pre-requisite(s):</b> PHIL 201 or PHIL 201H	
<b>PHIL 485 - Philosophy in Film</b>	credits: 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.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 489H - Honors Seminar</b>	credits: 3
Topics and credit by arrangement. Spring or Fall.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> HONS 190	
<b>PHIL 490 - Directed Study</b>	credits: 0-6
Topics by arrangement.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 491 - Special Topics</b>	credits: 3
Topics will be determined by the instructor.	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H	
<b>PHIL 495 - Study Abroad Special Topics</b>	credits: 1-15
For department use only.	
<b>PHIL 497 - Internship</b>	credits: 0-6
Professional work experience in Philosophy-related field. Students are responsible for identifying an agency and faculty supervisor. Does not count towards program electives for the major or minor.	
<b>Pre-requisites:</b> PHIL 201	
<b>PHIL 498 - Research</b>	credits: 1-3
Course requires permission of instructor and Department Chair.	

**PHIL 499 - Senior Exit Requirement**

credit: 0

**Restrictions:**

Must be in the following field(s) of study: Philosophy

Must be the following: Senior

**Pre-requisites:** PHIL 201 or PHIL 201H

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## Physics

**Chairperson:** Allan Greer

**Professors:** J. Bierman, J. Byrne (Emeritus), E. Kincanon, A. Greer

**Assistant Professors:** E. Aver, A. Fritsch, M. Geske, N. Moore

**Lecturer:** H. Hoeck-Mills, C. Pilot, J. Wilson

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 freshman year. Students in their sophomore year and students in the Florence program can be accommodated by special 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 website at <http://www.phy.gonzaga.edu/>.

## B.S. Major in Physics: 54 Credits

### Lower Division

PHYS 103 and PHYS 103L Scientific Physics I	5 credits
PHYS 204 and PHYS 204L Scientific Physics II	5 credits
PHYS 205 20th Century Physics	3 credits
PHYS 208 Computational Physics	2 credits
PHYS 210 Introduction to Linear Electronics	2 credits
PHYS 217 Modern Physics Lab	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

### Upper Division

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
In addition, at least two of the following 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
- PHYS 468 Solid State Physics

Physics majors are also encouraged to take:

- MATH 259 Calculus and Analytical Geometry III
- MATH 260 Ordinary Differential Equations
- MATH 339 Linear Algebra
- and additional CPSC courses.

## Minor in Physics: 27 Credits

### Lower Division

PHYS 103 and PHYS 103L Scientific Physics I	5 credits
PHYS 204 and PHYS 204L Scientific Physics II	5 credits
PHYS 205 Modern Physics	3 credits
MATH 157 Calculus and Analytical Geometry I	4 credits
MATH 258 Calculus and Analytical Geometry II	4 credits

## **Upper Division Courses**

**PHYS—Electives** 6 credits  
In satisfying the 6 elective credit requirement, all students must take at least one 3 credit, upper division physics lecture course beyond PHYS 300. The second three credits may be satisfied with any combination of physics courses above PHYS 205. PHYS 390, PHYS 490, PHYS 497, and PHYS 499 may count towards satisfying the second three elective requirement with approval of the Department Chair. PHYS 300 can satisfy 2 credits of the second three elective credits with Department Chair approval.

### **Course Descriptions:**

<b>PHYS 100 - Conceptual Physics</b>	credits: 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.	
<b>PHYS 100L - Conceptual Physics Laboratory</b>	credit: 1
Taken concurrently with PHYS 100. Two hours of laboratory.	
<b>Co-requisites:</b> PHYS 100	
<b>PHYS 101 - General Physics I</b>	credits: 4
Algebra-based introductory physics. Mechanics, fluids, and sound. Five hours of lecture with experimental demonstrations and problems. Not accepted as a pre-requisite for any advanced work. Fall.	
<b>PHYS 101L - General Physics I Lab</b>	credit: 1
Taken concurrently with or after the lecture course PHYS 101. Three hours of laboratory. Fall.	
<b>Pre-requisites:</b> PHYS 101	
<b>PHYS 102 - Gen Physics II</b>	credits: 4
Algebra-based introductory physics. Heat, light, electricity, magnetism, and modern physics. Five hours of lecture with experimental demonstrations and problems. Not accepted as pre-requisite for any advanced work. Spring.	
<b>Pre-requisites:</b> PHYS 101 or PHYS 103	
<b>PHYS 102L - General Physics II Laboratory</b>	credit: 1
Taken concurrently with or after the lecture course PHYS 102. Three hours of laboratory. Spring.	
<b>Pre-requisites:</b> (PHYS 101L or PHYS 103L) and PHYS 102 or PHYS 103L	
<b>PHYS 103 - Scientific Physics I</b>	credits: 4
Calculus-based physics. Classical mechanics: dynamics, waves, and fluids. Five hours of lecture with experimental demonstrations and problems. Fall and Spring. MATH 157 is either a co-requisite or pre-requisite for this course.	
<b>Pre-requisites:</b> MATH 157	
<b>PHYS 103L - Scientific Physics I Lab</b>	credit: 1
Taken concurrently with or after the lecture course PHYS 103. Three hours of laboratory. Fall and Spring.	
<b>Pre-requisites:</b> PHYS 103	

<b>PHYS 104 - Scientific Inquiry</b>	credits: 2
The combination of PHYS 104 lecture and lab courses will satisfy the Scientific Inquiry University Core requirement. The course is designed and intended for non-science majors. The topics will be developed conceptually, with the required mathematics not exceeding high school algebra and trigonometry. The specific content will vary with instructor. The course title will identify the focus of the lecture course material. Fall and Spring.	
<b>Co-requisites:</b> PHYS 104L	
<b>PHYS 104L - Science Inquiry Lab</b>	credit: 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. Fall and Spring.	
<b>Co-requisites:</b> PHYS 104	
<b>PHYS 110 - Introduction to Astronomy</b>	credits: 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.	
<b>PHYS 110L - Introduction to Astronomy Lab</b>	credit: 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.	
<b>PHYS 121 - Symmetry</b>	credits: 3
An introduction to symmetry and the role it plays in governing physical phenomena. Topics covered include classical mechanics, electromagnetism, optics, and relativity. This course is specifically designed for non-science majors. Mathematics will be at the level of high-school algebra and trigonometry.	
<b>PHYS 121L - Symmetry Lab</b>	credit: 1
PHYS 121L is optional with concurrent enrollment in PHYS 121. It will consist of experiments and activities involving symmetry concepts, and is designed to familiarize the student with the quantitative methods one uses to make and test predictions in a scientific manner. Two hours of laboratory.	
<b>Co-requisites:</b> PHYS 121	
<b>PHYS 123 - Physics in Society and Culture</b>	credits: 3
Basic principles of physics are covered in a descriptive (non-mathematical) manner. Designed to satisfy the University Core science requirement for students not majoring in the natural sciences. Summer.	
<b>Co-requisites:</b> PHYS 123L	
<b>PHYS 123L - Physics in Society lab</b>	credit: 1
Taken concurrently with PHYS 123. Two hours of laboratory.	
<b>Co-requisites:</b> PHYS 123	
<b>PHYS 125 - Physics of Music and Sound</b>	credits: 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.

**PHYS 125L - Physics of Sound and Music Lab**

credit: 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.

**Co-requisites:** PHYS 125

**PHYS 140 - Introduction Geophysics**

credits: 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.

**PHYS 140L - Introduction Geophysics Lab**

credit: 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.

**Co-requisites:** PHYS 140

**PHYS 150 - Applying Scientific Method**

credits: 3

Teaches the scientific method by applying it to current and familiar topics. Students move from relatively easy topics of investigation (e.g., the chances of being in an auto accident next year) to more in-depth investigations (e.g., whether global warming is a real phenomenon).

**PHYS 185 - Special Topic**

credits: 1-4

Topic to be determined by instructor.

**PHYS 193 - First Year Seminar**

credits: 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.

**PHYS 198 - Lab Methodology**

credit: 0-1

**PHYS 199 - Special Topics**

credits: 3-4

Topic to be determined by instructor.

**PHYS 199L - Special Topics Lab**

credit: 0-1

**Co-requisites:** PHYS 199

**PHYS 204 - Scientific Physics II**

credits: 4

Calculus-based physics. Thermodynamics, electricity and magnetism, and optics. Five hours of lecture with experimental demonstrations and problems. Fall and Spring. MATH 258 is either a co-requisite or pre-requisite for this course.

**Pre-requisites:** PHYS 103 and MATH 258

<b>PHYS 204L - Scientific Physics II Lab</b>	credit: 1
Taken concurrently with or after the lecture course PHYS 204. Three hours of laboratory. Fall and Spring.	
<b>Pre-requisites:</b> PHYS 103L and PHYS 204 and PHYS 204	
<b>PHYS 205 - Modern Physics</b>	credits: 3
Special relativity, development and an introduction to quantum mechanics and other selected topics. Spring.	
<b>Pre-requisites:</b> PHYS 204	
<b>PHYS 208 - Computational Physics</b>	credits: 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.	
<b>Pre-requisites:</b> PHYS 103 and MATH 258	
<b>PHYS 210 - Introduction to Linear Electronics</b>	credits: 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 of even years.	
<b>Pre-requisites:</b> PHYS 204L	
<b>PHYS 217 - Modern Physics Lab</b>	credits: 2
Usually taken concurrently with PHYS 205, this course looks at laboratory examples of topics covered in PHYS 205. Spring of odd years. PHYS 205 is either a co-requisite or pre-requisite for this course.	
<b>Pre-requisites:</b> PHYS 205	
<b>PHYS 290 - Sophomore Directed Reading</b>	credits: 1-4
Directed reading in approved topics. Requires completion of a form, departmental approval and cannot be registered for via ZAGWEB.	
<b>PHYS 300 - Mathematical Methods</b>	credits: 3
Survey of mathematical techniques used in upper division physics courses. Fall.	
<b>Pre-requisites:</b> PHYS 204	
<b>PHYS 301 - Intermediate Mechanics</b>	credits: 3
Particle and rigid body statics and dynamics in a rigorous vectorial calculus treatment. A fundamental introduction to theoretical physics. Spring of even years.	
<b>Pre-requisites:</b> PHYS 300 or (MATH 259 and MATH 260)	
<b>PHYS 306 - Electricity and Magnetism</b>	credits: 3
Electrical and magnetic phenomena leading to a development of Maxwell's equations and electromagnetic field theory. Fall of even years.	
<b>Pre-requisites:</b> PHYS 300 or (MATH 259 and MATH 260)	
<b>PHYS 307 - Optics</b>	credits: 3
Treatment of optical phenomena using the three major models for light: rays, waves, and photons. Spring of odd years.	
<b>Pre-requisites:</b> PHYS 300 or (PHYS 204 and MATH 259 and MATH 260)	

<b>PHYS 310 - Intermediate Laboratory</b>	credits: 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 of odd years.	
<b>Pre-requisites:</b> PHYS 204L	
<b>PHYS 390 - Directed Study</b>	credits: 1-4
Topic to be decided by faculty.	
<b>PHYS 402 - Advanced Mechanics</b>	credits: 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 of even years.	
<b>Pre-requisites:</b> PHYS 301	
<b>PHYS 407 - Electricity and Magnetism II</b>	credits: 3
A continuation of PHYS 306; a study of advanced topics in E&M. Spring of odd years.	
<b>Pre-requisites:</b> PHYS 306	
<b>PHYS 409 - Nuclear and Particle Physics</b>	credits: 3
Study of experimental and theoretical aspects of nuclear interactions as they apply to nuclear structure and elementary particle characteristics. Spring of even years.	
<b>Pre-requisites:</b> PHYS 205	
<b>PHYS 415 - Cosmology and Astrophysics</b>	credits: 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 on sufficient demand.	
<b>Pre-requisites:</b> PHYS 300 or (MATH 259 and MATH 260)	
<b>PHYS 432 - Core Integration Seminar</b>	credits: 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.	
<b>PHYS 450 - Statistical Physics</b>	credits: 3
Study of thermal properties from microscopic and statistical viewpoints. Topics include: probability distributions, entropy, density of states, black body radiation. Fall of odd years.	
<b>Pre-requisites:</b> PHYS 204	
<b>PHYS 464 - Introduction to Quantum Physics</b>	credits: 3
The development of the Schrödinger equation and its application to various potential energy functions. Fall of odd years.	
<b>Pre-requisites:</b> (PHYS 205 and PHYS 300) or (PHYS 205 and MATH 259 and MATH 260)	
<b>PHYS 468 - Solid State Physics</b>	credits: 3
An introduction to the quantum-mechanical description of solid materials and their behaviors.	
<b>Pre-requisites:</b> PHYS 464	

<b>PHYS 490 - Directed Reading</b>	credits: 1-4
Directed reading in advanced topics. Requires completion of form, and department permission.	
<b>PHYS 497 - Internship</b>	credits: 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.	
<b>PHYS 499 - Senior Project</b>	credits: 0-3
May be undertaken by B.S. Physics majors in their senior year. Permission from department required.	

## Political Science

**Chairperson:** Michael Treleaven

**Professors:** L. Brunell, B. Garvin, J. Isacoff, M. Leiserson (Emeritus)

**Associate Professors:** M. Connolly, S.J., C. Stavrianos, S. Taninchev, M. Treleaven, R. Waterman

**Assistant Professors:** J. Gardner

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, and 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.A. Major in Political Science: 31 credits**

### **Lower Division**

POLS 101 American Politics	3 credits
POLS 102, POLS 103 or POLS 104 if taken in the freshman or sophomore years	0-6 credits

### **Upper Division**

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

## **Minor in Political Science: 18 Credits**

### **Lower Division**

POLS 101 American Politics	3 credits
POLS 102, POLS 103 or POLS 104 if taken in the freshman or sophomore years	0-3 credits

### **Upper Division**

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

### **Course Descriptions:**

#### **POLS 101 - American Politics** credits: 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.

#### **POLS 102 - Political Thinkers and Actors** credits: 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.

#### **POLS 103 - People and Politics World Wide** credits: 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.

<b>POLS 104 - International Politics</b>	credits: 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.	
<b>POLS 190 - Directed Study</b>	credits: 1-4
Topic to be decided by faculty.	
<b>POLS 193 - First Year Seminar</b>	credits: 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.	
<b>POLS 301 - Politics of Food</b>	credits: 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.	
<b>POLS 303 - Constitutional Law: Civil Liberties and Rights</b>	credits: 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.	
<b>Equivalent(s):</b> WGST 343	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 304 - Criminal Justice Amendments and Courts</b>	credits: 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.	
<b>POLS 306 - Congress and the Presidency</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 309 - Political Parties and Election</b>	credits: 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.

**Restrictions:**

May not be the following: Freshman

**POLS 311 - State and Local Government**

credits: 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.

**Restrictions:**

May not be the following: Freshman

**POLS 312 - Urban Politics**

credits: 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.

**Equivalent(s):** WGST 341C

**Restrictions:**

May not be the following: Freshman

**POLS 317 - Ecological Thought and Politics**

credits: 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**

credits: 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.

**Restrictions:**

May not be the following: Freshman

**POLS 320 - Bureaucracy and Citizens**

credits: 3

From a citizen's viewpoint, the need for public bureaucracy, its politics, improvement, and relations with citizens.

**Restrictions:**

May not be the following: Freshman

**POLS 321 - Politics and Public Administration**

credits: 3

The way American public bureaucracy operates.

**POLS 322 - Women and Politics**

credits: 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

**Restrictions:**

May not be the following: Freshman

**POLS 323 - Constitutional Law: Institutional Powers** credits: 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.

**Restrictions:**

May not be the following: Freshman

**POLS 324 - Grass Roots Politics** credits: 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. On sufficient demand.

**Restrictions:**

May not be the following: Freshman

**POLS 325 - Selected Topics: American Politics** credits: 3  
The study of selected topics in American politics. On sufficient demand.

**Equivalent(s):** NTAS 311

**Restrictions:**

May not be the following: Freshman

**POLS 326 - Race and Ethnicity Politics** credits: 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

**Restrictions:**

May not be the following: Freshman

**POLS 327 - American Social Policy** credits: 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.

**Equivalent(s):** WGST 344

**Restrictions:**

May not be the following: Freshman

**POLS 328 - Politics of the Pacific Northwest** credits: 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

**Restrictions:**

May not be the following: Freshman

<b>POLS 329 - North American Environmental Policies</b>	credits: 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.	
<b>Equivalent(s):</b> ENVS 329	
<b>POLS 330 - Ruling Well: Plato to Machiavelli</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 331 - Modern Political Thought</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 332 - American Political Thought of the Founding Era</b>	credits: 3
Political thought of the Puritan founders of Massachusetts. The American Revolution and the Constitution. Federalists and Anti-Federalists. Tocqueville's Democracy in America.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 333 - American Thought Civil War and After</b>	credits: 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.	
<b>POLS 335 - Marxism</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 336 - Selected Texts In Political Thought</b>	credits: 3
Intensive look at a single writer or group of writers; designed to achieve greater understanding than is possible in a broad survey course. On sufficient demand.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 337 - Ethics and Politics</b>	credits: 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.

**Restrictions:**

May not be the following: Freshman

**POLS 338 - 20th-Century Political Thought**

credits: 3

Treatment of 20th-century authors who examine the difficulties for democratic political life in contemporary mass society. Fall.

**Restrictions:**

May not be the following: Freshman

**POLS 340 - Christian Political Thought**

credits: 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. On sufficient demand.

**Restrictions:**

May not be the following: Freshman

**POLS 341 - Feminist Thought**

credits: 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**

**Restrictions:**

May not be the following: Freshman

**POLS 342 - Law as a Vocation**

credits: 3

What does the practice of law involve concretely and practically? Can it fulfill the lawyer as a person? Readings: theory of morality and application to lawyering, money and meaning of life. Guest lectures by former GU students practicing law.

**POLS 343 - War and Peace**

credits: 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**

credits: 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).

**POLS 346 - Tocqueville and America**

credits: 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** credits: 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

**Restrictions:**

May not be the following: Freshman

**POLS 351 - International Relations** credits: 3  
Theory and practice of the international political system and the behavior of the participating nations.

**Equivalent(s):** INST 342

**Restrictions:**

May not be the following: Freshman

**POLS 352 - Latin American Politics** credits: 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.

**Equivalent(s):** INST 385

**Restrictions:**

May not be the following: Freshman

**POLS 354 - Comparative European Politics** credits: 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.

**Equivalent(s):** INST 395

**Restrictions:**

May not be the following: Freshman

**POLS 355 - Post-Soviet Russia and China** credits: 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.

**Equivalent(s):** INST 325

**Restrictions:**

May not be the following: Freshman

**POLS 356 - Area Studies in Politics** credits: 3-4  
An analysis of selected foreign governments.

**Restrictions:**

May not be the following: Freshman

**POLS 357 - Italian Political System** credits: 3  
Constitutional principles and governmental agencies in Italy today. Taught only at Gonzaga-in-Florence.

**Restrictions:**

May not be the following: Freshman

**POLS 359 - Third World Development** credits: 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. Equivalents: INST 310 and SOSJ 329

**Equivalent(s):** INST 310, SOSJ 329

**Restrictions:**

May not be the following: Freshman

**POLS 360 - Parliamentary Government** credits: 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.

**Equivalent(s):** INST 346

**Restrictions:**

May not be the following: Freshman

**POLS 361 - European Relations** credits: 3

Offered in Paris only.

**Restrictions:**

May not be the following: Freshman

**POLS 363 - Global Gender Regimes** credits: 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.

**Equivalent(s):** INST 326, WGST 342

**Restrictions:**

May not be the following: Freshman

**POLS 364 - Politics of the Pacific Rim** credits: 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.

**Equivalent(s):** INST 389

**Restrictions:**

May not be the following: Freshman

**POLS 365 - African Politics and Development** credits: 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 3390

**Restrictions:**

May not be the following: Freshman

**POLS 366 - Perspectives on Global Issues**

credits: 3

Critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. Exploration of competing worldviews and value systems, weighing of evidence from differing ideological, cultural, and gender perspectives. Introduces major analytical perspectives and organizing concepts fashioned by scholars to make these issues comprehensible.

**Equivalent(s):** INST 410

**Restrictions:**

May not be the following: Freshman

**POLS 367 - New Europe**

credits: 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.

**Equivalent(s):** INST 393

**Restrictions:**

May not be the following: Freshman

**POLS 368 - Tyranny to Democracy 21st Century**

credits: 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. Examines the causes and nature of these democratic transitions. 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.

**Equivalent(s):** INST 392, SOSJ 346

**Restrictions:**

May not be the following: Freshman

**POLS 369 - The Politics of Eurasia**

credits: 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.

**Equivalent(s):** INST 355

**POLS 370 - Modern Democracies** credits: 3  
Selected foreign democratic systems; constitutional and ideological principles; governmental forms, practices, and problems. Taught at Gonzaga-in-Florence.

**Restrictions:**

May not be the following: Freshman

**POLS 371 - International Law** credits: 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.

**Equivalent(s):** INST 345

**Restrictions:**

May not be the following: Freshman

**POLS 372 - Middle East Politics** credits: 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.

**POLS 373 - Arab-Israeli Conflict** credits: 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.

**POLS 375 - Global Environmental Politics** credits: 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.

**Equivalent(s):** ENVS 322

**POLS 376 - International Organizations** credits: 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.

**Equivalent(s):** INST 344

**POLS 377 - International Treaties** credits: 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.

**Equivalent(s):** INST 347

**Restrictions:**

May not be the following: Freshman

<b>POLS 390 - Directed Study</b>	credits: 1-3
<b>POLS 395 - Topics in Political Science</b>	credits: 3
Selected questions in the discipline.	
<b>POLS 396 - Service Learning Public Affair</b>	credit: 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.	
<b>POLS 432 - Core Integration Seminar</b>	credits: 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.	
<b>POLS 484 - Seminar in American Politics</b>	credits: 3
Selected topics.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 486 - Seminar in Political Thought</b>	credits: 3
Selected topics.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 487 - Seminar in International Relations</b>	credits: 3
Selected topics.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 488 - Seminar: Comparative Politics</b>	credits: 3
Selected topics.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>POLS 490 - Directed Readings</b>	credits: 1-3
Credit by arrangement for directed reading and reports on selected topics. Requires completion of a form, department permission and cannot be registered for via ZAGWEB.	
<b>POLS 492 - Independent Research or Study</b>	credits: 1-4
Credit by arrangement for research or study. Requires completion of a form, department permission and cannot be registered for via Zagweb.	
<b>POLS 497 - Public Affair Internship:</b>	credits: 1-9
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.	

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## Psychology

**Chairperson:** Monica Bartlett

**Professors:** S. Leigland, N. Worsham, M. Kretchmar-Hendricks

**Associate Professors:** M. Bartlett, A.M. Medina, V. Norasakkunkit

**Assistant Professors:** S. Arpin, T. McCulloh, M. Nelson, 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 (MATH 121) and Scientific Principles of Psychology (PSYC 206) are pre-requisites 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. Scientific Principles of Psychology PSYC 206 may be repeated.

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 will take Research Methods: Graduate Emphasis (PSYC 207) and the required laboratory (PSYC 207L) instead of Scientific Principles of Psychology (PSYC 206). For upper division classes, students in the concentration will take 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 455L); 2) Behavior Analysis and the required laboratory (PSYC 470 and 470L); or 3) at least 3 credits of Group Research Topics (PSYC 493) or Individual Research Topics (PSYC 496). Students in the concentration will 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: 33-37 Credits**

#### **Lower Division (9-10 credits)**

PSYC 101 General Psychology	3 credits
MATH 121 Introductory Statistics	3 credits
One of the following two:	3-4 credits

PSYC 206 Scientific Principles of Psychology  
PSYC 207/207L Research Methods: Graduate Emphasis and Lab  
for students pursuing the Research Concentration

#### **Upper Division (minimum 24 credits)**

Area A:	6 credits
PSYC 300-320 (3 or 6 credits)	
PSYC 330-334 (0 or 3 credits)	
Area B:	6 credits
PSYC 335-340 (3 credits)	
PSYC 345-364 (3 credits)	
Area C:	3 credits
PSYC 365-399	
Area D:	3 credits
PSYC 450-497	
PSYC 300-497*	6 credits
PSYC 498 or PSYC 499 Comprehensive	0 credit

#### **Research Concentration:**

Area A:	6 credits
PSYC 300-320 (3 or 6 credits)	
PSYC 330-334 (0 or 3 credits)	
Area B:	6 credits
PSYC 335-340 (3 credits)	
PSYC 345-364 (3 credits)	
Area C:	3 credits
PSYC 365-399	
Area D:	6 credits
PSYC 450 Statistics in Psychology	
One of the following: (3 credits minimum)	
PSYC 493 Group Research Topics	
or PSYC 496 Individual Research Topics	
PSYC 455/L Graduate Emphasis: Advanced Research Methods	
PSYC 470/L Behavior Analysis	

PSYC 300-497*	6 credits
PSYC 498 Comprehensive	0 credits

## **Minor in Psychology: 21 Credits**

### **Lower Division**

PSYC 101 General Psychology	3 credits
MATH 121 Introductory Statistics	3 credits
PSYC 206 Scientific Principles of Psychology	3 credits

### **Upper Division**

PSYC 300-497*	12 credits
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\*Psychology 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.

### **Course Descriptions:**

**PSYC 101 - General Psychology** credits: 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; Summer on sufficient demand.

**PSYC 193 - First Year Seminar** credits: 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.

**PSYC 206 - Scientific Principles of Psych** credits: 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).

### **Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisites:** PSYC 101 and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 207 - Research Methods: Graduate Emphasis** credits: 3

An introduction to research methods in psychology with particular focus on the experimental method. Primary emphasis is on the application of the methods learned in class to actual

psychological research problems. Fall and Spring. Majors must earn a grade of B- or better (course may be repeated).

**Restrictions:**

Must be in the following field(s) of study: Psychology Research Concentration

**Co-requisites:** PSYC 207L

**Pre-requisites:** PSYC 101 and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

**PSYC 207L - Research Methods- Graduate Emphasis Lab** credit: 1

To be taken concurrently with PSYC 207, the lab will provide the student with practical, hands-on experience in conducting and writing-up research projects in psychology. Majors must earn a grade of B- or better (course may be repeated). Fall; Spring on sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology Research Concentration

**Co-requisites:** PSYC 207

**PSYC 280 - Nurturing Reverence for Life** credits: 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** credits: 3

Topics to be determined by the faculty.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisites:** PSYC 101

**PSYC 285 - Psychology of Transcendence** credits: 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.) On sufficient demand.

**Restrictions:**

Must be the following: Senior

**Pre-requisite(s):** one PHIL 400 level course and PSYC 101 and one RELI 300 level course

**PSYC 290 - Directed Study** credits: 1-3

Topic to be decided by faculty. Permission of Department Chair.

**PSYC 300 - Biological Psychology** credits: 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. Fall and/or spring.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. Fall and/or spring.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. Fall and/or spring.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 3

Advanced survey of concepts and methods relevant to the scientific analysis of learning. Fall.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisites:** PSYC 101

**PSYC 318 - Cultural Psychology** credits: 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 is recommended as a pre-requisite but not required.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 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; as such, it requires a high level of preparation for and participation during each class meeting. Fall and/or Spring.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 3

Students will study the behavior of a variety of species and how their behavior relates to that of human beings. Fall and/or spring.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 3

An analysis of psycho-social endowment. The impact of individuals, groups, and social structure on the development of personality and interpersonal relations. Fall and Spring; Summer on sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 3

A survey and critique of major theories of personality. Fall and Spring.

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 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. Fall and/or Spring.

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207 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**

credits: 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. Fall and/or Spring.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207 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** credits: 3

This course examines psychological development during the lifespan from post-adolescence through middle age, with an emphasis on emerging adulthood.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207 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** credits: 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. On sufficient demand.

**Pre-requisites:** PSYC 101

**PSYC 357 - Lifespan Development** credits: 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.

**Pre-requisites:** PSYC 101

**PSYC 364 - Abnormal Child Psychology** credits: 3

An overview of theory, research, and practice in developmental psychopathology. The major disorders of childhood are reviewed. On sufficient demand. Reading/writing intensive.

**Restrictions:**

Must be in the following field(s) of study: Psychology;

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. On sufficient demand.

**Pre-requisites:** PSYC 101

**PSYC 370 - Educational Psychology** credits: 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. On sufficient demand.

**Pre-requisites:** PSYC 101

**PSYC 375 - Cross-cultural Psychology**

credits: 3

An exploration of the psychological research which seeks to understand differences and similarities in human behavior when compared across cultures and groups. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 3

A survey of psychology applied to the work experience. Selection, evaluation, leadership, and work motivation are among the broad range of topics covered. Fall.

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 3

A critical review of learning procedures used to effect behavioral change in the natural environment. Includes treatment of both normal and maladaptive behaviors. Spring.

**Pre-requisites:** PSYC 101

**PSYC 390 - Psychopathology**

credits: 3

Survey of major emotional and behavior disorders; discussion of causation, symptomology, and treatment. Fall and Spring.

**Pre-requisite(s):** ((PSYC 206 or PSYC 207) 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 - Seminar: Culture and Mental Health**

credits: 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, the recommended pre-requisites are cultural psychology (PSYC 318) and Psychopathology (PSYC 390).

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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 and Pediatric Psychology** credits: 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. On sufficient demand. Reading/writing intensive.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Junior, Senior

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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 and 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.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Junior, Senior

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. On sufficient demand. Reading/writing intensive.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Junior, Senior

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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 and Counseling Psychology** credits: 3

An introduction to current theory and method in clinical and counseling psychology. On sufficient demand. Reading/writing intensive.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Senior

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 3

An exploration of the interaction between human behavior and the physical environment.

Emphasis on perception, preference, and coping with less preferred environments. Spring.

**Equivalent(s):** ENVS 333

**Pre-requisites:** PSYC 101

**PSYC 402 - Forensic Psychology** credits: 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.

**Pre-requisite(s):** (PSYC 206 or PSYC 207) 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 404 - Psychology of Addiction** credits: 3

Course will provide a survey of psychological theory and research regarding addictive disorders and their treatment. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 3

This course will explore the nature of attachment relationships from birth through the life span with a specific focus upon issues of intimacy. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Senior

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 3

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. On sufficient demand.

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Senior

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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 - Core Integration Seminar** credits: 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.

**PSYC 440 - Child Psychology in Zambia** credits: 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. Permission of Instructor required

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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: 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 will be designed to prepare students for the immersion experience and will include readings and discussion in comparative and child psychology, completion of activity plans, and preliminary research for course projects.

Permission of Instructor required.

**PSYC 449 - Special Elective Topics** credits: 3

Topic to be decided by faculty.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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 - Statistics in Psychology** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Junior, Senior

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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.

**Restrictions:**

Must be in one the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 3

The purpose of this course is twofold. The first goal is to provide students with a greater understanding of research design and data analysis in psychology. The second objective is to assist students in the design and execution of a research study, the results of which will be presented to a psychology department gathering at the end of the semester. This course reviews the structure and logic of experimental procedures, basic issues in conducting research, and fundamentals of data analysis. Fall and/or spring. Permission of instructor required.

**Restrictions:**

Must be in the following field(s) of study: Psychology Research Concentration

Must be the following: Junior, Senior

**Co-requisites:** PSYC 455L, PSYC 498

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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 Methods Lab** credit: 1

To be taken concurrently with PSYC 455. Permission of instructor required.

**Restrictions:**

Must be in the following field(s) of study: Psychology Research Concentration

Must be the following: Junior, Senior

**Co-requisites:** PSYC 455

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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.

**Pre-requisites:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 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 wellbeing - positively and negatively. Example 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.

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

May not be the following: Sophomore, Freshman

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

May not be the following: Sophomore, Freshman

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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 Psych**

credits: 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. Fall.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Junior, Senior

**Pre-requisites:** PSYC 101

**PSYC 470 - Behavior Analysis**

credits: 3

The attitudes, principles, and techniques which enter into the experimental analysis of

behavior. Concentrated laboratory study and the communication of experimental findings. Spring.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Junior, Senior

**Co-requisites:** PSYC 470L

**Pre-requisites:** PSYC 101

**PSYC 470L - Behavior Analysis Lab**

credit: 1

To be taken concurrently with PSYC 470. Spring.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Junior, Senior

**Co-requisites:** PSYC 470

**Pre-requisites:** PSYC 101

**PSYC 472 - Psychology of Consciousness**

credits: 3

This class will examine the relationship between mind and brain based upon current philosophical and empirical perspectives. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

May not be the following: Sophomore, Freshman

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

May not be the following: Sophomore, Freshman

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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**

credits: 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 their 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.

**Restrictions:**

Must be in the following field(s) of study: Psychology

Must be the following: Senior

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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 Psychology in Zambia** credits: 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. Permission of Instructor required.

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 3

Topic to be decided by faculty.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 1-3

Directed study of special topic to include readings and practical application.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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 Director.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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 and Proctoring** credits: 1-3

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.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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: 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 major.

**Pre-requisites:** PSYC 390 minimum grade: B- and PSYC 399 minimum grade: B-

**PSYC 496 - Individual Research Topics** credits: 1-3

Supervised individual research on a topic of interest to the student and approved by and arranged with a faculty member.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Psychology

**PSYC 498 - Comprehensive Alternate** credit: 0

The 498 (Comprehensive Alternate) is for students who have either: taken PSYC 455/455L (B or better) OR taken the GRE Subject Test in Psychology (will need to report test scores at or above the 12th percentile to Psychology department) OR done independent research and presented this work at a conference.

**Restrictions:**

Must be in the following field(s) of study: Psychology

May not be the following: Sophomore, Freshman

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) 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: 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.

**Restrictions:**

Must be in the following field(s) of study: Psychology

May not be the following: Sophomore, Freshman

**Pre-requisite(s):** PSYC 101 and ((PSYC 206 or PSYC 207) or SOCI 304 or HPHY 210) and (MATH 121 or MATH 321 or BUSN 230 or SOCI 202 or NURS 320 or HPHY 205)

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## Religious Studies

**Chairperson:** Kevin McCruden

**Professors:** M. Cook, S.J.(Emeritus), J. Dallen (Emeritus), H. Doohan (Emerita), L. Doohan (Emeritus), J. Downey (Emeritus), P. Hartin (Emeritus), R. Large, K. McCruden, P. McCormick, J. Milos, C.S.J, A. Nigro, S.J. (Emeritus), L. Scheuring, J. Sheveland, C. Siejk (Emerita), C. Skok (Emeritus), B. Tyrrell, S.J. (Emeritus)

**Associate Professors:** S. Dunn, E. Goldstein, R. Hauck, S. Kuder, S.J., J. Mudd M., Rindge, A. Wendlinger

**Assistant Professors:** G. Chien, E. Clark, M. McCabe, R. Siebeking, K. Vander Schel

**Senior Lecturer:** P. Baraza

**Lecturer:** T. McKenzie, J. Nguyen, S.J., S. Starbuck

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.A. Major in Religious Studies 36 Credits**

#### **Integrated Core**

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: Yoga and Self Search	
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

### **Christian Theology Concentration: 9 credits**

Students complete one course in three of the four areas.

Systematic Theology:

- RELI 210-240
- RELI 420-429
- RELI 440-443
- RELI 445-449

**Women and Theology:**

- 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:**

- RELI 310-370 (excluding RELI 330, RELI 351-355, and RELI 350)
- RELI 430-439
- RELI 444 Women in Ministry
- RELI 449-486

**Scripture:**

- RELI 310 Bible and Contemporary Christian Ethics
- RELI 401-419

**Religious Pluralism Concentration: 9 credits**

Students complete one course in three of the four areas.

**World's Religions:**

- 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:**

- RELI 408 Women and the Bible
- RELI 410 Hebrew Scriptures: Special Topics
- RELI 486 Women and Spiritual Journey

**Religions and Contemporary Issues:**

- INST 366 Arab-Israeli Conflict
- RELI 305 Religion and Violence
- RELI 355 Hinduism: Yoga and Self Search
- RELI 492B Holocaust
- SOCI 384 Sociology of Religion

**Sacred Texts:**

- RELI 401-402
- RELI 404-406
- RELI 409-410
- RELI 496A-496B

## **Minor in Religious Studies 18 Credits**

### **Lower Division Courses**

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

### **Upper Division Courses**

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   3 credits

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.

**Course Descriptions:**

<b>RELI 105 - Old and New Testament</b>	credits: 3
A study of both Old and New Testament as the scriptures of Christianity.	
<b>RELI 105H - Old and New Testament</b>	credits: 3
A study of both Old and New Testament as the scriptures of Christianity.	
<b>Pre-requisites:</b> HONS 190	
<b>RELI 110 - The Hebrew Bible</b>	credits: 3
Examines the historical, literary and contemporary worlds of the Hebrew Bible.	
<b>Equivalent(s):</b> RELI 111, RELI 112	
<b>RELI 110H – Honors: The Hebrew Bible</b>	credits: 3
For Honors students. See RELI 110 for course description.	
<b>Pre-requisites:</b> HONS 190	
<b>RELI 111 - Feminist Interpretation of Hebrew Bible</b>	credits: 3
This course introduces students to the Hebrew Bible with special attention given to texts dealing with women.	
<b>Equivalent(s):</b> RELI 110, WGST 251	
<b>RELI 112 - Ecojustice and the Hebrew Bible</b>	credits: 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.	
<b>Equivalent(s):</b> ENVS 160, RELI 110	
<b>RELI 120 - The New Testament</b>	credits: 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.	
<b>RELI 120H – Honors: The New Testament</b>	credits: 3
For Honors students. See RELI 120 for course description.	
<b>Pre-requisites:</b> HONS 190	
<b>RELI 124 - Gospels: Life and Teachings of Jesus</b>	credits: 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.	
<b>RELI 124H - Gospels: Life and Teachings of Jesus Honors</b>	credits: 3
For Honors Students. See RELI 124 for course description.	
<b>Pre-requisites:</b> HONS 190	
<b>RELI 190 - Directed Study</b>	credits: 1-6
Topic to be decided by faculty.	
<b>RELI 193 - First Year Seminar</b>	credits: 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.	

<b>RELI 200 - Religion and Human Experience</b>	credits: 3
An exploration of some of the basic experiences, concepts, and challenges involved in being religious.	
<b>RELI 205 - History and Teaching of Christianity</b>	credits: 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.	
<b>RELI 205H - History and Teaching of Christianity Honors</b>	credits: 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.	
<b>Pre-requisites:</b> HONS 190H	
<b>RELI 210 - Christian Doctrine</b>	credits: 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.	
<b>RELI 210H - Honors Christian Doctrine</b>	credits: 3
For Honors students only. See RELI 210 for course description.	
<b>Pre-requisites:</b> HONS 190	
<b>RELI 211 - Feminist Christian Doctrine</b>	credits: 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.	
<b>RELI 212 - Spirituality of Apostle Paul</b>	credits: 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.	
<b>RELI 215 - Christian Diversity</b>	credits: 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.	
<b>RELI 215H - Honors Christian Diversity</b>	credits: 3
For Honors students only. See RELI 215 for course description	
<b>Pre-requisites:</b> HONS 190	
<b>RELI 220 - Catholicism</b>	credits: 3
Exploration of the identity of the Roman Catholic tradition with emphasis on Catholicism's dialogue with the contemporary world.	

<b>RELI 220H - Honors Catholicism</b>	credits: 3
For Honors students only. See RELI 220 for course description.	
<b>Pre-requisites:</b> HONS 190	
<b>RELI 221 - African Catholicism</b>	credits: 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.	
<b>RELI 225 - African American Religions</b>	credits: 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.	
<b>RELI 230 - Contemporary Church</b>	credits: 3
A theological and historical examination of the contemporary church from the perspective of the Second Vatican Council.	
<b>Equivalent(s):</b> RELI 231	
<b>RELI 231 - Women and Contemporary Church</b>	credits: 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.	
<b>Equivalent(s):</b> RELI 230, WGST 255	
<b>RELI 240 - Seminar: Special Topics</b>	credits: 3
Topic to be determined by instructor.	
<b>RELI 240H - Seminar: Special Topics</b>	credits: 3
For Honors students only. Topic to be determined by instructor.	
<b>Pre-requisites:</b> HONS 190	
<b>RELI 250 - American Christianities</b>	credits: 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.	
<b>RELI 270 - Theology in Global Contexts</b>	credits: 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.	
<b>RELI 290 - Directed Study</b>	credits: 1-6
Topic to be decided by faculty.	
<b>RELI 305 - Religion and Violence</b>	credits: 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.

**RELI 310 - Bible and Contemporary Christian Ethics** credits: 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.

**Equivalent(s):** WGST 357

**RELI 311 - Bible and Film in Dialogue** credits: 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?

**RELI 330 - Principles of Christian Morality** credits: 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?

**RELI 331 - Christian Sexual Morality** credits: 3

A Christian perspective on the ethical dimensions of human sexuality and issues of gender.

**Pre-requisite(s):** one RELI 200 level course

**RELI 332 - Christian Marriage** credits: 3

Christian and Catholic teachings on marriage and family life in light of contemporary challenges.

**Pre-requisite(s):** one RELI 200 level course

**RELI 333 - Christian Medical Ethics** credits: 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?

**RELI 334 - Healing and Wholeness** credits: 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.

**RELI 335 - Faith, Justice, and The Church** credits: 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.'

**Equivalent(s):** SOSJ 310

**RELI 335A - Christianity and Human Rights** credits: 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.

**RELI 336 - Christian Ethics of Eating** credits: 3

Why biblical and Christian morality demands just and sustainable agricultural systems that feed the hungry, compensate and protect workers, and treat animals humanely.

**RELI 337 - Vietnam: War and Christian Morality** credits: 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.

**RELI 343 - Christian Leadership** credits: 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.

**Equivalent(s):** SOSJ 361

**RELI 350 - Interreligious Dialogue** credits: 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.

**Equivalent(s):** INST 304, SOSJ 365

**RELI 351 - Religions of Asia** credits: 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.

**Equivalent(s):** INST 330

**RELI 352 - Judaism** credits: 3

Judaism as a living religion and a diverse religio-cultural phenomenon; Judaism's history and a survey of contemporary Jewish religious practices.

**RELI 353 - Buddhism** credits: 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 wakening, the expansion and development of those teachings in Buddhist communities and apply Buddhist thought to moral issues in contemporary experience ('Socially Engaged Buddhism').

**Equivalent(s):** INST 333

**RELI 354 - Islamic Civilization** credits: 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.

**Equivalent(s):** HIST 348, INST 368

**RELI 355 - Hinduism** credits: 3

Introduction to the foundations and milestones of Hinduism and the importance of Hindu mythology in shaping Indian culture and rituals.

**RELI 356 - Native American Religions** credits: 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.

**Equivalent(s):** NTAS 322

**RELI 360 - Liturgy**

credits: 3

A general survey of liturgy; the roots and contemporary manifestations of celebration, ritual, and symbol.

**Pre-requisite(s):** one RELI 200 level course

**RELI 361 - Worship in West Christianity**

credits: 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.

**Equivalent(s):** RELI 360

**RELI 370 - Christian Spirituality**

credits: 3

The sources, nature, and forms of Christian spirituality historically and within the contemporary context.

**RELI 371 - Women and Christian Spirituality**

credits: 3

An exploration of the themes, questions, and foundations of Christian spirituality with special focus on the experience of women.

**Equivalent(s):** RELI 370, WGST 356

**RELI 381 - Ignatian Spirituality**

credits: 3

The personal spirituality and legacy of St. Ignatius Loyola.

**RELI 385 - Feminist Theologies**

credits: 3

Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity.

**Equivalent(s):** WGST 355

**RELI 390 - Applied Theology: Special Topic**

credits: 3-4

**Pre-requisite(s):** one RELI 200 level course

**RELI 391 - Directed Study**

credits: 1-6

Topic to be decided by faculty.

**RELI 399 - Junior Seminar**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Religious Studies

Must be the following: Junior, Senior

**RELI 401 - Pentateuch**

credits: 3

An historical-critical and theological study of the documents which constituted Israel's understanding of covenant with God.

**RELI 402 - Genesis**

credits: 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.

**RELI 403 - Greek Gods and Heroes** credits: 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.

**Equivalent(s):** CLAS 310

**RELI 404 - Psalms Literature** credits: 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.

**Pre-requisite(s):** one RELI 200 level course

**RELI 405 - Wisdom Literature** credits: 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.

**RELI 406 - Prophets of Israel** credits: 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.

**RELI 408 - Women and the Bible** credits: 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.

**Equivalent(s):** WGST 455

**RELI 409 - Dead Sea Scrolls** credits: 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.

**RELI 410 - Hebrew Scriptures: Special Topics** credits: 3

**Pre-requisite(s):** one RELI 200 level course

**RELI 411 - Synoptic Gospel** credits: 3

Matthew, Mark, and Luke in their interrelationship and their independent development.

**RELI 412 - Johannine Literature** credits: 3

The Gospel of John and the Johannine letters.

**Pre-requisite(s):** one RELI 200 level course

**RELI 413 - Paul: Apostle and Letter Writer** credits: 3

Paul's life and theology as reflected in his letters.

**RELI 414 - Revelation and General Epistles** credits: 3

How to interpret the Book of Revelation and the Epistles of James, Hebrews, Jude, and 1st and 2nd Peter.

<b>RELI 417 - Christians, Romans and Jews</b>	credits: 3
Origin, character, and development of Christianity in first-century Rome as revealed in the New Testament.	
<b>RELI 418 - Apocalyptic Literature</b>	credits: 3
How to interpret the various books of apocalyptic literature in the Old and New Testaments.	
<b>RELI 419 - New Testament: Special Topics</b>	credits: 3
<b>RELI 420 - Contemporary Trends in Theology</b>	credits: 3
A selective engagement of current themes and authors who are setting the course for theology in the 21st century.	
<b>RELI 421 - Trinity, Creation, Eschatology</b>	credits: 3
The manifestation of God's purposes for human existence and the Christian's relationship with the Triune God.	
<b>RELI 422 - Christology</b>	credits: 3
The key movements in Christology today in the light of scriptural and conciliar teachings on Christ.	
<b>RELI 424 - Suffering God</b>	credits: 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.	
<b>RELI 425 - Political Theology</b>	credits: 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.	
<b>RELI 426 - Globalization, Religion and Human Rights</b>	credits: 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.	
<b>RELI 429 - Systematic Theology: Special Topic</b>	credits: 3
<b>RELI 430 - Theological Ethics</b>	credits: 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.	
<b>RELI 431 - Christian Sexual Morality</b>	credits: 3
Fundamental Christian moral principles and their application to the expression of human sexuality and issues of gender.	
<b>RELI 432 - Core Integration Seminar</b>	credits: 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.

**RELI 435 - Church and Social Justice** credits: 3

The issues of justice from a Church perspective as they affect society locally, nationally, and internationally.

**RELI 437 - The Ethics of Nonviolence** credits: 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.

**Equivalent(s): SOSJ 440**

**RELI 438 - Death and Dying** credits: 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.

**RELI 439 - Ethics: Special Topics** credits: 3

**RELI 440 - Ecclesiology** credits: 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.

**RELI 443 - The Early Church** credits: 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.

**RELI 444 - Women in Ministry** credits: 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.

**RELI 445 - Church History to the Reformation** credits: 3

The historical origins of Christianity and its development to the Reformation.

**RELI 446 - The Reformation** credits: 3

The figures, ideas, and events that produced the religious challenge to medieval Christendom in the sixteenth century.

**RELI 447 - American Religious History** credits: 3

The role of religion in the development of American culture from the colonial period to the present.

**RELI 448 - Church History: Special Topics** credits: 3

**RELI 449 - Ecclesiology: Special Topics** credits: 3

**RELI 450 - Theology of Ministry** credits: 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 if inquiry and direction for collaborative pastoral response.

**RELI 451 - Pastoral Counseling** credits: 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.

**RELI 452 - Spiritual Direction** credits: 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.

**RELI 453 - Program and Administration in Ministry** credits: 3

Practical skills in church administration and collaborative ministerial leadership: skills for developing and administering ministry programs.

**RELI 455 - Sharing Faith** credits: 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.

**RELI 457 - Supervised Ministry** credits: 1-4

Ministerial experience under supervision and assistance in theological reflection. Permission from department required.

**RELI 458 - Practicum** credits: 3

Field based experience involving demonstrated competence in ministry.

**RELI 459 - Ministry: Special Topics** credits: 3

**RELI 460 - Community Outreach** credits: 3

A course on volunteer work with both classroom and volunteer fieldwork components.

**RELI 461 - Sacraments** credits: 3

Theological study of the scriptural, doctrinal, and systematic presentation of sacramental life and worship.

**RELI 463 - Sacraments of Initiation** credits: 3

Christians are made, not born; a study of how this has been and is done sacramentally through baptism, confirmation, and the Eucharist.

**RELI 465 - Eucharist** credits: 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.

**RELI 469 – Liturgy - Sacraments: Special Topics** credits: 3

**RELI 471 - New Testament Spirituality** credits: 3

The nature of biblical spirituality and a consideration of the spiritual teachings of the gospel writers.

**RELI 472 - Christian Spiritual Traditions** credits: 3

A study of themes, issues, and selected classic texts in the history of Christian spirituality.

**Pre-requisite(s):** one RELI 300 level course

**RELI 473 - Contemporary Christian Spirituality** credits: 3

A contemporary exploration of human relationships: self, community, world, and God through the lens of Christian spirituality.

**RELI 474 - Understanding Christian Mystic** credits: 3

The lives of Teresa of Avila and John of the Cross; their works and relevance for today.

<b>RELI 475 - Spirituality and Social Justice</b>	credits: 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.	
<b>RELI 476 - Prayer and Discernment</b>	credits: 3
Practical spiritual and personal development: contemplative prayer, discernment, spiritual direction, healing ministry.	
<b>RELI 479 - Spirituality: Special Topics</b>	credits: 3
<b>RELI 480 - Spirituality and Ministry</b>	credits: 3
An exploration of spirituality as formative and foundational to contemporary ministry.	
<b>RELI 482 - Spirituality and Adult Life Cycle</b>	credits: 3
The dynamics of Christian growth in connection with contemporary life-cycle research.	
<b>RELI 485 - Feminism and Christianity</b>	credits: 3
An investigation and critique of the dialogue between feminist theory and Christian theology. Specific issues and persons are selected for consideration.	
<b>RELI 486 - Women and Spiritual Journey</b>	credits: 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.	
<b>Equivalent(s):</b> WGST 457	
<b>RELI 490 - Directed Readings</b>	credit: 1-6
Permission from department required.	
<b>RELI 491 - God and Philosophy</b>	credits: 3
Philosophical views about God and our knowledge of God.	
<b>Equivalent(s):</b> PHIL 466	
<b>RELI 492B - Holocaust</b>	credits: 3
Hitler's war and the history of Christian anti-Semitism; impact of Christianity's supercessionist theology, the role of the language of dehumanization, and the use of Christian language in nationalist and racist rhetoric.	
<b>Equivalent(s):</b> HIST 330	
<b>Pre-requisite(s):</b> one RELI 300 level course	
<b>RELI 493 - Sociology of Religion</b>	credits: 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.	
<b>Equivalent(s):</b> SOCI 384	
<b>RELI 495 - Religion Theology and Science</b>	credits: 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?	
<b>RELI 496A - Classical Hebrew I</b>	credits: 3
<b>RELI 496B - Classical Hebrew II</b>	credits: 3
<b>RELI 497 - Internship</b>	credits: 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.

**RELI 497A - Elementary Biblical Greek I**

credits: 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**

credits: 4

Continuation of RELI 497A and more advanced grammar, composition and readings. Spring, alternate years.

**Equivalent(s):** GREK 152

**Pre-requisites:** RELI 497A or GREK 151

**RELI 498 - Practicum**

credits: 3

**RELI 499 - Senior Seminar**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Religious Studies

**Pre-requisites:** RELI 399

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## Sociology

**Chairperson:** Andrea Bertotti Metoyer

**Professors:** J. Rinehart (Emerita), E. Vacha (Emeritus), 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

**Senior Lecturer:** A. Fallenstein

The Department of Sociology offers the Bachelor of Arts degree in sociology. The study of sociology helps students to 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). In their fourth year, all Sociology majors must complete SOCI 499 (Sociological Analysis).

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.A. Major in Sociology: 33 Credits**

#### **Lower Division**

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

#### **Upper Division**

SOCI 311 Classical Social Theory	3 credits
SOCI 312 Contemporary Social Theory	3 credits
SOCI Electives	9-15 credits
SOCI 499 Sociological Analysis	3 credits

### **Minor in Sociology: 18 Credits**

#### **Lower Division**

SOCI 101 Introduction to Sociology	3 credits
SOCI Electives	0-6 credits

#### **Upper Division**

SOCI Electives	9-15 credits
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#### **Course Descriptions:**

##### **SOCI 101 - Introduction to Sociology** credits: 3

A general survey of the field of sociology and how human society works. Materials focus on an understanding of modern societies.

##### **SOCI 190 - Directed Study** credits: 0-3

Topic determined by instructor.

##### **SOCI 193 - First Year Seminar** credits: 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.

##### **SOCI 200 - Social Problems, Solutions and Social Change** credits: 3

This is 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.

**Equivalent(s):** SOSJ 240

**Restrictions:**

May not be the following: Freshman

**SOCI 202 - Statistics for Social Science**

credits: 3

An introduction to the basic concepts of descriptive and inferential statistics with an emphasis on social scientific applications.

**Pre-requisites:** SOCI 101 or CRIM 101

**SOCI 204 - Research Methods**

credits: 3

Provides training and experience designing, conducting, and analyzing social research through projects using surveys, interviews, and observation. The 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 244 - Sex, Gender and Society**

credits: 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 201

**SOCI 246 - Sociology of Sport**

credits: 3

This course examines 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 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**

credits: 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**

credits: 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**

credits: 1-3

Topic determined by instructor.

**SOCI 295 - Special Topics**

credits: 1-3

Topic determined by instructor.

**SOCI 311 - Classical Social Theory**

credits: 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.

**SOCI 312 - Contemporary Social Theory** credits: 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.

**SOCI 322 - Latin American Society** credits: 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.

**Equivalent(s):** INST 315

**Restrictions:**

May not be the following: Freshman

**SOCI 323 - Race and Minority Relations** credits: 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.

**Equivalent(s):** SOSJ 321

**Restrictions:**

May not be the following: Freshman

**SOCI 325 - Mexican American Experience** credits: 3  
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.

**Restrictions:**

May not be the following: Freshman

**SOCI 326 - East Asian Society** credits: 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** credits: 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.

**Equivalent(s):** SOSJ 322

**Restrictions:**

May not be the following: Freshman

**SOCI 329 - Sociology of Culture** credits: 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 330 - Society and the Individual** credits: 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 334 - Collective Behavior and Social Movements** credits: 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 336 - Socialization** credits: 3

Much of what makes human life interesting and exciting revolves around personality - the complex cluster of traits that makes each of us unique. This course focuses on the way our experiences with others in the family, school, and at work shape our personalities while preparing us to become a part of society.

**Restrictions:**

May not be the following: Freshman

**SOCI 337 - Subcultures** credits: 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 342 - Gender, Family and Society** credits: 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):** WGST 360

**Restrictions:**

May not be the following: Freshman

**SOCI 350 - Deviant Behavior** credits: 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 351 - Criminology**

credits: 3

A study of crime and criminal offenders in America. Special attention will be given to criminal statistics, theoretical explanations, and public policy.

**Restrictions:**

May not be the following: Freshman

**SOCI 353 - Juvenile Delinquency**

credits: 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 354 - Sociology of Mental Illness**

credits: 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 355 - Elite and White Collar Deviance**

credits: 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.

**Equivalent(s):** CRIM 355, SOSJ 323

**Restrictions:**

Must be in the following field(s) of study: Criminal Justice, Sociology

May not be the following: Freshman

**SOCI 356 - Sociology of Policing**

credits: 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.

**Pre-requisites:** CRIM 101 or SOCI 101

**SOCI 378 - Social Economic Development of Italy**

credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**SOCI 380 - Global Social Change** credits: 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.

**Equivalent(s):** SOSJ 345

**SOCI 381 - Politics and Society** credits: 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 382 - Population and Society** credits: 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** credits: 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

**Restrictions:**

May not be the following: Freshman

**SOCI 384 - Sociology of Religion** credits: 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.

**Equivalent(s):** RELI 493

**Restrictions:**

May not be the following: Freshman

**SOCI 385 - Law and Society** credits: 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.

**Restrictions:**

May not be the following: Freshman

**SOCI 388 - Sociology of Education**

credits: 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(s): SOSJ 327**

**Restrictions:**

May not be the following: Freshman

**SOCI 390 - Feminist Thought**

credits: 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**

**Pre-requisites: SOCI 244 or WGST 201**

**SOCI 391 - Directed Study**

credits: 1-3

Topic determined by instructor.

**SOCI 395 – 399 - Topics in Sociology**

credits: 1-4

Topic determined by instructor.

**Restrictions:**

May not be the following: Freshman

**SOCI 432 - Core Integration Seminar**

credits: 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.

**SOCI 486 - 489- Seminar**

credits: 1-3

Topic determined by instructor.

**Restrictions:**

Must be the following: Junior, Senior

**SOCI 490 - Directed Readings**

credits: 1-3

Supervised advanced reading in selected topics in sociology. Must obtain permission from

department.

**Restrictions:**

Must be the following: Junior, Senior

**SOCI 494 - Seminar in Research and Theory**

credits: 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.

**SOCI 495 - Independent Research Project**

credits: 1-3

Approved directed experience in sociological research proposed by the student.

**Restrictions:**

Must be the following: Junior, Senior

**SOCI 496 - Practicum in Sociology**

credits: 1-3

Supervised experience in a selected social agency. Credit by arrangement.

**Restrictions:**

Must be in the following field(s) of study: Sociology

Must be the following: Senior

**Pre-requisites:** SOCI 101

**SOCI 497 - Sociology Internship**

credits: 0-6

Practical experience working within a variety of settings related to the field of sociology.

Internships are individually arranged.

**SOCI 498 - Senior Honors Thesis**

credits: 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.

**Restrictions:**

Must be the following: Senior

**SOCI 499 - Sociological Analysis**

credits: 3

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.

**Restrictions:**

Must be in the following field(s) of study: Sociology

Must be the following: Senior

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## **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 efforts to promote social justice in the contemporary world. The minor provides students with a strong foundation for understanding and researching justice issues from a variety of disciplinary perspectives and endeavors to inspire them to become "men and women for others," while also fostering the practical skills necessary for employment.

The curriculum enables students to blend the best of the liberal arts with courses designed for professional training to integrate themes of justice and peace into their academic, civic, and social pursuits. Special emphasis is placed upon the development of the habits of critical thinking and reflection, the skills of effective communication and leadership, as well as the acquisition of basic knowledge of the social sciences as they pertain to the areas of social justice, community building, social change, and human dignity.

### **Minor in Solidarity and Social Justice: 21 Credits**

(A maximum of six credits may be taken from any one department)

**Required courses:**

SOSJ 101 Introduction to Solidarity and Social Justice	3 credits
SOSJ 499 Solidarity and Social Justice Praxis	3 credits

**Elective courses:**

<u>Block A: What is social justice and why does it matter?</u>	3 credits
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(One of the following courses)

- SOSJ 310/RELI 335 Faith, Justice and the Church
- SOSJ 410/PHIL 462 Theories of Solidarity and Social Justice
- SOSJ 411/PHIL 463 Social Justice
- SOSJ 412/PHIL 414 Ancient Concepts of Justice

<u>Block B: What does social injustice look like and how does it happen?</u>	3 credits
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(One of the following courses)

- 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/CRIM 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

Block C: How does social change happen? 3 credits

(One of the following courses)

SOSJ 240/SOCI 200 Social Problems, Solutions and Social Change

SOSJ 341/HIST 367 Citizenship in the United States

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

Block D: What skills do I need to promote social change? 6 credits

(Two of the following courses)

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 360/ENGL 306 Writing in the Workplace

SOSJ 361/RELI 343 Christian Leadership

SOSJ 362/COMM 321 Advanced Public Speaking

SOSJ 363/COMM 331 Principles of Debate

SOSJ 364/COMM 362 Persuasion

SOSJ 365/RELI 350 Interreligious Dialogue

SOSJ 366/ENGL 306 Writing for Social Action

SOSJ 367/JOUR 370 Emerging Media

SOSJ 461/COMM 418 Intercultural and International Communications

SOSJ 462/COMM 381 Ethnography

SOSJ 464/COMM 401 Communication and Leadership

**Note:** Some courses have pre-requisites that are not required for the minor. Take this into consideration when choosing courses.

#### **Course Descriptions:**

##### **SOSJ 101 - Introduction Solidarity and Social Justice**

credits: 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.

**Equivalent(s):** SOCI 105

<b>SOSJ 160 - Journalistic Writing</b>	credits: 3
An introduction to journalistic-style writing across media platforms, including broadcast journalism and public relations writing. Fall, Spring, Summer.	
<b>Equivalent(s):</b> JOUR 110	
<b>SOSJ 193 - First Year Seminar</b>	credits: 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.	
<b>SOSJ 220 - Sex, Gender and Society</b>	credits: 3
Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.	
<b>Equivalent(s):</b> SOCI 244, WGST 201	
<b>SOSJ 240 - Social Problems, Solutions and Social Change</b>	credits: 3
This is 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. Fall.	
<b>Equivalent(s):</b> SOCI 200	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>SOSJ 260 - Fundamentals of Television Production</b>	credits: 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.	
<b>Equivalent(s):</b> BRCO 203	
<b>Co-requisites:</b> SOSJ 260L	
<b>SOSJ 260L - Fundamentals of Television Production Lab</b>	credit: 0
See SOSJ 260 for course description.	
<b>Equivalent(s):</b> BRCO 203L	
<b>Co-requisites:</b> SOSJ 260	
<b>SOSJ 261 - Photojournalism</b>	credits: 3
Emphasis on the role of photography in visual journalism. Includes lab instruction in photo editing techniques. Digital cameras supplied. Fall and Spring.	
<b>Equivalent(s):</b> JOUR 270	
<b>Pre-requisites:</b> INMD 101	
<b>SOSJ 262 - Civic Journalism</b>	credits: 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.	
<b>Equivalent(s):</b> JOUR 210	
<b>Pre-requisites:</b> JOUR 110 or SOSJ 160	

<b>SOSJ 310 - Faith, Justice and The Church</b>	credits: 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.' Offered annually.	
<b>Equivalent(s):</b> RELI 335	
<b>Pre-requisite(s):</b> one RELI 200 level course	
<b>SOSJ 320 - Work, Wages, and Inequality</b>	credits: 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.	
<b>Equivalent(s):</b> ECON 322	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
May not be the following: Freshman	
<b>Pre-requisites:</b> ECON 201 or ECON 270H	
<b>SOSJ 321 - Race and Minority Relations</b>	credits: 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.	
<b>Equivalent(s):</b> SOCI 323	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>SOSJ 322 - Social and Economic Inequalities</b>	credits: 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.	
<b>Equivalent(s):</b> SOCI 327	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>SOSJ 323 - Elite and White Collar Deviance</b>	credits: 3
This course examines deviance and crimes committed by organizations and the rich and powerful. The nature, extend and societal effects of various types of elite and white collar deviance are examined. Spring, alternate years.	
<b>Equivalent(s):</b> CRIM 355, SOCI 355, SOSJ 355	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Criminal Justice	
Sociology	
May not be the following: Freshman	
<b>SOSJ 325 - Inequality, Crime and Urban Life</b>	credits: 3
In this class, student 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.

**Equivalent(s):** CRIM 357

**Restrictions:**

May not be the following: Freshman

**SOSJ 326 - African American History**

credits: 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.

**Equivalent(s):** HIST 358

**SOSJ 327 - Sociology of Education**

credits: 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(s):** SOCI 388

**Restrictions:**

May not be the following: Freshman

**SOSJ 328 - -isms: Racism, Classism, Sexism**

credits: 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.

**Equivalent:** WGST 303

**SOSJ 329 - Third World Development**

credits: 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.

**Equivalent(s):** INST 310, POLS 359

**Restrictions:**

May not be the following: Freshman

**SOSJ 341 - Citizenship in the U.S.**

credits: 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.

**Equivalent(s):** HIST 367

**Pre-requisites:** HIST 102 or HIST 112

**SOSJ 342 - Women and Politics**

credits: 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.

**Equivalent(s):** POLS 322, WGST 340

**SOSJ 343 - Race and Ethnicity Politics**

credits: 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.

**Equivalent(s):** POLS 326

**Restrictions:**

May not be the following: Freshman

**SOSJ 344 - Collective Behavior and Social Movements**

credits: 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.

**Equivalent(s):** SOCI 380

**SOSJ 345 - Global Social Change**

credits: 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.

**Equivalent(s):** SOCI 380

**Restrictions:**

May not be the following: Freshman

**SOSJ 346 - Tyranny to Democracy 21st Century**

credits: 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. Examines the causes and nature of these democratic transitions. 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.

**Equivalent(s):** INST 392, POLS 368

**Restrictions:**

May not be the following: Freshman

**SOSJ 347 - Coming to America**

credits: 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.

**Equivalent(s):** HIST 351

**SOSJ 360 - Writing in the Workplace**

credits: 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.

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**SOSJ 361 - Christian Leadership**

credits: 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. Fall and Spring.

**Equivalent(s):** RELI 343

**Pre-requisite(s):** one RELI 200 level course

**SOSJ 362 - Advanced Public Speaking**

credits: 3

A rigorous examination of the various forms of public address. Students will hone their skills through a variety of classroom presentations. Fall and Spring.

**Equivalent(s):** COMM 321

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** COMM 184

**SOSJ 363 - Argumentation and Debate**

credits: 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.

**Equivalent(s):** COMM 331

**Pre-requisites:** COMM 184

**SOSJ 364 - Persuasion**

credits: 3

Theory and practice of effective persuasive techniques. Fall, Spring, and Summer.

**Equivalent(s):** COMM 362

**Pre-requisites:** COMM 184

<b>SOSJ 365 - Interreligious Dialogue</b>	credits: 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. Fall and Spring.	
<b>Equivalent(s):</b> INST 304, RELI 350	
<b>Pre-requisite(s):</b> one RELI 200 level course	
<b>SOSJ 366 - Writing for Social Action</b>	credits: 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.	
<b>Equivalent(s):</b> ENGL 306	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level	
<b>SOSJ 367 - Emerging Media</b>	credits: 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.	
<b>Equivalent:</b> JOUR 370	
<b>Restrictions:</b>	
May not be in the following: Freshman	
<b>Pre-requisites:</b> JOUR 110 Minimum Grade: D	
<b>SOSJ 410 - Theories Solidarity &amp; Social Justice</b>	credits: 3
This course is designed to fulfill the requirements of the Solidarity and Social Justice minor. It builds on the background provided by other courses in the minor and the 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?'	
<b>Equivalent(s):</b> PHIL 462	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H or WGST 237C	
<b>SOSJ 411 - Social Justice</b>	credits: 3
This course will critically consider famous theories of justice, as well as their applications to some social and moral problems.	
<b>Equivalent(s):</b> PHIL 463	
<b>Pre-requisites:</b> PHIL 201 or PHIL 201H or WGST 237C	
<b>SOSJ 412 - Ancient Concepts of Justice</b>	credits: 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).

**Equivalent(s):** PHIL 414

**Pre-requisites:** PHIL 201 or PHIL 201H or WGST 237C

**SOSJ 419 – Special Topics: Block A** credits: 3

Topic to be determined by instructor.

**SOSJ 432 - Core Integration Seminar** credits: 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.

**SOSJ 439 – Special Topics: Block B** credits: 3

Topic to be determined by instructor.

**SOSJ 459 – Special Topics: Block C** credits: 3

Topic to be determined by instructor.

**SOSJ 461 - Intercultural and International Communication** credits: 3

Identification and analysis of processes and problems of communication as affected by nation and culture. Effects of differences in attitudes, social organization, role expectations, language and non-verbal behavior - all of which are interrelated. Principles of communication theory as they apply to the intercultural context will be studied. Fall and Spring.

**Equivalent(s):** COMM 418

**Pre-requisites:** COMM 184

**SOSJ 462 - Ethnography** credits: 3

How do you cover a community? In this ethnography class, students will cultivate relationships in disenfranchised/disempowered communities and write stories based on that research. As writers, students will extend beyond reporting events to try to explain contextual meaning as well as the cultural constructs of that community. Spring.

**Equivalent(s):** COMM 381

**Pre-requisites:** COMM 184

**SOSJ 464 - Communication and Leadership** credits: 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, and writing and speaking assignments designed to cultivate leadership skills. Fall.

**Equivalent(s):** COMM 401

**Restrictions:**

Must be the following: Junior, Senior

**SOSJ 479 – Special Topics: Block D** credits: 3

Topic to be determined by instructor.

<b>SOSJ 497 - Internship</b>	credits: 0-6
Practical experience working within a variety of settings related to the field of solidarity and social justice. Internships are individually arranged.	
<b>SOSJ 499 - Solidarity and Social Justice Praxis</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Solidarity and Social Justice	

## Theatre and Dance

**Chairperson:** Kathleen Jeffs

**Assistant Professors:** K. Jeffs, S. Ostersmith, C. Pepiton, C. Smith, L. Stamoolis

**Adjuncts:** T. Benson-Vaughan, P. Erickson, S. Fealk, K. Parbon

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 search 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.

### **B.A. Major in Theatre Arts: 44-50 credits**

#### **Lower Division**

THEA 100 Introduction to Theatre Arts	3 credits
THEA 200 Theatre History	3 credits
THEA 111 Acting I	4 credits
THEA 216 Advanced Acting: 19th – 20th Century	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:	4-5 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 nine courses:	2 credits
THEA 120 Movement for the Performer	3 credits
THEA 124 Ballet I	2 credit
THEA 125 Jazz Dance I	2 credit
THEA 224 Contemporary Modern Dance I	2 credit
THEA 230 Topics in Dance	1-2 credits
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
Upper Division	
THEA 354 Directing II	4 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:	7-9 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>7-8 credits</b>
One of the following four courses:	2-3 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 credits
BRCO 204 Audio Production	
BRCO 303 Intermediate Television Production	
Two credits from the following courses:	2 credits
THEA 260 Technical Lab	
THEA 490-494 Directed Studies	

### **Minor in Theatre Arts: 20-21 credits**

#### **Lower Division**

THEA 100 Introduction to Theatre Arts	3 credits
THEA 111 Acting I	4 credits
One of the following three courses:	3-4 credits
THEA 132 Stagecraft	
THEA 134 Costume Construction	
THEA 237 Costume and Fashion Design	
THEA 200 Theatre History	3 credits
THEA 235 Design Process	3 credits
THEA 261 Performance Lab	1 credit

#### **Upper Division**

One of the following three courses:	3 credits
THEA 240 Theatre for Young Audiences	
THEA 253 Directing I	
THEA 332 Scenic Design	

## **Minor in Dance: 24 credits**

### **Lower Division**

One of the following two courses:	3 credits
THEA 120 Movement for the Performer	
THEA 122 Interdisciplinary Arts	
Two of the following four courses:	4 credits
THEA 124 Ballet I	
THEA 125 Jazz Dance I	
THEA 224 Contemporary Modern Dance I	
THEA 226 Accelerated Ballet Techniques	
One of the following three courses:	3 credits
EDPE 222 Health and Human Movement	
EDPE 224 Nutrition for Health and Fitness	
THEA 227 Principles of Dance Conditioning	
THEA 228 Dance History	3 credits
<b>Upper Division</b>	
One of the following six courses:	3 credits
THEA 320 Ballet II	
THEA 321 Jazz Dance II	
THEA 322 Musical Theatre Dance	
THEA 323 Urban Dance	
THEA 324 Modern Dance II	
THEA 330 Topics in Dance	
THEA 425 Choreography	3 credits
THEA 496A Strategies for Dance Instruction I	3 credits
THEA 496B Strategies for Dance Instruction II	2 credits

### **Course Descriptions:**

<b>THEA 100 - Introduction to Theatre Arts</b>	credits: 3
An introductory survey of the history, aesthetics, and literature of the theatre, and the various areas of theatrical production. Fall and Spring.	
<b>THEA 111 - Acting I</b>	credits: 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.	

<b>THEA 120 - Movement for Performers</b>	credits: 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.	
<b>THEA 122 - Interdisciplinary Arts</b>	credits: 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.	
<b>THEA 124 - Ballet I</b>	credits: 2
Beginning instruction in ballet. This course includes the technique, vocabulary and history of classical ballet. May be repeated. Fall.	
<b>THEA 125 - Jazz Dance I</b>	credits: 2
Beginning and continuing instruction in jazz dance. This course includes the technique, vocabulary and history of the genre. May be repeated. Fall.	
<b>THEA 130 - Topics in Dance</b>	credits: 1-2
Advanced courses, visiting artists, cultural dance. Periodic offering.	
<b>THEA 132 - Stagecraft</b>	credits: 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.	
<b>THEA 134 - Costume Construction</b>	credits: 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 and Spring.	
<b>THEA 190 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	
<b>THEA 193 - First Year Seminar</b>	credits: 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.	
<b>THEA 200 - Theatre History</b>	credits: 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.	
<b>Pre-requisites:</b> THEA 100	
<b>THEA 216 - Advanced Acting</b>	credits: 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.

**Pre-requisites:** THEA 111

**THEA 222 - E-Portfolio** credit: 0

In this zero credit course taken each fall of sophomore and junior years. Interdisciplinary Arts Minor's will submit work from the year before into an e-portfolio format. This will be reviewed by the Director and the student in a scheduled meeting, reviewing ideas for the senior synthesis project and ensuring they are on track with coursework.

**THEA 224 - Contemporary Modern Dance I** credits: 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.

**THEA 226 - Accelerated Ballet Technique** credits: 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.

**THEA 227 - Principles of Dance Conditioning** credits: 3

This course will provide student dancers scientific information for understanding the human body, injury prevention and enhance 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** credits: 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.

**THEA 230 - Topics in Dance** credits: 1-2

Topics in Dance. Periodic offering.

**THEA 235 - Design Process** credits: 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.

**THEA 237 - Costume and Fashion Design** credits: 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, even years.

**THEA 239 - Lighting Design** credits: 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.

**THEA 240 - Theatre for Young Audiences** credits: 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.

**THEA 253 - Directing I** credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** THEA 111

**THEA 260 - Technical Lab** credit: 1

Introductory level participation in one or more phases of the technical production process (set construction, costume construction, lighting, sound, etc.).

**THEA 261 - Performance Lab** credit: 1

Performance of a role in a main stage theatre production.

**THEA 290 - Directed Study** credits: 1-3

Topic to be decided by faculty.

**THEA 293 - Special Topics** credits: 1-4

Topic to be determined by Instructor.

**THEA 294 - Special Topics** credits: 1-3

Topic to be determined by Instructor.

**THEA 316 - Acting For The Camera** credits: 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.

**Pre-requisites:** THEA 111

**THEA 320 - Ballet II** credits: 3

This intermediate course in ballet focuses on technique, vocabulary, and choreography. Student participants in public performance. May be repeated. Spring.

**Pre-requisites:** THEA 124 or THEA 226

**THEA 321 - Jazz Dance II** credits: 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.

**Pre-requisites:** THEA 125

**THEA 322 - Musical Theatre Dance** credits: 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.

<b>THEA 323 - Urban Dance</b>	credits: 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.	
<b>THEA 324 - Modern Dance II</b>	credits: 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 for a maximum total of six credits. Spring.	
<b>Pre-requisites:</b> THEA 224	
<b>THEA 330 - Topics in Dance</b>	credits: 1-3
Topics in Dance. Periodic Offering.	
<b>THEA 332 - Scenic Design</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>THEA 354 - Directing II</b>	credits: 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.	
<b>Pre-requisites:</b> THEA 253	
<b>THEA 390 - Directed Study</b>	credits: 1-4
Topic to be decided by faculty.	
<b>THEA 425 - Choreography</b>	credits: 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.	
<b>THEA 432 - Core Integration Seminar</b>	credits: 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.	
<b>THEA 440 - Playwriting</b>	credits: 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.

**Restrictions:**

May not be the following: Freshman

**THEA 480 – 489 - Theatre Seminar** credits: 1-4

Intensive study of a particular aspect of theatre. Permission from department required. On sufficient demand.

**Restrictions:**

May not be the following: Freshman

**THEA 490 – 494 - Directed Study** credits: 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 496A - Strategies: Dance Instruction I** credits: 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.

**Restrictions:**

May not be the following: Freshman

**THEA 496B - Strategies for Dance Instruction II** credits: 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.

**Pre-requisites:** THEA 496A

**THEA 497 - Internship** credits: 1-3

Professional work experience in theatre related field. Fall, Spring, and Summer.

**THEA 498 - Senior Project I** credit: 1

All seniors must participate in a fourth year project, a senior capstone course to fulfill this requirement in order to graduate. Fall.

**THEA 499 - Senior Project II** credit: 1

All seniors must participate in a fourth year project, a senior capstone course to fulfill this requirement in order to graduate. Spring.

**Pre-requisites:** THEA 498

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## **Women's and Gender Studies**

**Chairperson:** Ann Ciasullo

**Professor:** E. Mermann-Jozwiak

**Assistant Professor:** S. Diaz

**Instructor:** 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 Studies. There are three required courses: WGST 201 or 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.

### **Minor in Women's and Gender Studies: 21 credits**

#### **Lower Division**

One of the following two courses	3 credits
WGST 201 Sex, Gender, and Society	
WGST 202 Gender, Difference and Power	

WGST 200 Level Electives	0-6 credits
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#### **Upper Division**

WGST 300 Level and above electives	6-12 credits
WGST 401 Feminist Thought	3 credits
WGST 499 Symposium	3 credits

Note: Component courses have a "C" suffix.

**Course Descriptions:****WGST 193 - First Year Seminar**

credits: 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.

**WGST 201 - Sex, Gender and Society**

credits: 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**

credits: 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**

credits: 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**

credits: 3

This course introduces student to literacy study through the exploration of gender in the major genres of literature (poetry, fiction, and drama).

**Equivalent(s): ENGL 102 or ENGL 105 or ENGL 106****WGST 220 - Studies in Literature and Gender**

credits: 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**

credits: 3

An introductory exploration of the relationship between literature and film, with the goal of learning to "read" films critically and appreciatively.

**Equivalent(s): ENGL 204**

**WGST 222 - Multicultural Literature** credits: 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.

**Equivalent(s):** ENGL 240

**WGST 223 - Writing** credits: 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** credits: 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.

**Pre-requisite(s):** PHIL 201

**WGST 251 - Feminist Interpretations of the Hebrew Bible** credits: 3

This course introduces students to the Hebrew Bible with special attention given to texts dealing with women.

**Equivalent(s):** RELI 111

**WGST 252 - Feminist Christian Doctrine** credits: 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.

**Equivalent(s):** RELI 211

**Pre-requisite(s):** one RELI 100 level course

**WGST 255 - Women and Contemporary Church** credits: 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.

**Equivalent(s):** RELI 231

**Pre-requisite(s):** one RELI 100 level course

**WGST 271C - Western Civilization I** credits: 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.

**Equivalent(s):** HIST 101

**WGST 280 - Special Topics** credits: 1-3

**WGST 303 - -isms: Racism, Classism, Sexism** credits: 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.

**Equivalent:** SOSJ 328

**WGST 321C - American Literature I** credits: 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 Crevecoeur, 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.

**Equivalent(s):** ENGL 310

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 323C - American Literature II** credits: 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.

**Equivalent(s):** ENGL 311

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 325C - African-American Literature** credits: 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).

**Equivalent(s):** ENGL 318

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 326C - American Literature III** credits: 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 works includes works by several modern poets (Eliot, Frost, Hughes), novelists (Hurston, Faulkner, Welty), and dramatists (O'neill, O'Neill).

**Equivalent(s):** ENGL 312

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 330 - Women in U.S. History**

credits: 3

An examination of the roles, experiences, and activities of American women from the colonial period to the 1970's.

**Equivalent(s):** HIST 363

**WGST 331 - Women in Colonial Latin America**

credits: 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

**WGST 340 - Women and Politics**

credits: 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

**Restrictions:**

May not be the following: Freshman

**WGST 341C - Urban Politics**

credits: 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

**Restrictions:**

May not be the following: Freshman

**WGST 342 - Global Gender Regimes**

credits: 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.

**Equivalent(s):** INST 326, POLS 363

**Restrictions:**

May not be the following: Freshman

**WGST 343 - Constitutional Law: Civil Liberties and Rights** credits: 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

**Restrictions:**

May not be the following: Freshman

**WGST 344 - American Social Policy** credits: 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. On sufficient demand.

**Equivalent(s):** POLS 327

**Restrictions:**

May not be the following: Freshman

**WGST 345C - Race and Ethnicity Politics** credits: 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

**Restrictions:**

May not be the following: Freshman

**WGST 350 - Women Artists** credits: 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.

**Equivalent(s):** VART 407

**WGST 352 - Psychology of Gender** credits: 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

**Pre-requisites:** (PSYC 207 and PSYC 207L) or SOCI 304

**WGST 355 - Feminist Theologies** credits: 3  
Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. This course satisfies the RELI 300 requirement.

**Equivalent(s):** RELI 385

**Pre-requisite(s):** one RELI 200 level course

<b>WGST 356 - Women and Christian Spirituality</b>	credits: 3
Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. This course satisfies the RELI 300 requirement.	
<b>Equivalent(s):</b> RELI 371	
<b>Pre-requisite(s):</b> one RELI 200 level course	
<b>WGST 357 - Bible and Contemporary Christian Ethics</b>	credits: 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.	
<b>Equivalent(s):</b> RELI 310	
<b>Pre-requisite(s):</b> one RELI 200 level course	
<b>WGST 360 - Gender, Family and Society</b>	credits: 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.	
<b>Equivalent(s):</b> SOCI 342	
<b>WGST 380 - Special Topics</b>	credits: 1-3
Topic to be determined by instructor.	
<b>WGST 401 - Feminist Thought</b>	credits: 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 only.	
<b>Equivalent(s):</b> POLS 341	
<b>Pre-requisites:</b> WGST 201 or WGST 202 or SOCI 244	
<b>WGST 403 - Criticism Theory: Literature and Cultural Studies</b>	credits: 3
This course examines various theories for interpreting literature and culture.	
<b>Equivalent(s):</b> ENGL 480	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level	
<b>WGST 416 - 18th Century British</b>	credits: 3
The British novel from 1700-1800.	
<b>Equivalent(s):</b> ENGL 436	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level	
<b>WGST 417 - Tudor and Stuart Drama</b>	credits: 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.	
<b>Equivalent(s):</b> ENGL 434	
<b>Pre-requisite(s):</b> ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level	

**WGST 418 - Shakespeare: Gender and Genre** credits: 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 our close reading will feature strong female figures, and we will pay particular attention 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.

**Equivalent(s):** ENGL 330

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 419 - Renaissance Literature** credits: 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.

**Equivalent(s):** ENGL 331

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 422C - 19th Century American Novel** credits: 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?

**Equivalent(s):** ENGL 413

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 423C - 20th Century American Novel** credits: 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.

**Equivalent(s):** ENGL 414

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 424C - Studies in the Novel** credits: 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

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 432 - Core Integration Seminar** credits: 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.

**WGST 434 - Philosophy of Sex and Gender**

credits: 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.

**Equivalent(s):** PHIL 442

**Pre-requisite(s):** PHIL 301

**WGST 435 - Feminist Ethics**

credits: 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.

**Equivalent(s):** PHIL 456

**Pre-requisite(s):** PHIL 201

**WGST 455 - Women and the Bible**

credits: 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.

**Equivalent(s):** RELI 408

**Pre-requisite(s):** one RELI 300 level course

**WGST 457 - Women and the Spiritual Journey**

credits: 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.

**Equivalent(s):** RELI 486

**Pre-requisite(s):** one RELI 300 level course

**WGST 460 - Studies in Women Writers**

credits: 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.

**Equivalent(s):** ENGL 460

**Pre-requisite(s):** ENGL 101 and (ENGL 102 or ENGL 105) and ENGL 200 level

**WGST 490 - Directed Reading**

credits: 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, department permission, and cannot be registered for via Zagweb.

**WGST 491 - Directed Study-Women's Study** credits: 1-3  
Specialized research into a topic of feminist scholarship. Directed study requires completion of a form, department permission, and cannot be registered for via Zagweb.

**Pre-requisites:** (WGST 201 or WGST 202) and WGST 401

**WGST 497 - Women and Gender Studies Intern** credits: 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 studies faculty to discuss their experiences and write a paper integrating their internship experience with their women's studies coursework. Fall and Spring.

**WGST 499 - Symposium** credits: 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.

**Pre-requisites:** (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. Stevenson

**Erwin Graue Professor of Economics:** K. Henrickson

**Kinsey M. Robinson Professor of Business Administration:** P. Buller

**Pigott Professor of Entrepreneurship:** T. Finkle

**Professors:** K. Anderson, C. Barnes (Dean Emeritus), J. Beck, R. Bennett, E. Birrer, S. Bozman, P. Buller, K. Carnes (Emerita), C. Chen, T. Chuang, D. Elloy, J. Helgeson, K. Henrickson, K. Hickman, D. Law, P. Loroz, M. McPherson, J. Monks (Emeritus), M. Shrader, V. Patil, M. Pepper, B. Stevenson, D. Stewart, W. Teets, W. Terpening (Emeritus), D. Xu

**Associate Professors:** G. Barone, M. Beqiri, R. Bull Schaefer, N. Chase (Emerita), D. Hackney, R. Herzog, E. Johnson, S. Kern, L. Kurpis, C. Stevens, A. Thatte, G. Weber, A. Voy

**Assistant Professors:** A. Brajcich, S. Hedin, M. Hoag, J. Morscheck, T. Olsen, M. Tackett

**Lecturers:** C. DeHart, M. Joy, 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-ACT 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:

### **Completion of the Business common curriculum consisting of:**

- I. Completion of the SBA common curriculum;
  - 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 and BUSN 485, must be taken concurrently
  - 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.

## **Transfer**

Transfer students admitted with a minimum of 45 semester credits may receive a waiver of the World or Comparative Religion core requirement.

## **Table of Credits for Degree Majors and Minors**

### **B.B.A. Majors**

Accounting (24 credits)

Business Administration (18-21 credits)

(The Business Administration major includes one of the following 12 or 15 credit concentrations) \*

Economics

Entrepreneurship and Innovation

Finance

Human Resource Management

Marketing

Management Information Systems

Operations and Supply Chain Management

Interdisciplinary Concentrations

International Business

Law and Public Policy

Individualized Study

\* Specific course requirements for each concentration are listed in the appropriate sections in the following pages.

### **Minor for any student:**

Sustainable Business Minor	26 credits
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### **Minors for Non-Business Majors:**

Analytical Finance	27-28 credits
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Digital Marketing	21-24 credits
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Entrepreneurship and Innovation	18 credits
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General Business	24 credits
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Management Information Systems	17 credits
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Promotion	18 credits
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## **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 24 credits, as described in the accounting section

The business administration major requires completion of 18-21 upper division credits including:

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 catalogue. 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.

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

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. This program for academic credit provides work experience in a field directly related to the student’s major or area of concentration. Internships must be approved by the student’s advisor, and participating firms are expected to provide the resources for adequate exposure to business practices in the area of the student’s major or concentration. Internship guidelines are available from the School of Business internship director or on our 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 catalogue 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.

## **Minors**

### **Sustainable Business Minor: 26 credits**

This minor is designed primarily for business majors who want to learn more about environmental issues, but the minor would be available to anyone at Gonzaga University.

Students earning a Sustainable Business minor would be required to take courses from both the School of Business Administration and the Environmental Studies Department within the College of Arts & Sciences. The intention is to have these courses work together across

disciplines to give students the necessary background in both business and environmental studies.

#### **Lower Division**

ENVS 101 Introduction to Environmental Studies	3 credits
ENVS 103 Environmental Biology	3 credit
ENVS 103L Environmental Biology	1 credit
ENVS 200 Case studies in Environmental Science	4 credits
ECON 201 Microeconomics	3 credits

#### **Upper Division**

BENT 493 Social Entrepreneurship	3 credits
BUSN 430 Sustainable Business	3 credits
ECON 324 Economics of Environmental Protection	3 credits
One of the following three courses:	3 credits
ENVS 350 Ethics: Global Climate Change	
ENVS 352 Ethics of Eating	
ENVS 358 Environmental Ethics	

### **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.

### **General Business Minor: 24 credits**

Completion of ACCT 260-ACCT 261 (or ACCT 263), ECON 201-ECON 202 (or ECON 200) and one three-credit course in statistics with a minimum GPA of 2.70 and a grade no lower than C- in any one class, must be earned to enroll in 300-level business courses required in the minor program. Applications for admission to upper division business courses are available in the School of Business and must be approved before registration for upper division business courses.

#### **Lower Division**

One of the following two options:	3 or 6 credits
ACCT 263 Accounting Analysis (3 credits)	
ACCT 260-and ACCT 261 (6 credits)	

One of the following two options:	3 or 6 credits
ECON 200 Economic Analysis (3 credits)	
ECON 201 and 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, BUSN 283 or OPER 340	

### **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 pre-requisites unless that pre-requisite has been satisfied.

#### **Lower Division**

ACCT 260 Principles of Accounting I	3 credits
ACCT 261 Principles of Accounting II	3 credits
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
One of the following two courses:	3-4 credits
MATH 114 Mathematical Analysis for Business	
MATH 157 Calculus and Analytical Geometry	
One of the following two courses:	3 credits
BUSN 230 Business Statistics	
MATH 321 Statistics for Experimentalists	

#### **Upper Division**

BFIN 320 Principles of Finance	3 credits
BFIN 322 Intermediate Finance	3 credits
BFIN 422 Investment Analysis	3 credits

## **Minor in Digital Marketing: 21-24 credits**

### **Lower Division**

BMIS 245 Technological Foundation of Digital Marketing                    3 credits

### **Upper Division**

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 three courses:    3 credits

    INMD 360 Media Law

    CPSC 325 Computer Graphics

    BMIS 331 Problem Solving & Programming Techniques

One of the following five courses:    3 credits

    MKTG 315 Consumer Behavior

    MKTG 318 Social Media Marketing

    MKTG 342 Graphic Design

    MKTG 411 Digital Advertising

    MKTG 418 Personal Selling

**NOTE:** All upper division MKTG courses require a pre-requisite of MKTG 310.

## **Minor in Entrepreneurship and Innovation: 18 credits**

Any non-business student can earn a Minor in Entrepreneurship and Innovation through a curriculum incorporating fundamentals of business and entrepreneurial subjects. From idea generation, and opportunity seeking behavior, the program takes students through the entrepreneurial process and provides a body of thought which may compliment their major studies.

### **Lower Division**

One of the following two courses:    3 credits

    ACCT 260 Principles of Accounting I

    ACCT 263 Accounting Analysis

One of the following two courses

    ECON 200 Economic Analysis

    ECON 201 Microeconomics    3 credits

### **Upper Division**

BENT 490 Creativity, Innovation and Entrepreneurship                    3 credits

BENT 491 Creating New Ventures    3 credits

One of the following two courses	3 credits
BENT 492 Technology Entrepreneurship	
BENT 493 Social Entrepreneurship	
One of the following two courses	3 credits
BENT 494 Small Business Consulting	
BENT 495 New Venture Lab	

### **Minor in Management Information Systems: 17 credits**

The world has moved into the information age. Information technology and its applications affect every walk of life by improving the productivity of individuals. As a result, social, economic, and organizational structures change rapidly. The minor in management information systems is intended for all non-business students, especially those in computer science and engineering degree programs, to have a basic understanding of how business operates and how information systems affect today's organizations.

#### **Lower Division**

BUSN 111 Business Computing*	2 credits
BMIS 235 Management Information Systems**	3 credits

#### **Upper Division**

BMIS 331 Problem-Solving and Programming Techniques	3 credits
BMIS 342 Web-Based Applications	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 pre-requisite for BMIS 325

### **Minor in Promotion: 18 credits**

The minor in promotion is offered to non-business majors. The focus is how to communicate effectively and efficiently through a variety of methods with any target audience. Students must complete three required courses as well as three courses from the approved elective courses listed below.

#### **Required Courses (9 credits)**

MKTG 310 Principles of Marketing	3 credits
MKTG 315 Consumer Behavior	3 credits
MKTG 402 Marketing Communications	3 credits

#### **Approved Elective Courses (9 credits)**

- PRLS 310 Writing for Public Relations (3 credits)
- MKTG 318 Social Media Marketing (3 credits)
- MKTG 330 Marketing Research\* (3 credits)

MKTG 342 Graphic Design (3 credits)  
MKTG 410 Digital Marketing (3 credits)  
MKTG 411 Digital Advertising (3 credits)  
MKTG 418 Personal Selling (3 credits)  
MKTG 420 Data Visualization (3 credits)  
MKTG 421 Business Analytics (3 credits)  
PRLS 460 Public Relations Campaign (3 credits)  
MKTG 490 Promotion Project\*\* (3 credits)

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 pre-requisite for most other marketing courses. MKTG 315 is a pre-requisite for MKTG 402.

\*A statistics course is a pre-requisite to MKTG 330.

\*with marketing faculty approval

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## **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.

### **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 a Masters of Accountancy (MAcc) 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 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 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: 24 credits**

#### **Upper Division**

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

#### **Course Descriptions:**

**ACCT 260 - Principles of Accounting I** credits: 3

Introduction to financial accounting with emphasis on the preparation and analysis of basic financial statements of business organizations. Fall, Spring, Summer.

#### **Restrictions:**

May not be the following: Freshman

**ACCT 261 - Principles of Accounting II** credits: 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.

#### **Restrictions:**

May not be the following: Freshman

**Pre-requisites:** ACCT 260

**ACCT 263 - Accounting Analysis** credits: 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.

#### **Restrictions:**

May not be the following: Freshman

**ACCT 290 - Directed Study** credits: 1-3

Topic to be decided by faculty.

**ACCT 360 - Intermediate Financial Accounting I** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Accounting, Business Administration, Finance

Must be the following: Junior, Senior

**Pre-requisite(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 361 - Intermediate Financial Accounting II** credits: 3

Continuation of ACCT 360. Spring.

**Restrictions:**

Must be in the following field(s) of study: Accounting, Business Administration

Must be the following: Junior, Senior

**Pre-requisites:** ACCT 360 minimum grade: C

**ACCT 362 - Accounting Information Systems** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Accounting

Must be the following: Junior, Senior

**Pre-requisite(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 363 - Cost Accounting** credits: 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.

**Restrictions:**

Must be in the following field(s) of Study: Accounting

Must be the following: Junior, Senior

**Pre-requisite(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 364 - Fraud and Forensic Examination** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Accounting

**Pre-requisites:** ACCT 361

**ACCT 365 - Federal Taxation I** credits: 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.

**Pre-requisites:** ACCT 261

**ACCT 366 - Federal Taxation II**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Accounting

Must be the following: Junior, Senior

**Pre-requisites:** ACCT 365 minimum grade: C

**ACCT 367 - Financial Reporting and Analysis**

credits: 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.

**Restrictions:**

Must be in the following College(s): School of Business

May not be in the following Field(s) of Study: Accounting

**Pre-requisites:** ACCT 260

**ACCT 460 - Advanced Financial Accounting**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Accounting

Must be the following: Junior, Senior

**Pre-requisites:** ACCT 361

**ACCT 464 - Auditing**

credits: 3

A study of auditing concepts and practices. Includes audit planning and procedures, EDP auditing, statistical sampling, ethical considerations, and report writing. Spring.

**Restrictions:**

Must be in the following field(s) of study: Accounting, Business Administration

Must be the following: Junior, Senior

**Pre-requisites:** ACCT 361 and ACCT 362

**ACCT 466 - IFRS and U.S. GAAP I**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Accounting

Must be the following: Junior, Senior

**Co-requisites:** ACCT 467

**Pre-requisites:** ACCT 361 ACCT 361

**ACCT 467 - IFRS and U.S. GAAP II**

credits: 3

A continuation of ACCT 466 and taken concurrently with ACCT 466. Spring.

**Restrictions:**

Must be in the following field(s) of study: Accounting

Must be the following: Junior, Senior

**Co-requisites:** ACCT 466

**Pre-requisites:** ACCT 361

**ACCT 471 - Forensic Accounting Lab**

credits: 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.

**Pre-requisites:** ACCT 464

**ACCT 489 - Special Topic Seminar**

credits: 1-3

On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Accounting

Must be the following: Senior

**Pre-requisite(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**

credits: 1-3

Directed Study requires completion of a form, and department permission. Zagweb registration is not available. Available Summer only

**Restrictions:**

Must be in the following field(s) of study: Accounting

Must be the following: Junior, Senior

**ACCT 497 - Internship**

credits: 1-3

Accounting internships may not be counted towards the required accounting elective.

Internships require departmental approval and 3.00 GPA. Zagweb registration is not available.

**Restrictions:**

Must be in the following College(s): School of Business

Must be in the following field(s) of study: Accounting

Must be the following: Junior, Senior

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## **Entrepreneurship and Innovation**

Students in the School of Business Administration can earn a Concentration in Entrepreneurship & Innovation in which they will learn skills related to the entrepreneurial mindset. From idea generation to opportunity-seeking behavior, the program takes students through the entrepreneurial process and prepares them for a variety of careers: creating a new enterprise, buying or expanding an existing enterprise, franchising, generating a family business, and engaging in corporate or social entrepreneurship. There is a strong emphasis on experiential learning and networking with entrepreneurs from the community.

### **Entrepreneurship and Innovation Concentration: 12 credits**

BENT 490 Creativity, Innovation and Entrepreneurship	3 credits
BENT 491 Creating New Ventures	3 credits
One of the following two courses:	3 credits
BENT 492 Technology Entrepreneurship	
BENT 493 Social Entrepreneurship	
One of the following five courses:	3 credits
BUSN 470 Multidisciplinary Action Projects	
BUSN 491 Startup Accelerator	
BUSN 494 Small Business Consulting	
BENT 495 New Venture Lab	
BENT 497 Internship	

#### **Course Descriptions:**

**BENT 340 - Small Business in Europe** credits: 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, and Entrepreneurship** credits: 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.

#### **Restrictions:**

Must be the following: Sophomore , Junior, Senior

**BENT 491 - Creating New Ventures** credits: 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

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** BENT 490 or BENT 492 or BENT 493

**BENT 492 - Technology Entrepreneurship**

credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**BENT 493 - Social Entrepreneurship**

credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**BENT 495 - New Venture Lab**

credits: 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.

**Equivalent(s):** ENTR 495

**Restrictions:**

Must be the following: Junior, Senior

## **Finance**

The finance curriculum is designed to give students a solid foundation in financial theory while developing skills and techniques necessary to manage today's dynamic business environment. The globalization of both product and financial markets, rapid development in information technology, and recent advances in the field of finance have created a growing need for well-qualified graduates. Challenging career opportunities exist in the securities and financial services industry, information systems, and corporate financial management.

## **Finance Concentration: 15 credits**

BFIN 322 Intermediate Finance	3 credits
ACCT 367 Financial Reporting	3 credits
BFIN 422 Investment Analysis	3 credits
BFIN 423 Financial Management Cases	3 credits
Electives	3 credits
BFIN 325 Financial Institutions	
BFIN 327 International Finance	
BFIN 424 Real Estate Principles	
BFIN 426 Mergers and Acquisitions	
BFIN 429A, BFIN 429B, BFIN 429C Portfolio Management I, II, III	

## **Course Descriptions:**

**BFIN 320 - Principles of Finance**

credits: 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.

### **Restrictions:**

Must be in the following field(s) of study: Accounting, Analytical Finance, Business Administration, General Business, Undeclared Business

Must be the following: Junior, Senior

**Pre-requisite(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**

credits: 3

A continuation of BFIN 320; new topics include working capital policy and management, advanced capital budgeting techniques, options, and futures. Fall and Spring.

### **Restrictions:**

Must be in the following field(s) of study: Accounting, Analytical Finance, Business Administration, Undeclared Business

Must be the following: Junior, Senior

### **Pre-requisites:** BFIN 320

**BFIN 325 - Financial Institutions** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 320

**BFIN 327 - International Finance** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Accounting, Business Administration

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 320

**BFIN 422 - Investment Analysis** credits: 3  
Basic principles and fundamentals of securities markets. Introduction to alternative investment choices and portfolio management theory. Fall and Spring.

**Restrictions:**

Must be in the following field(s) of study: Analytical Finance, Business Administration,  
Undeclared Business

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 320

**BFIN 423 - Financial Management Cases** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Finance

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 322

**BFIN 424 - Real Estate Principles** credits: 3  
A study in the principles and practices of real estate marketing and financing. On sufficient demand.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 320

**BFIN 426 - Mergers and Acquisitions** credits: 3  
Merger types and characteristics, theoretical motivations for mergers, and principles of valuation are covered within the corporate finance framework. Spring.

**Restrictions:**

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 320

**BFIN 429A - Portfolio Management I**

credit: 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.

**Restrictions:**

Must be in the following field(s) of study: Accounting, Business Administration, Finance, Undeclared Business

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 320

**BFIN 429B - Portfolio Management II**

credit: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 429A

**BFIN 429C - Portfolio Management III**

credit: 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.

**Restrictions:**

Must be in the following field(s) of study: Accounting, Business Administration, Finance, Undeclared Business

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 429B

**BFIN 489 - Special Topic Seminar**

credits: 1-3

Credit by arrangement. On sufficient demand.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Finance

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 320

**BFIN 491 - Directed Study**

credits: 1-3

An individually designed course appropriate to the student's concentration. Available Summer only.

**Restrictions:**

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

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# **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 Web-Based Applications	3 credits
BMIS 441 Database Management	3 credits
BMIS 444 Information Systems Analysis and Design	3 credits

### **Course Descriptions:**

#### **BMIS 235 - Management Information Systems** credits: 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.

#### **Restrictions:**

Must be in the following field(s) of study: Accounting, Business Administration, General Business, Management Info Systems, Undeclared Business

May not be the following: Freshman

#### **Pre-requisites:** BUSN 111

#### **BMIS 245 - Technology Foundations of Digital Marketing** credits: 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 Programming Techniques** credits: 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.

**Restrictions:**

Must be in the following College(s): School of Business

Must be the following: Junior, Senior

**Pre-requisites:** BMIS 235

**BMIS 342 - Web-Based Applications** credits: 3

The course is intended to introduce the development and technologies of web-based applications. The course presents an overall introduction to major components of web-based applications, including basic concepts of hypertext transfer protocols (HTTP), web servers, database servers, programming (scripting) languages, and development tools for web-based applications. The course provides a general coverage of alternative platforms and their associated technologies for developing web-based applications. One web programming (scripting) language and relevant standards are employed as a vehicle to familiarize students with practical skills and development techniques. Additionally, different types of web applications are introduced for illustrative purposes. Spring.

**Restrictions:**

Must be in the following College(s): School of Business

Must be the following: Junior, Senior

**Pre-requisites:** BMIS 235 and BMIS 331 or BMIS 331

**BMIS 441 - Data Base Management** credits: 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.

**Restrictions:**

Must be in the following College(s): School of Business

Must be the following: Junior, Senior

**Pre-requisites:** BMIS 235 BMIS 235

**BMIS 443 - Technology for Web and Mobile-based Businesses** credits: 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).

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** BMIS 235

**BMIS 444 - Information System Analysis and Design**

credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** BMIS 441

**BMIS 489 - Special Topic Seminar**

credits: 1-3

Credits by arrangement. Fall, Spring or Summer.

**Pre-requisites:** BMIS 235

**BMIS 491 - Directed Study**

credits: 1-3

An individually designed course of study appropriate to the student's concentration.

Prerequisites: junior or senior year standing, and department's permission

**Restrictions:**

Must be in the following College(s): School of Business

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

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## **General Business Courses**

The following general business courses are offered to all students in the School of Business Administration.

### **Course Descriptions:**

#### **BUSN 111 - Business Computing**

credits: 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**

credits: 1-3

Topic to be decided by faculty.

#### **BUSN 193 - First Year Seminar**

credits: 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.

#### **BUSN 230 - Business Statistics**

credits: 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.

#### **Restrictions:**

May not be the following: Freshman

#### **Pre-requisites:** BUSN 111 and MATH 114

#### **BUSN 283 - Business Law**

credits: 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.

#### **Restrictions:**

May not be the following: Freshman

#### **BUSN 290 - Directed Study**

credits: 1-3

Topic to be decided by faculty. Summer Only

#### **BUSN 390 - Directed Study**

credits: 1-3

Topic to be decided by faculty.

**BUSN 430 - Sustainable Business** credits: 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.

**Pre-requisite(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 432 - Core Integration Seminar** credits: 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.

**BUSN 470 - Multidisciplinary Act Projects** credits: 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.

**Restrictions:**

Must be in the following field(s) of , Business Administration

**Pre-requisite(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 - Fundamental of Business Ethics** credits: 2

This 2-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." Students should exit the course with a base of knowledge and critical thinking skills they will use in the Senior Seminar course BUSN 485 to apply to particular issues within their concentration or major. Fall and Spring.

**Restrictions:**

Must be the following: Senior

**Co-requisites:** BUSN 485

**Pre-requisite(s):** PHIL 301

**BUSN 481 - Strategic Management** credits: 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.

**Restrictions:**

Must be in the following College(s): School of Business

Must be the following: Senior

**Pre-requisites:** BFIN 320 and MGMT 350 and MKTG 310 and OPER 340

**BUSN 485 - Senior Seminar in Ethics**

credit: 1

This 1-credit course, to be taken during senior year concurrently with BUSN 480 Fundamentals of Business Ethics, will require students to extend their learning from BUSN 480 via substantive classroom work involving cases on ethical issues and a group project to be presented at the end of the semester. Fall and Spring.

**Restrictions:**

Must be the following: Senior

**Co-requisites:** BUSN 480

**Pre-requisite(s):** PHIL 301

**BUSN 489 - Special Topics** credits: 0-3

Topics and credit by arrangement.

**Pre-requisite(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** credits: 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.

**Pre-requisite(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**

credits: 1-3

Directed study requires completion of an application form and departmental permission.

Zagweb registration not available. Summer only.

**Restrictions:**

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

**BUSN 492 - Business Planning**

credits: 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.

**Restrictions:**

Must be in the following field(s) of Study: Business Administration

Must be the following: Junior, Senior

**Pre-requisites:** BFIN 320 and MGMT 350 and MKTG 310 and OPER 340

**BUSN 494 - Small Business Consulting** credits: 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.

**Restrictions:**

Must be the following: Senior

**Pre-requisite(s):** 3.25 gpa.

**BUSN 497 - Internship** credits: 1-3  
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.

**Restrictions:**

Must be in the following College(s): School of Business

Must be the following: Junior, Senior

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## 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 catalogue. 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 pre-requisite of ECON 202 with a B- or better and ECON 301 has a pre-requisite of ECON 201 with a B- or better.

### Economics Concentration: 15 credits

One of the following two courses: 3 credits

ECON 302 Intermediate Macroeconomics

ECON 352 Money and Banking

One of the following two courses:	3 credits
ECON 301 Intermediate Microeconomics	
ECON 351 Managerial Economics	
ECON 320-340 Applied Microeconomics courses	6 credits
ECON upper division elective	3 credits

**Course Descriptions:**

**ECON 193 - First Year Seminar** credits: 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.

**ECON 200 - Economic Analysis** credits: 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.

**Restrictions:**

May not be in the following College(s): School of Business

May not be enrolled in one of the following Fields of Study: Economics

**ECON 201 - Microeconomics** credits: 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.

**ECON 202 - Macroeconomics** credits: 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.

**ECON 270H - Honors Economics** credits: 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. On sufficient demand.

**Pre-requisites:** HONS 190 or ENTR 201

**ECON 289 - Special Topics** credits: 0-3

Topic to be determined by instructor.

**ECON 290 - Directed Study** credits: 1-3

Lower division topic to be determined in consultation with the faculty. Directed study requires completion of a form and permission from department. Zagweb registration is not available.

Summer.

**ECON 301 - Intermediate Microeconomics** credits: 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.

**Pre-requisites:** (ECON 201 minimum grade: B- or ECON 270H minimum grade: B-) and (MATH 114 or MATH 148 or MATH 157)

**ECON 302 - Intermediate Macroeconomics** credits: 3

Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Spring.

**Restrictions:**

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

May not be the following: Freshman

**Pre-requisites:** ECON 202 minimum grade: B-

**ECON 303 - Game Theory and Economic Applications** credits: 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. On sufficient demand.

**Pre-requisites:** (ECON 201 or ECON 270H) and (MATH 114 or MATH 148 or MATH 157)

**ECON 311 - Global Economic Issues** credits: 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.

**Cross-list:** INST 343

**Restrictions:**

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

Must be the following: Junior, Senior

**Pre-requisites:** ECON 201 or ECON 270H or ECON 200

**ECON 320 - Economics of Sports** credits: 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.

**Pre-requisites:** ECON 201 or ECON 270H

**ECON 321 - International Economics** credits: 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. Spring.

**Pre-requisites:** ECON 201 or ECON 270H

<b>ECON 322 - Work, Wages, and Inequality</b>	credits: 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.	
<b>Equivalent(s):</b> SOSJ 320	
<b>Pre-requisites:</b> ECON 201 or ECON 270H	
<b>ECON 324 - Economics of Environmental Protections</b>	credits: 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.	
<b>Equivalent(s):</b> ENVS 320	
<b>Pre-requisites:</b> ECON 201 or ECON 270H or ECON 200	
<b>ECON 325 - Public Finance</b>	credits: 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.	
<b>Pre-requisites:</b> ECON 201 or ECON 270H	
<b>ECON 330 - Antitrust Policy and Regulation</b>	credits: 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.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>Pre-requisites:</b> ECON 201 or ECON 270H	
<b>ECON 333 - Health Economics</b>	credits: 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. Fall.	
<b>Pre-requisite(s):</b> ECON 201 or ECON 270H	
<b>ECON 334 - Behavioral Economics</b>	credits: 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. On sufficient demand.	
<b>Pre-requisites:</b> ECON 201 or ECON 270H	
<b>ECON 351 - Managerial Economics</b>	credits: 3
Applications of economic theory to business decisions. Topics include: demand analysis, economic forecasting; market structure, competition, and pricing decisions; price discrimination. Spring.	
<b>Pre-requisites:</b> ECON 201 and (BUSN 230 or MATH 121 or MATH 321)	

<b>ECON 352 - Money and Banking</b>	credits: 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.	
<b>Pre-requisites:</b> ECON 202	
<b>ECON 390 - Directed Study</b>	credits: 1-4
Topic to be decided by faculty.	
<b>ECON 401 - Adam Smith and Karl Marx</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> ECON 202	
<b>ECON 402 - Currents in 20th Century Economics</b>	credits: 3
Emphasis on the works of Institutionalist, neoclassical, Austrian, Keynesian, post-Keynesian and Chicago School economists. Fall, even-numbered years	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> ECON 202	
<b>ECON 404 - Economic Integration in European Communities</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>ECON 432 - Core Integration Seminar</b>	credits: 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.	
<b>ECON 451 - Econometrics</b>	credits: 3
Mathematical and statistical techniques applied to economic and business research and forecasting. Students will undertake a research project. Fall.	
<b>Pre-requisites:</b> ECON 201 and ECON 202 and (BUSN 230 or MATH 121 or MATH 321) and (MATH 114 or MATH 148 or MATH 157)	

<b>ECON 487 - Special Topics</b>	credits: 1-3
Topics and credit by arrangement.	
<b>ECON 489 - Special Topic Seminar</b>	credits: 1-3
Topics and credit by arrangement.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> ECON 201 or ECON 270H	
<b>ECON 491 - Directed Study</b>	credits: 1-3
Individually-designed course at the upper division level appropriate to the student's major.	
Directed Study requires completion of a form, and permission from department. Zagweb registration is not available. Summer only.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	
<b>ECON 497 - Internship</b>	credits: 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 department. Zagweb registration is not available. Fall, Spring and Summer.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Business, College of Arts and Sciences	
Must be the following: Junior, Senior	

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## 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.

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## 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.

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## **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

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## Human Resource Management

This concentration provides students a broad background in the management of human resources as well as an awareness of the functional specialties within the field of human resource management. In addition to qualifying students for specific careers in human resources management and general management, this concentration also provides an excellent entry to a variety of professional positions that demand effective direction of people.

### Human Resource Management Concentration 12 Credits

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

#### Course Descriptions:

##### **MGMT 350 - Principles of Management**

credits: 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.

#### Restrictions:

Must be in the following field(s) of , Business Administration, General Business

**Pre-requisite(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**

credits: 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.

#### Restrictions:

May not be the following: Freshman

**Pre-requisites:** MGMT 350

**MGMT 400 - Recruitment and Selection** credits: 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.

**Pre-requisites:** MGMT 350

**MGMT 405 - Comp and Performance Appraisal** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Management

Must be the following: Junior, Senior

**Pre-requisites:** MGMT 350

**MGMT 410 - Training and Organizational Development** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Management

Must be the following: Junior, Senior

**Pre-requisites:** MGMT 350

**MGMT 415 - Employ Law and Labor Relations** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

**Pre-requisites:** MGMT 350

**MGMT 489 - Special Topic Seminar** credits: 1-4

Credit by arrangement. Fall or Spring or Summer.

**Restrictions:**

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

**Pre-requisites:** MGMT 350

**MGMT 491 - Directed Study**

credits: 1-3

Directed study requires completion of an application form, and departmental permission.

Zagweb registration not available. Summer only.

**Restrictions:**

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

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## Marketing

Marketing emphasizes satisfying needs and wants through the facilitation of the exchange process between and among organizations and customers. Marketing concepts and techniques apply to all types of organizations, whether they are for profit or non-profit and whether providing goods, services, experiences or ideas to their customers. An organization's long-term success is determined by understanding customer preferences and perceptions as well as how they change. Marketing is also a critical link between organizations and their environment.

The topics studied include: gathering and interpreting market information, understanding customer decision processes and the influencers of these processes, target market decisions involving segmenting markets and positioning market offerings, marketing promotion and advertising, product design and modification, pricing, distribution of products, and effective managerial decision-making and planning.

Marketing is an essential, universal activity common to all individuals and organizations around the world, whether pursuing personal employment, seeking clients for an accounting firm, or in marketing supertankers or soap. Marketing knowledge and skills may lead to challenging and satisfying careers in nearly any field including such activities as sales and sales management, advertising and promotion management, retail management and buying, product development and management, public relations, industrial marketing, marketing research, and international marketing.

### Marketing Concentration: 15 credits

MKTG 315 Consumer Behavior	3 credits
MKTG 330 Marketing Research	3 credits
MKTG 402 Marketing Communications	3 credits
MKTG 419 Marketing Strategy	3 credits

Choose one course from among the following courses:	3 credits
MKTG 300-400 level elective	
BENT 495 New Venture Lab	
BUSN 492 Business Planning	
COMM 362 Persuasion	
ECON 300 Econometrics	
PRLS 310 Writing for Public Relations	
PSYC 310 Cognition	
PSYC 335 Social Psychology	
SOCI 326 East Asian Society	
SOCI 380 Global Sociology	

A promotion minor is offered to non-business majors through the School of Business.

#### **Course Descriptions:**

<b>MKTG 310 - Principles of Marketing</b>	credits: 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.	

#### **Restrictions:**

Must be in the following field(s) of , Business Administration, General Business, Promotion, Undeclared Business

Must be the following: Junior, Senior

**Pre-requisite(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)

<b>MKTG 315 - Consumer Behavior</b>	credits: 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.	

#### **Restrictions:**

Must be the following: Junior, Senior

**Pre-requisite(s):** MKTG 310

<b>MKTG 316 - Fashion Marketing and Retailing</b>	credits: 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 318 - Social Media Marketing** credits: 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.

**Pre-requisites:** MKTG 310

**MKTG 330 - Marketing Research** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Promotion, Undeclared Business

Must be the following: Junior, Senior

**MKTG 342 - Graphic Design** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Promotion, Public Relations, Undeclared Business

Must be the following: Junior, Senior

**Pre-requisite(s):** MKTG 310

**MKTG 402 - Marketing Communications** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Digital Marketing, Promotion, Undeclared Business

Must be the following: Junior, Senior

**Pre-requisite(s):** MKTG 315

**MKTG 410 - Digital Marketing** credits: 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.

**Pre-requisites:** MKTG 310

**MKTG 411 - Digital Advertising**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Promotion, Public Relations, Undeclared Business

Must be the following: Junior, Senior

**Pre-requisite(s):** MKTG 310

**MKTG 415 - New Product Development**

credits: 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.

**Restrictions:**

Must be in the following field(s) of , Business Administration, Promotion

Must be the following: Junior, Senior

**Pre-requisites:** MKTG 330

**MKTG 416 - Retail Management**

credits: 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.

**Restrictions:**

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

Must be in the following field(s) of study: Business Administration, Promotion

Must be the following: Junior, Senior

**Pre-requisites:** MKTG 310

**MKTG 417 - International Marketing**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Promotion

Must be the following: Junior, Senior

**Pre-requisites:** MKTG 310

**MKTG 418 - Personal Selling**

credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisite(s):** MKTG 310

**MKTG 419 - Marketing Strategies**

credits: 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.

**Restrictions:**

Must be the following: Senior

**Pre-requisites:** MKTG 310 and MKTG 330

**MKTG 420 - Data Visualization**

credits: 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**

credits: 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.

**Pre-requisites:** BUSN 230 or MATH 121 or MATH 321

**MKTG 489 - Special Topic Seminar**

credits: 1-3

Credit by arrangement. Fall or Spring or Summer.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Promotion

Must be the following: Junior, Senior

**Pre-requisites:** MKTG 310

**MKTG 490 - Promotion Project**

credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisite(s):** MKTG 310

**MKTG 491 - Directed Study**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Business Administration, Promotion

Must be the following: Junior, Senior

# **Operations and Supply Chain Management**

The growth of e-commerce, increased global competition, and advances in information technology are some of the forces behind the ongoing need to eliminate waste and add value throughout a product's supply chain. The Operations and Supply Chain Management (OSCM) concentration examines how a firm can establish and enhance the operational core competencies required by demanding consumers in a dynamic marketplace.

This concentration prepares students for the challenges of tomorrow's business environment by providing them with the technical, informational, and managerial skills needed to manage and improve an integrated system of productive processes. Career opportunities exist with organizations that provide or are dependent on fast, low-cost, accurate, and uniform flows of products, information, and services. Examples of career opportunities include consulting, logistics, manufacturing, health services, government, retail and insurance, and banking.

## **Operations and Supply Chain Management Concentration: 12 credits**

Two courses selected from the following: 6 credits

OPER 345 Service Operations

# OPER 346 Project and Process Management

## OPER 347 Lean Thinking

OPER 348 Quality Management and International Standards

One course selected from the following: 3 credits

MKTG 415 New Product Development

BFIN 327 International Finance

BMIS 441 Database Management

OPER 345, OPER 346, OPER 347 or OPER 348

## Capstone course:

OPER 440 Global Operations and Supply Chain Management 3 credits

## **Course Descriptions:**

**OPER 340 - Operations Management**

credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisite(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**

credits: 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.

**Pre-requisites:** OPER 340

**OPER 346 - Project and Process Management**

credits: 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.

**Pre-requisites:** OPER 340

**OPER 347 - Lean Thinking**

credits: 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.

**Pre-requisites:** OPER 340

**OPER 348 - Quality Management and International Standards**

credits: 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.

**Pre-requisites:** OPER 340

**OPER 440 - Global Operation and Supply Chain Management** credits: 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.

**Restrictions:**

Must be the following: Senior

**Pre-requisites:** OPER 340

**OPER 489 - Special Topic Seminar**

credits: 1-4

**Pre-requisites:** OPER 340

**OPER 491 - Directed Study**

credits: 1-3

Directed study requires completion of a form and departmental permission. Zagweb registration not available. Summer only.

**Restrictions:**

Must be in the following field(s) of study: Business Administration

Must be the following: Junior, Senior

# School of Education

**Dean:** Vincent C. Alfonso

**Associate Dean:** Diane C. Tunnell

**Professors:** A. Barretto, E. Bennett, M. Derby, D. Mahoney, T. F. McLaughlin, K. Weber,

**Associate Professors:** J. Cox, S. Girtz, P. Hastings, J. Hunter, M. Jeannot, C. Johnson, D. Nieding, K. Rickel, C. Salina, M. Savage, J. Shepard, J. Traynor, M. Young

**Assistant Professors:** N. Calkins, A. Case, D. Garrett, H. Nordstrom, M. Person, E. Radmer, J. Smith, A. Wissel

**Lecturers:** C. Caniglia, C. Dieter, J. Neyman, K. Nitta

**Emeritus/Emerita**

**Professors:** J. Abi-Nader (Emerita), J. Burcalow (Emerita), A. Fein (Emeritus), J. Nelson (Emerita), R. Williams (Emeritus)

**Associate Professors:** R. Bialozor (Emeritus), J. D'Aboy (Emeritus), J. Dixon (Emerita), 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 offers three undergraduate degrees. The Department of Special Education offers the Bachelor of Education (B.Ed.) in Special Education and the Department of Sport and Physical Education offers the Bachelor of Education (B.Ed.) in Sport Management and Bachelor of Education (B.Ed.) in Kinesiology and Physical Education.

Additionally, there is a Teacher Certification program that enables students to obtain initial (Residency) certification. The School also offers initial and advanced certification for school counselors, and school administrators at the graduate level. More information on these programs can be found in the graduate catalogue.

## **Accreditation**

All teacher preparation degree programs and elementary, secondary, and advanced certification programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education, and fully approved by the Washington State Professional Educators Board (PESB).

The School Counseling, Clinical Mental Health Counseling, and Marriage and Family Counseling master's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is an accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Master's programs offered in British Columbia, Canada have received consent from the British Columbia Ministry of Advanced Education and the Degree Quality Assessment Board (DQAB). Master's programs offered in Alberta, Canada have been approved by the Alberta Ministry of Advanced Education and Technology, and the Campus Alberta Quality Council (CAQC).

While this catalogue 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.

## **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.

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## **Special Education**

**Chairperson:** Deborah Nieding

The Department of Special Education offers a major 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 skills needed to function in a resource room, a self-contained classroom, or an inclusionary model. The Department of Special Education also individualizes for candidates who plan to work outside the school setting.

Two teaching endorsements for the State of Washington can be earned through completion of the B.Ed. The first endorsement is in Special Education that permits teaching special needs students preschool through twelfth grade. The second endorsement is in Early Childhood Special Education and permits teaching special needs student's birth through third grade. Many candidates also choose to complete an endorsement in Elementary Education that permits teaching regular education students kindergarten through eighth grade. In doing so, the candidate must meet the mandated certification requirements. All students majoring or minoring in special education who wish to become endorsed to teach special education in the State of Washington must complete:

1. The coursework.
2. The Special Education in-school practica (EDSE 306 and EDSE 406).
3. Application for and acceptance into Teacher Certification.
4. Student teaching in a special education classroom.
5. State of Washington certification requirements.

Students who wish to become endorsed in Early Childhood Special Education must complete:

6. The Special Education major.
7. The Special Education In-School Practica (EDSE 306 and EDSE 406).
8. Application for and acceptance into Teacher Certification.
9. Student teaching in an Early Childhood Special Education classroom.
10. A series of four courses specifically addressing critical issues, background, and pedagogy for early development, methodology, physical development, and communication (EDSE 345, EDSE 350, EDSE 351, and EDSE 352).
11. State of Washington certification requirements.

In the Early Childhood Special Education program students are taught to serve young children with disabilities from birth through early school years.

All Gonzaga University students may enroll in EDSE 150, 155, 225, 306, 335, 307, 320, 340, 406, or 407. 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

### **Upper Division**

One of the following two courses:    1 credit

EDSE 306 Special Education In-School Experience: Elementary

EDSE 307 Special Education Application: Children

EDSE 320 Applied Behavior Analysis                                    3 credits

EDSE 340 Special Education Policies and Procedures                    3 credits

One of the following four courses:    3 credits

EDSE 345 Development of Children with Exceptionalities

EDSE 350 Early Childhood Special Education

EDSE 351 Physical Development

EDSE 352 Language and Communication

One of the following two courses:    1 credit

EDSE 406 In-School Experience: Secondary

EDSE 407 Special Education Application with Adults

EDSE 410 Precision Teaching    3 credits

EDSE 417 Assessment in Special Education                            3 credits

EDSE 451 Direct Instruction: Reading                                    3 credits

EDSE 452 Direct Instruction: Mathematics                            3 credits

EDSE 465 Classroom Management    3 credits

One of the following three courses:    9-12 credits

EDSE 495 Extended Application of Special Education Experience

EDSE 496 Special Education Student Teaching Practicum

EDSE 497 Extended Special Education Student Teaching Practicum

EDSE Electives: 155 level or above    6 credits

## **Minor in Special Education: 32 Credits**

## **Lower Division**

EDSE 150 Psychology of Children with Exceptionalities	3 credits
<b>Upper Division</b>	
One of the following two courses:	1 credit
EDSE 306 In-School Experience: Elementary	
EDSE 307 Special Education Application: Children	
EDSE 320 Applied Behavior Analysis	3 credits
EDSE 340 Special Education Policies and Procedures	3 credits
One of the following two courses:	1 credit
EDSE 406 Special Education In-School Experience: Secondary	
EDSE 407 Special Education Application with Adults	
EDSE 417 Assessment - Special Education	3 credits
EDSE 451 Direct Instruction: Reading	3 credits
EDSE 452 Direct Instruction: Math	3 credits
EDSE 465 Classroom Management	3 credits
One of the following three courses:	
EDSE 495 Extended Special Education Experience	
EDSE 496 Special Education Student Teaching Practicum	
EDSE 497 Extended Special Education Student Teaching Practicum	

## **Course Descriptions:**

<b>EDSE 150 - Psychology of Children with Exceptions</b>	credits: 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.	
<b>EDSE 155 - Signing Exact English</b>	credits: 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.	
<b>EDSE 225 - Advanced Signing Exact English</b>	credits: 3
An advanced course in SEE signing. Specific techniques in teaching with special populations who require signing as a form of total communication.	
<b>Pre-requisites:</b> EDSE 155	
<b>EDSE 306 - In School Experience Elementary</b>	credit: 1
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.	
<b>EDSE 307 - Special Education Application</b>	credits: 1-3
Students complete 30 supervised hours working directly with the individuals with disabilities in non-school settings. Arrangements are made with the instructor.	

**EDSE 320 - Applied Behavior Analysis** credits: 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.

**Co-requisites:** EDSE 320L

**EDSE 320L - Applied Behavior Analysis Lab** credit: 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.

**Co-requisites:** EDSE 320

**EDSE 335 - Autism** credits: 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** credits: 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 Children with Behavior Disorders** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Special Education

**Pre-requisites:** EDSE 320 minimum grade: B

**EDSE 345 - Development of Children with Exceptions** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Special Education

**Pre-requisites:** EDSE 150 and EDSE 320 minimum grade: B

**EDSE 346 - Teaching Students with a Learning Disabilities** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Special Education

**EDSE 350 - Early Childhood Special Ed** credits: 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.

**Pre-requisites:** EDSE 150 and EDSE 320 minimum grade: C

<b>EDSE 351 - Physical Development</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Special Education	
<b>Pre-requisites:</b> EDSE 150 and EDSE 320 minimum grade: B	
<b>EDSE 352 - Language and Communication</b>	credits: 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.	
<b>Restrictions:</b>	
<b>Pre-requisites:</b> EDSE 150 and EDSE 320 minimum grade: B	
<b>EDSE 390 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	
<b>EDSE 400 - Tutoring and Proctoring</b>	credits: 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.	
<b>Pre-requisites:</b> EDSE 320 minimum grade: B EDSE 320	
<b>EDSE 406 - In School Experience Secondary</b>	credit: 1
The student spends 30 hours working in a special education classroom at the secondary level with emphasis in math and reading.	
<b>EDSE 407 - Special Education Applications with Adults</b>	credits: 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.	
<b>EDSE 410 - Precision Teaching</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Special Education	
<b>Pre-requisites:</b> EDSE 320	
<b>EDSE 415 - Psychology of the Child with ADHD</b>	credits: 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.	
<b>Pre-requisites:</b> EDSE 320 minimum grade: C	

**EDSE 417 - Assessment-Special Education** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Psychology  
Special Education

**Pre-requisites:** EDSE 320 or PSYC 101

**EDSE 427 - Teaching Persons with Development Disabilities** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Special Education

**Pre-requisites:** EDSE 320 minimum grade: C

**EDSE 432 - Core Integration Seminar** credits: 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.

**EDSE 450 - Special Education Seminar** credit: 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.

**Co-requisites:** EDTE 495

**Pre-requisites:** EDTE 496E or EDTE 496S

**EDSE 451 - Direct Instruction-Reading** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Special Education

May not be the following: Freshman

**Pre-requisites:** EDSE 320 minimum grade: C

<b>EDSE 452 - Direct Instruction-Mathematics</b>	credits: 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.	
<b>Pre-requisites:</b> EDSE 320 minimum grade: C	
<b>EDSE 452L – Direct Instruction Math Lab</b>	credit: 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.	
<b>Co-requisites:</b> EDSE 452	
<b>EDSE 465 - Classroom Management</b>	credits: 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.	
<b>Co-requisites:</b> EDSE 465L	
<b>Pre-requisites:</b> EDSE 150 and EDSE 320 minimum grade: C and (EDSE 306 or EDSE 307 or EDSE 407 or EDSE 406)	
<b>EDSE 465L - Classroom Management Lab</b>	credit: 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.	
<b>Co-requisites:</b> EDSE 465	
<b>EDSE 470 - Functional Analysis Seminar</b>	credits: 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.	
<b>Pre-requisites:</b> EDSE 465	
<b>EDSE 490 - Directed Readings</b>	credits: 1-3
This course is an individualized study based on readings approved by the professor. The student develops a selected bibliography.	
<b>EDSE 491 - Directed Study</b>	credits: 1-3
This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.	
<b>EDSE 492 - Independent Study</b>	credit: 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.	
<b>EDSE 494 - Special Projects</b>	credits: 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.	

<b>EDSE 495 - Extended Special Education Experience</b>	credits: 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.	
<b>Pre-requisites:</b> EDSE 465	
<b>EDSE 496 - Special Ed Teaching Practicum</b>	credits: 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.	
<b>Pre-requisites:</b> EDSE 465 EDSE 465	
<b>EDSE 497 - Extended Special Education Teaching Practicum</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Education	
Must be the following: Senior	
<b>Pre-requisites:</b> EDSE 465	

## Sport and Physical Education

**Chairperson:** Karen Rickel

- Bachelor of Education in Kinesiology and Physical Education
- Bachelor of Education in Sport Management

The Bachelor of Education in Kinesiology and Physical Education curriculum prepares students for Washington State Certification to teach Health and Physical Education at the K-12 level. This certification option has reciprocity with most states within the U.S. With a strong liberal arts core, courses from the Physical Education program, and coursework from the Department of Teacher Education, students master skills for entry into the teaching profession. The major also prepares students to pursue graduate studies in Physical Education (Pedagogy or Administration).

Students not interested in seeking teacher certification who wish to pursue careers in the fitness industry as fitness club programmers, fitness club managers/owners, or providers of fitness and health-related programming for individuals, groups, or corporations can complete the major in Kinesiology and Physical Education, along with an additional 16-credit Fitness Specialist concentration. This concentration provides additional knowledge and skills from classes and internships to prepare for work in the fitness industry. Students will be qualified to sit for national certification exams in fitness specialties through the American College of Sports

Medicine or the National Strength and Conditioning Association upon completion of the concentration.

A minor in Kinesiology and Physical Education is also available, as is a health and fitness endorsement for those students whose primary major lies in an area other than physical education. For a complete listing of courses required for teaching certification contact the Department Chair.

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 business, communications, or other relevant specialty areas. During the past few years, companies who have hired our alumni include: Arizona Diamondbacks and Seattle Mariners (MLB), Golden State Warriors (NBA), Portland Timbers (MLS), University of Washington Athletics and Arizona State University (NCAA), Colorado Rapids (MLS), Everett AquaSox (Minor League Baseball), Spokane Indians (Minor League Baseball), Nike, Brooks, and the Idaho Stampede (D-League), to name a few. The Sport and Physical Education departments also offers a 24-credit minor in

### **Sport Management.**

**Activity Course Offering:** The Sport and Physical Education Department also offers a large number of activity courses (EDPE 101-189) which are open to students throughout the University. Activity courses may be repeated for credit.

## **B.Ed. Major in Kinesiology and Physical Education: 51-64 Credits**

### **Lower Division**

EDPE 190 Foundations of Health, Sport and Physical Education	3 credits
EDPE 201-204 Professional Activity Labs	8 credits
EDPE 210 CPR, First Aid and Safety Education	3 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 and EDPE 276L Anatomy and Physiology for Health and Fitness	4 credits

### **Upper Division**

EDPE 311 Health, Fitness, and Physical Education Teaching Procedures	3 credits
EDPE 312 Methods in Health Education	3 credits
EDPE 315 Adapted Physical Education	3 credits
EDPE 340 Psy-Social Aspects of Sport and Exercise	3 credits
EDPE 377 and EDPE 377L Scientific Principles: Physical Education, Health and Fitness	4 credits

One of the following:	3 credits
EDPE 413 Student Evaluation and Management	
EDPE 420 Motor Development	
EDPE 477 /L Advanced Fitness Assessment and Evaluation	4 credits
At least one of the following three options:	
EDPE 495 Health and Fitness Student Teaching	12 credits
EDPE 496A/EDPE 496B Practicum	2 credits
EDPE 497A/EDPE 497B/EDPE 497C Field Experience	1-3 credits
EDPE 499 Comprehensive Senior Exam	0 credits

### **Fitness Specialist concentration: 16 credits**

EDPE 202A Fitness Club Management	3 credits
EDPE 205 Sport & Activity in A Diverse Society	3 credits
EDPE 207 Sport & 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

### **Minor in Kinesiology and Physical Education: 32-33 credits**

#### **Lower Division**

EDPE 190 Foundations of Health, Sport and Physical Education	3 credits
EDPE 202B Strength and Cardiovascular Conditioning Pro-Lab	2 credits
EDPE 201, EDPE 203, or EDPE 204 Professional Activity Labs	2 credits
EDPE 210 CPR, First Aid and Safety Education	3 credits
EDPE 222 Health and Human Movement	3 credits
EDPE 276 and EDPE 276L Anatomy and Physiology for Health and Fitness	4 credits

#### **Upper Division**

EDPE 311 Health, Fitness, and Physical Education Teaching Procedures	3 credits
EDPE 315 Adapted Physical Education	3 credits
EDPE 377 and EDPE 377L Scientific Principles: Physical Education, Health, and Fitness	4 credits
EDPE 413 Student Evaluation and Management	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 PL: Health and Fitness Club Management	3 credits
EDPE 205 Sport & 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
<b>Upper Division</b>	
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 432 – Capstone Integration Seminar	3 credits
One EDPE 300-400 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 & 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.)

#### **Course Descriptions:**

**EDPE 101 - Tai Chi** credit: 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.

**EDPE 102 - Basketball and Softball** credit: 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.

**EDPE 103 - Basketball and Flag Football** credit: 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.

**EDPE 104 - Varsity Basketball** credit: 1

Members of the Varsity Basketball Team only. Instructor permission required.

**EDPE 105 - Varsity Basketball Condition** credit: 1

Members of the Varsity Basketball Team only. Instructor permission required.

**EDPE 106 - Varsity Cheerleading** credit: 1

Members of the Varsity Cheerleading Team only. Instructor permission required.

**EDPE 107 - Novice Crew Conditioning** credit: 1

Members of the Crew Team only. Instructor permission required.

**EDPE 108 - Beginning Bowling** credit: 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.

**EDPE 109 - League Bowling** credit: 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.

**EDPE 110 - X-Biking** credit: 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.

**EDPE 111 - Indoor Soccer** credit: 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.

**EDPE 112 - Crew Conditioning** credit: 1

Instructor Permission and Crew Team only

**EDPE 113 - CrossFit** credit: 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.

**EDPE 114 - Zumba** credit: 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.

**EDPE 115 - Aerobics** credit: 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.

**EDPE 116 - Cardio Pump** credit: 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.

**EDPE 117 - Social Dance** credit: 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.

**EDPE 118 - Barre Long and Lean** credit: 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.

**EDPE 120 - Varsity Baseball** credit: 1

Members of the Varsity Baseball Team only. Instructor permission required.

**EDPE 121 - Baseball Conditioning** credit: 1

Members of the Varsity Baseball Team only. Instructor permission required.

**EDPE 122 - Varsity Track** credit: 1

Members of the Varsity Track Team only. Instructor permission required.

**EDPE 123 - Varsity Cross Country** credit: 1

Members of the Varsity Cross Country Team only. Instructor permission required.

**EDPE 124 - Beginning Fencing** credit: 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.

**EDPE 125 - Intermediate-Advanced Fencing** credit: 1

**EDPE 126 - Beginning Golf** credit: 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.

**EDPE 127 - Intermediate-Advanced Golf** credit: 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.

<b>EDPE 128 - Varsity Golf</b>	credit: 1
Members of the Varsity Golf Team only. Instructor permission required.	
<b>EDPE 129 - Self Defense/Judo</b>	credit: 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.	
<b>EDPE 130 - Triathlon Training</b>	credit: 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.	
<b>EDPE 131 - Beginning Karate</b>	credit: 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.	
<b>EDPE 132 - Intermediate Karate</b>	credit: 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.	
<b>EDPE 133 - Advanced Karate</b>	credit: 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.	
<b>EDPE 136 - Scuba</b>	credit: 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.	
<b>EDPE 137 - Ski Conditioning</b>	credit: 1
This course is designed to get students ready for ski and snowboarding season. Ski Conditioning is an intense concentration of exercises that complement the basic movement of skiing and snowboarding. The emphasis is on improving the general level of body conditioning, flexibility,	

and improvement of cardiovascular fitness as they relate to skiing and snowboarding. Offered on sufficient demand. This is an off-campus course. Lab fee required.

**EDPE 138 - Alpine Skiing** credit: 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.

**EDPE 139 - Ski Racing** credit: 1

Offered on sufficient demand.

**EDPE 140 - Snowboarding** credit: 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.

**EDPE 142 - Snowsport Instructor Training** credit: 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.

**EDPE 144 - Swimmers** credit: 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.

**EDPE 145 - Varsity Soccer** credit: 1

Members of the Varsity Soccer Team only. Instructor permission required.

**EDPE 146 - Soccer and Volleyball** credit: 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.

**EDPE 147 - Softball and Volleyball** credit: 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.

**EDPE 148 - Varsity Tennis** credit: 1

Members of the Varsity Tennis Team only. Instructor permission required.

**EDPE 149 - Varsity Tennis Conditioning** credit: 1

Members of the Varsity Tennis Team only. Instructor permission required.

**EDPE 150 - Varsity Weight Training** credit: 1

Members of Gonzaga University Varsity Athletic Teams only. Permission required

**EDPE 151 - The Union Spin/Yoga** credit: 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.

**EDPE 152 - Racquet Sports** credit: 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.

**EDPE 153 - Tennis and Badminton** credit: 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.

**EDPE 154 - Varsity Volleyball** credit: 1

Members of the Varsity Volleyball Team only. Instructor permission required.

**EDPE 155 - Soccer/Basketball** credit: 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.

**EDPE 156 - Pilates** credit: 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.

**EDPE 157 - Yoga** credit: 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.

**EDPE 158 - Fitness and Conditioning** credit: 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.

**EDPE 159 - Aqua Aerobics** credit: 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.

**EDPE 160 - Weight Training** credit: 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.

**EDPE 161 - Studio Yoga** credit: 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 for your schedule. Students are expected to attend two classes a week. This is an off-campus course. Lab fee required.

**EDPE 163 - Lacrosse Team** credit: 1**EDPE 164 - Beginning Fly Fishing** credit: 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.

**EDPE 165 - Beginning Horseback Riding** credit: 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.

**EDPE 166 - Inter Horseback Riding** credit: 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.

**EDPE 167 - Advanced Horseback Riding** credit: 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.

**EDPE 170 - Ice Skating** credit: 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.

<b>EDPE 173 - Badminton and Racquetball</b>	credit: 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.	
<b>EDPE 174 - Intermediate/Advanced CrossFit</b>	credit: 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.	
<b>Pre-requisites:</b> EDPE 113	
<b>EDPE 175 - Beginning Gymclimbing</b>	credit: 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.	
<b>EDPE 176 - Intermediate Gymclimbing</b>	credit: 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.	
<b>EDPE 178 - Racquetball</b>	credit: 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.	
<b>EDPE 179 - Beginning/Inter Handball</b>	credit: 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.	
<b>EDPE 181 - Volleyball Conditioning</b>	credit: 1
Members of the Varsity Volleyball Team only. Instructor permission required.	
<b>EDPE 182 - Soccer Conditioning</b>	credit: 1
Members of the Varsity Soccer Team only. Instructor permission required.	

<b>EDPE 186 - GU out of Bounds Rafting</b>	credit: 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.	
<b>EDPE 188 - PiYo</b>	credit: 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.	
<b>EDPE 190 - Foundations of Health, Sport, and Physical Education</b>	credits: 3
Overview of the historical and philosophical foundations of health, fitness, sport, and physical education. Introduction to careers and professional preparation in related fields.	
<b>Restrictions:</b>	
Must be the following: Freshman or sophomore status	
<b>EDPE 191 - Special Topics</b>	credits: 1-3
Topic to be decided by faculty.	
<b>EDPE 195 - New Athlete Orientation</b>	credit: 1
This course is designed to support the student athlete with academics and Division I regulations. Permission only.	
<b>EDPE 201 – Professional Lab: Team Sports and Aquatics</b>	credits: 2
Exposure to the basic skills, terminology and concepts, rules, and strategies necessary to participate in selected team sports and aquatics as well as teaching and assessment techniques appropriate for instruction in team sports and aquatics. Emphasis will be placed upon both traditional and non-traditional team sports commonly taught in the public schools and recreation settings. Fall, even years.	
<b>Pre-requisites:</b> EDPE 190 and EDPE 311	
<b>EDPE 202A - Health and Fitness Club Management</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Fitness Specialist, Sport Management	
<b>Pre-requisites:</b> EDPE 190	
<b>EDPE 202B - Professional Lab: Strength and Cardiovascular Conditioning</b>	credits: 2
Introduces the elements of strength and cardiovascular conditioning programs for individuals and groups. Students will learn to design, implement, and evaluate these elements in peer teaching situations. Spring, even years.	
<b>Pre-requisites:</b> EDPE 190 or EDPE 311	
<b>EDPE 203 - Professional Lab: Individual Sports and Dance</b>	credits: 2
Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected individual sports; and exposure to several types of dance, dance terminology,	

positions, and movements, as well as teaching and assessment techniques appropriate for instruction in individual sports and dance. Emphasis will be placed upon both traditional and non-traditional activities commonly taught in the public schools and recreation settings. Fall, odd years.

**Pre-requisites:** EDPE 190 and EDPE 311

**EDPE 204 - Professional Lab: Leisure Sports and Games**

credits: 2

Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected leisure activities and a variety of activities appropriate for elementary age youth. In addition, teaching and assessment techniques appropriate for instruction in leisure activities and elementary activities will be emphasized. Emphasis will be placed upon both traditional and non-traditional activities commonly taught in the public schools and recreation settings. Spring, odd years.

**Pre-requisites:** EDPE 190 and EDPE 311

**EDPE 205 - Sport and Activity in Diverse Society**

credits: 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.

**Restrictions:**

Must be in the following College(s): School of Education

**Pre-requisites:** EDPE 190

**EDPE 207 - Sport and Fitness in Digital Age**

credits: 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.

**Restrictions:**

Must be in the following College(s): School of Education

**Pre-requisites:** EDPE 190

**EDPE 209 - Community CPR and First Aid**

credit: 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. This class does not meet the Sport Management majors' requirement. Fall and Spring. Permission Only

**Restrictions:**

Must be in the following field(s) of study: Physical Education

**EDPE 210 - CPR, First Aid, and Safety Ed** credits: 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 American Red Cross Certification in First Aid/CPR/AED. Fall and Spring

**Restrictions:**

Must be in the following College(s): School of Education

Must be in the following field(s) of study: Physical Education, Sport Management

**EDPE 211 - Aerobic Exercise Instruction** credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** EDPE 115

**EDPE 220 - Ergonomics in Sport and Physical Activity** credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** EDPE 190

**EDPE 222 - Health and Human Movement** credits: 3

Investigation of the factors affecting healthful living and wellness, including mental, emotional, physical, social, spiritual, and environmental health.

**EDPE 223 - Lifeguard Training** credits: 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** credits: 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.

**Restrictions:**

Must be in the following College(s): School of Education

**Pre-requisites:** EDPE 190

**EDPE 276 - Anatomy and Physiology for Health and Fitness** credits: 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.

**Co-requisites:** EDPE 276L

**Pre-requisites:** EDPE 190

**EDPE 276L - Anatomy and Physiology for Health and Fitness Lab**

credit: 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.

**Restrictions:**

Must be in the following College(s): School of Education

May not be the following: Freshman

**Co-requisites:** EDPE 276

**EDPE 290 - Directed Study**

credits: 1-3

Topic to be decided by faculty.

**EDPE 311 - Health, Fitness, and Physical Education Teaching**

credits: 3

Prepare future K-12 health, fitness and physical educators to develop and implement educational 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, fitness and physical education will be covered. Students will also be involved in observing, reviewing, planning, and delivering instruction, evaluating instruction and providing meaningful learning experiences to a diverse population. Particular attention will be given to national and state objectives and standards.

**Co-requisites:** EDPE 497A

**Pre-requisites:** EDPE 190

**EDPE 312 - Methods in Health Education**

credits: 3

Prepare future K-12 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 specific educational programs. Particular attention will be given to national and state objectives and standards.

**Restrictions:**

Must be in the following College(s): School of Education

**Co-requisites:** EDPE 497C

**Pre-requisites:** EDPE 190

**EDPE 315 - Adapted Physical Education**

credits: 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.

**Restrictions:**

May not be the following: Freshman

**Pre-requisites:** EDPE 190 and EDPE 311

**EDPE 316 - Water Safety Instruction** credits: 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** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Sport Management

Must be the following: Junior, Senior

**Pre-requisites:** EDPE 190**EDPE 340 – Psychological and Sociological Aspect of Sport-Activity** credits: 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.

**Restrictions:**

Must be in the following College(s): School of Education

**Pre-requisites:** EDPE 190**EDPE 343 - Coaching Basketball** credits: 2

Principles of defense and offense; fundamentals, special drills, rules, officiating, and equipment.

Prerequisite: third year standing. On sufficient demand.

**Restrictions:**

Must be the following: Junior, Senior

**EDPE 346 - Coaching Baseball** credits: 2

Principles of coaching competitive baseball with an emphasis on strategy, drills for skill attainment, skill evaluation and Coaching philosophy. On sufficient demand

**Restrictions:**

Must be the following: Junior, Senior

**EDPE 347 - Coaching Football** credits: 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** credits: 2

Principles of coaching competitive soccer with an emphasis on offensive and defensive strategy, position drills and philosophy. On sufficient demand

**Restrictions:**

Must be the following: Junior, Senior

**EDPE 355 - Wilderness Survival** credits: 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 - Scientific Principles: Physical Education, Health and Fitness** credits: 3

Physiological response to exercise, basic field tests to assess fitness levels, and interpretation of findings. Introduction to health risk and screening. Must be concurrently enrolled in EDPE 377L. Spring.

**Restrictions:**

May not be the following: Freshman

**Co-requisites:** EDPE 377L

**Pre-requisites:** (EDPE 276 and EDPE 276L) EDPE 376

**EDPE 377L - Scientific Principles: Physical Education, Health and Fitness Lab** credit: 1

Laboratory experience designed to allow the student to put into practice the principles studied in EDPE 377. Students will conduct and participate in a variety of physiologic testing for aerobic capacity, strength, endurance, body composition, flexibility, and health related measures of fitness. Findings will be utilized in analysis and evaluation of health related fitness. Must be taken concurrently with EDPE 377. Spring.

**Restrictions:**

**Co-requisites:** EDPE 377

**Pre-requisites:** EDPE 276 and EDPE 276L

**EDPE 378 - Kinesiology for Health and Fitness** credits: 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.

**Pre-requisites:** EDPE 276 and EDPE 276L

**EDPE 390 - Directed Study** credits: 1-3

Topic to be decided by faculty.

**EDPE 400 - Sport Sponsorship and Promotions** credits: 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.

**Restrictions:**

Must be in the following College(s):

School of Education

Must be the following: Junior, Senior

**Pre-requisites:** EDPE 190

**EDPE 412 - Administration of Sport and Athletics**

credits: 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.

**Restrictions:**

Must be in the following College(s): School of Education

Must be the following: Junior, Senior

**Pre-requisites:** EDPE 190

**EDPE 413 - Student Evaluation and Management**

credits: 3

A continuation of EDPE 311 focusing on curriculum theories, assessment protocol, student behavior, candidate professionalism, and liability, as they relate to the field of physical education, health, and fitness. Particular attention will be given to national and state objectives and standards

**Restrictions:**

Must be in the following field(s) of study: Physical Education, Sport Management

May not be the following: Freshman

**Co-requisites:** EDPE 497B

**Pre-requisites:** EDPE 190 and EDPE 311

**EDPE 414 – Ethical and Legal Aspects in Sport**

credits: 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.

**Restrictions:**

Must be the following: Junior, Senior

**Pre-requisites:** EDPE 190

**EDPE 415 - Elementary Physical Education**

credit: 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.

**Pre-requisites:** EDTE 221E

**EDPE 416 - Elementary Health Methods**

credit: 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.

**Pre-requisites:** EDTE 221E

**EDPE 417 - Abuse Prevention**

credit: 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.

**Pre-requisites:** EDTE 221E or EDTE 221S or EDPE 311

**EDPE 420 - Motor Development**

credits: 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. Information will also be provided for the cognitive and affective domains as they affect motor development. Offered Spring, Odd Years

**Restrictions:**

Must be in the following College(s): School of Education

Must be in the following field(s) of study: Physical Education

**Pre-requisites:** EDPE 190

**EDPE 432 - Core Integration Seminar**

credits: 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.

**EDPE 477 - Advanced Fitness Assessment and Evaluation**

credits: 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.

**Co-requisites:** EDPE 477L

**Pre-requisites:** EDPE 377 and EDPE 377L

**EDPE 477L - Advanced Fitness Assessment and Evaluation Lab**

credit: 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.

**Co-requisites:** EDPE 477

**Pre-requisites:** EDPE 377 and EDPE 377L

**EDPE 480 - Fitness Program Plan and Management**

credits: 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.

**Pre-requisites:** EDPE 377 and EDPE 377L

**EDPE 481 - Fitness Specialist Capstone Seminar** credit: 1

Provides review and preparation for national certification tests and/or comprehensive exams.

**Restrictions:**

Must be the following: Senior

**Pre-requisites:** EDPE 377 and EDPE 377L

**EDPE 485 - Special Topics** credits: 1-4

To be determined by instructor.

**EDPE 490 - Directed Readings** credits: 1-3

Individualized study based on readings approved by the professor. Students will develop a selected bibliography.

**EDPE 491 - Directed Study** credits: 1-3

Individualized study that is designed by the professor. Students will follow a prescribed course outline.

**EDPE 492 - Independent Study** credits: 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.

**EDPE 494 - Special Projects** credits: 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.

**EDPE 495 - Student Teaching Health and Physical Education** credits: 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.

**Pre-requisites:** EDPE 311

**EDPE 496A - Practicum: Physical Education** credits: 2

Practical experience in the area of physical education either at a site approved by the instructor of record.

**Restrictions:**

Must be the following: Junior, Senior

**EDPE 496B - Practicum: Coaching** credit: 1-2

Practical experience in the area of athletic coaching at a site approved by the instructor of record.

**Restrictions:**

Must be the following: Junior, Senior

**EDPE 496C - Practicum: Health and Fitness** credits: 3

Practical experience with in a health/fitness related environment (clubs, clinics, Health Department, etc.) at a site approved by the instructor of record.

**Restrictions:**

Must be the following: Junior, Senior

<b>EDPE 496D - Sport Management Internship I</b>	credits: 3
Practical experience in the area of sport management organization at a site approved by the instructor of record.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>Pre-requisites:</b>	EDPE 190
<b>EDPE 496E - Sport Management Internship II</b>	credits: 3
Practical experience in the area of sport management at a site approved by the instructor of record.	
<b>Restrictions:</b>	
May not be the following: Freshman	
<b>Pre-requisites:</b>	EDPE 190 and EDPE 496D
<b>EDPE 497A - In School Experience I- Health and Fitness</b>	credit: 1
This course is designed to give students practical application of their theory-based classes.	
Students are expected to gain in-depth or new expertise by concentrating a portion of their time in a specific content related area. Must be taken concurrently with EDPE 311	
<b>Co-requisites:</b>	EDPE 311
<b>Pre-requisites:</b>	EDPE 190
<b>EDPE 497B - In School Experience II- Health and Fitness</b>	credit: 1
This course is designed to give students practical application of their theory-based classes.	
Students are expected to gain in-depth or new expertise by concentrating a portion of their time in a specific content related area. Must be taken concurrently with EDPE 413	
<b>Co-requisites:</b>	EDPE 413
<b>Pre-requisites:</b>	EDPE 190
<b>EDPE 497C - In School Experience III- Health and Fitness</b>	credit: 1
This course is designed to give students practical application of their theory-based classes.	
Students are expected to gain in-depth or new expertise by concentrating a portion of their time in a specific content related area. Must be taken concurrently with EDPE 312.	
<b>Co-requisites:</b>	EDPE 312
<b>Pre-requisites:</b>	EDPE 190
<b>EDPE 499 - Comprehensive Examination</b>	credit: 0
A final exam required of all Sport Management and Physical Education majors in his/her final semester of coursework. The type of exam will be dictated by the student's program of study and a fee for the exam may be required. Contact the Department Chair for specific information.	

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## **Teacher Education**

**Chairperson:** Deborah Nieding

**Elementary Program Director:** Jonas Cox

**Secondary Program Director:** Kathy Nitta

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 three field experiences prior to a full 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.

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 Professional Education Standards Board (PESB), the National Council for Accreditation of Teacher Education (NCATE), and the Northwest Association of State Directors of Teacher Education and Certification (NASDTEC).

There are different options to obtain teacher certification. One option is a Bachelor of Education degree in Physical Education or Special Education which includes teacher certification, or elementary and secondary teacher candidates can combine certification requirements with a degree from one of the other schools/colleges in the University.

Applicants seeking Elementary Education Certification will receive an Elementary endorsement and can 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 Foundations of American 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 advisors 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 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. Minimum GPA of 2.00 in each certification program course.
3. Cumulative GPA of 2.50 or higher across G.U. 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. FBI/Washington State Patrol Fingerprint Clearance on file.
8. No uncorrected documented disposition concerns.
9. Reviewed completed Key Assessments to date with candidate.

Please refer to the Teacher Education secondary and elementary advising sheets or a Teacher Education Advisor for updated information.

### **Elementary Education Certification Program Requirements:**

EDTE 101 Foundations of American Education	3 credits
EDSE 150 Psychology of Children with Exceptionalities (Physical Education majors equivalent EDPE 315)	3 credits
EDTE 201 Learning Theories	3 credits
EDTE 213 NW History Elementary Teachers	1 credit
EDTE 221E Elementary Differentiated Instruction and Assessment (Physical Education majors equivalent course EDPE 311 and EDPE 413)	3 credits

EDTE 221L Field Experience	1 credit
(Physical Education majors equivalent EDPE 497A OR EDPE 497B)	
EDTE 231 Instructional Methods: Reading, Writing, Communications I	3 credits
(Special Education majors - equivalent course EDSE 451) Spring Only	
EDTE 315E Classroom Assessment for Elementary Teachers	3 credits
(Physical Education majors equivalent EDPE 413)	
(Special Education majors equivalent EDSE 417)	
ENGL English Composition/Grammar or equivalent	3 credits
SPCO Speech – Communications or equivalent	3 credits
POLS 101 American Politics	3 credits
Math 104 Math for Elementary Teachers	3 credits
HIST 201 or 202 History of the U.S. I or II	3 credits
BIOL 199 Biological Systems	2 credits
BIOL 199L Biological Systems Lab	1 credit
(Physical Education majors equivalent EDPE 276 and lab)	
(Special Education majors may opt to take EDPE 276) (4 credits)	
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 (Spring Only)	3 credits
EDPE 415 Physical Education Methods	1 credit
(Physical Education majors equivalent EDPE 204)	
EDPE 416 Health Education Methods	1 credit
(Physical Education majors equivalent EDPE 312)	
EDPE 417 Abuse Prevention	1 credit
EDTE 460E Classroom Management: Elementary (Special Education majors equivalent EDSE 465)	3 credits

### **Admission to Student Teaching Requirements:**

1. All certification coursework and endorsement work must be completed.
2. Minimum of 2.0 in each endorsement course.
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 on all three sections of WEST B test or alternative.
6. Current Character and Fitness form on file.
7. Current FBI / Washington State Patrol Fingerprint Clearance on file.
8. No documented disposition concerns.
9. Elementary WEST E test taken prior to student teaching. Passage of Elementary WEST E test is required for Program Completion.
10. Attendance is mandatory at the Student Teacher Application Meeting.

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 Requirements: Secondary**

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. Minimum GPA of 2.00 in each certification program course.
3. Cumulative GPA of 2.5 or higher across G.U. courses.
4. Cumulative GPA of 3.0 across EDTE courses.
5. Passing score on all three sections of the WEST-B test or alternative.
6. Character and Fitness Form on File.
7. FBI/Washington State Patrol Fingerprint Clearance on file.
8. No documented disposition concerns.
9. English Composition/Grammar or equivalent.
10. Speech Communications or equivalent.
11. Review completed Key Assessments with candidate.

### **Secondary Education Certification Program Requirements:**

EDTE 101 Foundations of American Education	3 credits
EDSE 150 Psychology of Children with Exceptionalities (Physical Education majors equivalent EDPE 315)	3 credits
EDTE 201 Learning Theories	3 credits
EDTE 221S Differentiated Instruction and Assessment (Physical Education majors equivalent EDPE 311 and EDPE 413)	3 credits
EDTE 221L Field Experience (Physical Education majors equivalent EDPE 497A or EDPE 497B)	3 credits

EDTE 241 Teaching in the Middle School	3 credits
ENGL English Composition /Grammar or equivalent	3 credits
SPCO Speech Communication or equivalent	3 credits

Taken as a block and are Spring only.

EDTE 315 Classroom Assessment for Secondary Teachers	3 credits
EDTE 418 Discipline Specific Literacy	3 credits
EDTE 418L Field Experience	1 credit
(Special Education majors equivalent EDSE 417)	
(Physical Education majors equivalent EDPE 413)	

EDPE 417 Abuse Prevention	1 credit
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### **Secondary Specific Methods**

One methods course is required for each endorsement area (Fall Only)

EDTE 454, EDTE 454L and EDTE 460S must be taken as a block and are Fall only.

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
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(Physical Education Major equivalent EDPE 497C).

EDTE 455L Field Experience: Additional Endorsement	1 credit
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(Required for additional endorsements)

EDTE 460S Classroom Management: Secondary	3 credits
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EDTE 496S Secondary Student Teaching	12 credits
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EDSE 450 Special Education Seminar	1 credit
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EDTE 495 Student Teaching Professional Seminar	2 credits
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### **Admission to Student Teaching Requirements:**

1. All endorsement and certification course work must be completed.
2. Minimum of 2.0 in each endorsement course.
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 in all three sections of the West B test or alternative.
6. Current Character and Fitness Form on file.
7. Current FBI/Washington State Patrol Fingerprint Clearance on file.
8. No documented disposition concerns.
9. WEST E taken prior to Student Teaching. Passage of WEST E endorsement test is required for program completion.

10. Attendance is mandatory at the Student Teacher Application Meeting.
11. Please refer to the Certification Advisement Handbook and the Student Teaching Handbook for additional requirements and information.

## **Optional Endorsements**

### **ESOL 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 ESOL Language Camp	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

### **Course Descriptions:**

#### **EDTE 101 - Foundations of American Education** credits: 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.

#### **EDTE 213 - Northwest History for Elementary Teachers** credit: 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 201 - Learning Theories** credits: 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.

**Pre-requisites:** EDTE 101

**EDTE 221E - Elementary Differentiated Instruction and Assessment** credits: 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.

**Co-requisites:** EDTE 221L

**Pre-requisites:** EDTE 101

**EDTE 221L - Field Experience**

credit: 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 & 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.

**Pre-requisites:** EDTE 101

**EDTE 221S - Second Differentiated Instruction and Assessment**

credits: 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.

**Co-requisites:** EDTE 221L, EDTE 241

**Pre-requisites:** EDTE 101

**EDTE 231 - Instruct Methods: Reading, Writing, and Communication I**

credits: 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.

**EDTE 241 - Teaching in the Middle School**

credits: 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.

**Co-requisites:** EDTE 221L, EDTE 221S

**Pre-requisites:** EDTE 101

**EDTE 304 - Concepts in Science**

credits: 3

This course presents earth, physical, and space science concepts for elementary teacher candidates.

**EDTE 305 – Intercultural Competence Development** credits: 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.

**EDTE 315E - Classroom Assessment for Elementary Teachers** credits: 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 and Spring.

**Pre-requisites:** EDTE 221E and EDTE 221L

**EDTE 315S - Classroom Assessment for Secondary Teachers** credits: 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.

**Co-requisites:** EDTE 418 and EDTE 418L

**EDTE 331 - Instructional Methods: Reading, Writing, and Communication II** credits: 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.

**Co-requisites:** EDTE 331L

**EDTE 331L - Field Experience** credit: 1

Teacher candidates will have the opportunity to explore first-hand Literacy instruction, assessment, and technology practices that are at work in schools. This course will aid the

teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. The course will enable the teacher candidate to observe and participate in instructional decision making, strategies for differentiation, and various assessment modes. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. This form can be found on Blackboard under Teacher Certification & Field Experience Materials Course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

**Co-requisites:** EDTE 331

**EDTE 390 - Directed Study**

credits: 1-4

Topic to be decided by faculty.

**EDTE 400 - Elementary Methods: Music**

credit: 1

This course presents theories and techniques appropriate to teaching Music in the elementary school.

**EDTE 401 - Elementary Methods: Math**

credits: 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.

**Co-requisites:** EDTE 401L

**Pre-requisites:** EDTE 221E minimum grade: C and EDTE 221L and MATH 121 and (MATH 203 or MATH 112 or MATH 157) and EDTE 315

**EDTE 401L - Field Experience**

credit: 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 & 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.

**Co-requisites:** EDTE 401

**EDTE 402 - Elementary Methods: Social Studies**

credits: 3

This course presents theories and techniques appropriate to teaching Social Studies in the elementary school.

**EDTE 403 - Elementary Methods: Art**

credit: 1

This course presents theories and techniques appropriate for teaching Art in the elementary school.

**EDTE 404 - Elementary Methods: Science** credits: 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.

**Pre-requisite(s):** EDTE 101 and EDTE 201 and EDTE 315 and (EDTE 231 or EDSE 451) and (EDSE 150 or EDPE 315) and (MATH 203 or MATH 112 or MATH 157) and EDTE 304 and (one BIOL course with lab or (EDPE 276 and EDPE 276L) or (ENVS 102 and ENVS 102L) or (ENVS 103 and ENVS 103L) or (ENVS 110 and ENVS 110L))

**EDTE 418 - Discipline Specific Literacy** credits: 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.

**Co-requisites:** EDTE 315, EDTE 418L

**EDTE 418L - Field Experience** credit: 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 & 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.

**Co-requisites:** EDTE 315, EDTE 418

**EDTE 432 - Core Integration Seminar** credits: 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.

**EDTE 440L - Field Experience** credit: 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 prior to taking this course which can be found on the Gonzaga School of Education website under Field Experience. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

**Co-requisites:** EDTE 315, EDTE 418

**Pre-requisites:** EDTE 101 and EDSE 150 and EDTE 201 and EDTE 221S and EDTE 221L and EDTE 241

<b>EDTE 453 - Methods for Teaching English Language Learners</b>	credits: 3
This course is designed to prepare elementary and secondary candidates to effectively plan, adapt and design instruction to support English Language Learners' linguistic and academic development. Candidates will explore, analyze, and enact a variety of ELL teaching and assessment methods that can be applied across grade levels, classroom contexts, and content areas.	
<b>EDTE 454D - Secondary Meth- Theater Arts</b>	credits: 3
Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.	
<b>Co-requisites:</b> EDTE 454L	
<b>EDTE 454E - Secondary Methods-English</b>	credits: 3
Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.	
<b>Co-requisites:</b> EDTE 454L	
<b>EDTE 454F - Secondary Methods-Social Study</b>	credits: 3
Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.	
<b>Co-requisites:</b> EDTE 454L	
<b>EDTE 454L - Field Experience</b>	credit: 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 & 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.	
<b>Pre-requisites:</b> EDTE 454F or EDTE 454M or EDTE 454S or EDTE 454T or EDTE 454E	
<b>EDTE 454M - Secondary Methods-Math</b>	credits: 3
Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.	
<b>Co-requisites:</b> EDTE 454L	
<b>EDTE 454S - Secondary Methods-Science</b>	credits: 3
Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.	
<b>Co-requisites:</b> EDTE 454L	
<b>EDTE 454T - Secondary Methods-World Language</b>	credits: 3
Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements.	
<b>Co-requisites:</b> EDTE 454L	

**EDTE 455L - Field Experience: Additional Endorsement** credit: 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.

**Pre-requisites:** EDTE 454E or EDTE 454F or EDTE 454D or EDTE 454M or EDTE 454S or EDTE 454T

**EDTE 460E - Classroom Management and Communication Elementary** credits: 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.

**Pre-requisites:** EDTE 221E and EDTE 221L

**EDTE 460S - Classroom Management Secondary** credits: 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.

**Co-requisites:** EDTE 454L

**Pre-requisites:** EDTE 221S and EDTE 221L and EDTE 241

**EDTE 461 - Reading Diagnosis** credits: 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** credits: 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: 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 Learner** credits: 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** credits: 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** credits: 1-4

Directed Reading requires completion of a form, and Department permission.

**EDTE 491 - Directed Study** credits: 1-3

Individualized study that is designed by the professor. Student teacher candidates follow a prescribed course outline.

**EDTE 492 - Independent Study** credits: 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.

**EDTE 494 - Special Project** credit: 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.

**EDTE 495 - Student Teaching Professional Seminar** credits: 2

**Co-requisites:** EDSE 450

**Pre-requisites:** EDTE 496E or EDTE 496S

**EDTE 496E - Elementary Student Teaching** credits: 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.

**Co-requisites:** EDSE 450, EDTE 495

**Pre-requisite(s):** EDPE 417 and EDTE 400 and EDTE 402 and EDTE 403 and EDTE 404 and (EDSE 465 or EDTE 460A or EDTE 460E or and EDTE 460E) and EDPE 497A 497C or EDSE 406 or EDTE 301L) and (EDPE 497A 497D or EDTE 401L) and (EDPE 312 or EDPE 416) and (EDSE 451 or EDTE 331) and (EDSE 452 or EDTE 303 or EDTE 401) and (EDPE 204 or EDPE 415)

**EDTE 496S - Secondary Student Teaching** credits 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.

**Co-requisites:** EDSE 450, EDTE 495

**Pre-requisite(s):** EDPE 417 and EDTE 315 and EDTE 418 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

## **English Speakers of Other Language Endorsement (Optional)**

**MTSL 304 - Immigrant and Refugee Perspectives** credits: 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.

**MTSL 401 - Theory and Practice of Language Teaching** credits: 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 language camp practicum co-requisite course (MTSL 480).

**MTSL 408 - Principles of Second Language Acquisition** credits: 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 Learners** credits: 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: 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 - TESL Language Camp Practicum** credit: 1

An integral feature of the Summer Institute (MTSL 401) is the TESL Language Camp 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.

**MTSL 490 - Independent Study** credits: 1-6

# School of Engineering and Applied Science

**Dean:** Stephen Silliman

**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, electrical, computer, 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. The engineering management degree program is in the process of seeking accreditation.

## **Center for Engineering Design and Entrepreneurship**

Engineering and computer science are rapidly changing professions. The fast pace of technological advances and new approaches to organizing the work place are requiring engineers and software developers to continually update their training. In addition to having a broad range of technical knowledge, today's engineers and software developers are expected to possess excellent interpersonal skills. They must be able to deal with open-ended design problems, to work cooperatively in a team environment, to communicate effectively, and to understand the technical, economic, environmental, and managerial aspects of projects.

The diverse skills required of modern engineers and software developers cannot be learned solely in a classroom or from a textbook. These skills are best learned through a combination of observation, emulation, analysis, and experimentation. This demands a high degree of interaction between the student and experienced engineers and computer scientists. Interpersonal skills are best developed through team work. Industry has discovered that the give-and-take process that characterizes a well-motivated team is a key element to a project's success.

The Center for Engineering Design and Entrepreneurship enhances the experience of students in the engineering and computer science programs at Gonzaga University by promoting interaction between the industrial and academic communities. Student teams, under the guidance of industry engineers and GU faculty, undertake design projects defined by sponsors in both the private and public sectors, or through proposals submitted by student teams. A project team typically consists of three to five students, often from different fields of study in the School of Engineering and Applied Science. 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:

- 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.
- Completion of certain program specific requirements.
- 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:

1. First-Year Seminar: Fulfilled through ENSC 191 & 192
2. Writing: Fulfilled through ENSC 191 & 192
3. Communication & Speech: Fulfilled throughout Engineering program
4. Fine Arts & Design: Fulfilled throughout Engineering program

### **SEAS computer science majors will complete the regular University Core.**

Transfer students should consult the General Degree Requirements and Procedures section of this catalogue for possible modifications to the Core requirements. Substitutions for discontinued courses are required and must be authorized by the proper University authorities.

### **Pre-requisite to co-requisite override**

If a student requires a class in which a pre-requisite has been completed but failed, a pre-requisite waiver may be available. The requirements for the waiver include:

1. The student must have completed all of the course work for the pre-requisite class (yet received an F grade);
2. The pre-requisite 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 pre-requisite 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 pre-requisite class and subsequent class may be taken as co-requisites in the same semester.

### **Table of Credits**

Degree	Major	Minor
Civil Engineering	BSCE	131
Computer Engineering	BSCpE	136
Electrical Engineering	BSEE	134
Engineering Management	BSEM	133-137
Required to complete a minor in General Business.		
Mechanical Engineering	BSME	140
Computer Science	BSCS	128

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## Civil Engineering

**Chairperson:** Paul Nowak (Associate Dean)

**Professors:** N. Bormann, S. Ganzerli, P. Nowak (Associate Dean), R. Young

**Associate Professor:** S. Niezgoda

**Assistant Professors:** A. Maxwell, M. Muszynski, J. Schultz

Civil engineers are problem solvers who often utilize sophisticated technologies to find 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 space satellites and launching structures, offshore drilling platforms, bridges, highways, buildings, transportation systems, dams, irrigation systems, water supply and treatment systems, wastewater collection and treatment systems, flood control 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 catalogue, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalogue.

### B.S. in Civil Engineering: 131 Credits

#### First Year

##### Fall

ENSC 191 Engineering First-Year Seminar I	3 credit
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

**Spring**

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

**Second Year****Fall**

CENG 261 Introduction to Geomatics	2 credits
CENG 261L Introduction to Geomatics	1 credit
MATH 259 Calculus and Analytical Geometry III	4 credits
PHYS 204 Scientific Physics II	4 credits
PHYS 204L Scientific Physics II Lab	1 credit
CENG 226 Hydrology and Watersheds	3 credits
RELI XXX Christianity and Catholic Traditions	3 credits

**Spring**

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

**Third Year****Fall**

CENG 302L Construction Materials Lab	1 credits
CENG 301 Structural Analysis I	3 credits
CENG 331 Soil Mechanics	3 credits
CENG 331L Soil Mechanics Lab	1 credit
ENSC 352 Fluid Mechanics	3 credits
Ethics core requirement	3 credits

**Spring**

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
Core Integration Seminar (432)	3 credits

## **Fourth Year**

### **Fall**

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>	
CENG 412 Concrete Design	3 credits
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 Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits

\*\* Civil engineering students enrolled in the Hogan Entrepreneurial Program can waive one technical elective.

\*\*\* The Washington State Fundamentals of Engineering Examination must be taken as part of the ENSC 400 course.

### **Technical Electives**

Courses from the following list satisfy the technical elective requirements. 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 390 Structural Analysis II (S)
- CENG 413 Groundwater (E, G, W)
- CENG 414 Waste Management (E)
- CENG 415 Masonry and Timber Design (S)
- CENG 417 Traffic Engineering (T)
- CENG 418 Transportation System Design (T)
- CENG 420 Structural Dynamics (S)
- CENG 424 Physicochemical Treatment Processes (E)
- CENG 426 Stream Restoration (W, E)
- CENG 427 Infrastructure Design (E, G, W, T)
- CENG 432 Hazard Mitigation (E, G, W, S, T)

CENG 444 Air Pollution (E)  
CENG 450 Geospatial Data Applications (E, G, W, T)  
CENG 454 Biological Treatment Processes (E)  
CENG 463 Pavement Design (G, S, T)  
MENG 465 Introduction to Finite Elements (G, S)

**Course Descriptions:**

**CENG 225 - Engineering Geology** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Civil Engineering

**CENG 226 - Hydrology and Watersheds** credits: 3

Develop an understanding of the influence of geology, climate, weather, basin characteristics, and man's activities on watersheds and water. Uses satellite and surface data sources for making predictions of water availability and understanding current water concerns for western North America. Fall, each year.

**Pre-requisites:** PHYS 103

**CENG 261 - Introduction to Geomatics** credits: 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.

**Restrictions:**

**Co-requisites:** CENG 261L

**Pre-requisites:** MATH 157

**CENG 261L - Introduction to Geomatics Lab** credit: 1

see CENG 261.

**Restrictions:**

**Co-requisites:** CENG 261

**CENG 301 - Structural Analysis I** credits: 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.

**Pre-requisites:** ENSC 301

<b>CENG 302L - Construction Materials Lab</b>	credit: 1
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.	
<b>Pre-requisites:</b> ENSC 301	
<b>CENG 303 - Environmental Engineering</b>	credits: 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.	
<b>Pre-requisites:</b> CHEM 101	
<b>CENG 305 - Environmental Engineering Lab</b>	credit: 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, date interpretation, and reporting requirements associated with environmental engineering. CENG 303 is a co-requisite or pre-requisite for this course.	
<b>Co-Requisite or Pre-requisite:</b> CENG 303	
<b>CENG 318 - Transportation Engineering</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 261	
<b>CENG 331 - Soil Mechanics</b>	credits: 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.	
<b>Co-requisites:</b> CENG 331L	
<b>Pre-requisites:</b> ENSC 301	
<b>CENG 331L - Soil Mechanics Lab</b>	credit: 1
Three hours of laboratory per week.	
<b>CENG 351 - Engineering Hydrology</b>	credits: 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. Spring.	
<b>Pre-requisites:</b> ENSC 352	

<b>CENG 352 - Hydraulic Engineering</b>	credits: 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.	
<b>Co-requisites:</b> CENG 352L	
<b>Pre-requisites:</b> ENSC 352	
<b>CENG 352L - Hydraulic Engineer Lab</b>	credit: 1
see CENG 352.	
<b>Co-requisites:</b> CENG 352	
<b>CENG 390 - Structural Analysis II</b>	credits: 3
Theory and application of approximate analysis methods for statically indeterminate trusses and frames. Matrix methods of structural analysis for 2-D and 3-D structures.	
<b>Pre-requisites:</b> CENG 301	
<b>CENG 391 - Civil Engineering Design and Practice</b>	credits: 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.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>CENG 404 - Sustainable Systems and Design</b>	credits: 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.	
<b>CENG 411 - Steel Design</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 301	
<b>CENG 412 - Concrete Design</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 301	

<b>CENG 414 - Waste Management</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 303	
<b>CENG 415 - Masonry - Timber Design</b>	credits: 3
Analysis and design of masonry and timber structures. Sizing of members in masonry and timber according to applicable building codes.	
<b>Pre-requisites:</b> CENG 301	
<b>CENG 416 - Hydrogeology</b>	credits: 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.	
<b>Pre-requisites:</b> ENSC 352	
<b>CENG 417 - Traffic Engineering</b>	credits: 3
Fundamentals of traffic engineering including traffic flow, capacity analysis, traffic signs and signals, and traffic engineering studies.	
<b>Pre-requisites:</b> CENG 261	
<b>CENG 418 - Transportation System Design</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 318	
<b>CENG 420 - Structural Dynamics</b>	credits: 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.	
<b>CENG 424 - Physiochemical Treatment Processes</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 303	
<b>CENG 426 - Stream Restoration</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 352	

<b>CENG 427 - Infrastructure Design</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 301 and CENG 352	
<b>CENG 432 - Hazard Mitigation</b>	credits: 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.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> MATH 321	
<b>CENG 444 - Air Pollution</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 303	
<b>CENG 450 - Geospatial Data Applications</b>	credits: 3
This course will introduce the collection, management and application of geospatial data in engineering. Geospatial data is extremely important with increasing reliance on geographic information systems (GIS) in the interpretation and use of remotely sensed data sets. The course will use examples from a variety of fields including: water resources, hydrology, geology, geography, planning, and transportation. Students will complete projects in topical issues selected each year.	
<b>Pre-requisites:</b> CENG 303 and CENG 352	
<b>CENG 454 - Biological Treatment Processes</b>	credits: 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.	
<b>Pre-requisites:</b> CENG 303	
<b>CENG 463 - Pavement Design</b>	credits: 3
Loads on pavements, stresses in pavements, vehicle and traffic consideration, climate, environmental effects. Soils and materials characterization.	
<b>Pre-requisites:</b> CENG 331	
<b>CENG 473 - Foundation Design</b>	credits: 3
General principles behind foundation design. Shallow and deep foundation design: spread footings and pile foundation. Retaining structures: sheet-pile walls, bulkheads and cofferdams.	
<b>Pre-requisites:</b> CENG 331	

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## **Computer Science**

**Chairperson:** Shawn Bowers

**Professors:** P. De Palma, K. Yerion

**Associate Professors:** D. Hughes (Emeritus), S. Bowers

**Assistant Professors:** D. Schroeder, G. Sprint, Y. Zhang

The Department of Computer Science offers a B.A. in Computer Science and Computational Thinking, a B.S. in Computer Science, and jointly administers the B.S. in Computer Engineering with the Department of Electrical Engineering. See the Undergraduate Catalog entry (College of Arts and Sciences) for “Computer Science and Computational Thinking” for a full description of the B.A program. The B.S. in Computer Science program is built upon a foundation of mathematics, natural science, intensive programming, and computer architecture, while the B.A. in Computer Science and Computational Thinking is built upon a foundation of computer science and the liberal arts. All seniors of both programs participate in a large software engineering project, completed under the guidance of a faculty member and a project sponsor.

Faculty research interests include remote sensor networks, wireless mobile networks, machine learning, genetic algorithms, speech recognition, wearable computing, mathematical modeling, data visualization, computer graphics, database systems, cloud computing, and computer security. Select students can participate in these and other projects through the Gonzaga University Center for Evolutionary Algorithms, the Intel Corporation Computational Sciences Laboratory, the Computer Science Research Laboratory, or directly with a faculty mentor. Students are encouraged to pursue summer research or internships. Many of our students secure summer research funding through the National Science Foundation-sponsored Research Experience for Undergraduates program. Others intern in the computer industry, some with companies that regularly work with our department.

The department has several laboratories which include a general purpose lab, a senior design lab, a group research lab, and a high performance computing lab. The department sponsors two student organizations: a chapter of the Association for Computing Machinery, the world's largest and oldest organization of computer scientists, and a chapter of Upsilon Pi Epsilon, the international honor society for computer science and related disciplines.

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.

## **Computer Engineering**

The Departments of Computer Science and Electrical Engineering jointly administer the B.S. in Computer Engineering program. Computer Engineering combines computer science and electrical engineering. Computer engineers develop computer hardware, software, and especially the kinds of embedded systems found in cell phones, industrial control devices, and medical instruments. See the Undergraduate Catalog 2015-2016 entry "Computer Engineering" for a full description of the program.

### **B.S. in Computer Science: 128 credits**

#### **I. Computer Science Requirements: 28 credits**

##### **Lower Division**

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 Object-Oriented and Event Programming	3 credits

##### **Upper Division**

CPSC 326 Organization of Programming Languages	3 credits
CPSC 346 Operating Systems	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

#### **II. Engineering Requirements: 8 credits**

CPEN 230/CPEN 230L Introduction to Digital Logic	4 credits
CPEN 231/CPEN 231L Microcomputer Architecture and Assembly Language Programming	4 credits

#### **III. Computer Science Electives: 21 credits**

CPSC 200 level and above General elective excluding CPSC 497	6 credits
CPSC 300 or 400 level Tech elective excluding CPSC 435, 436, and 497	15 credits

#### **IV. Science: 4 credits**

Science Requirements. Either a, b, or c is required:	4 credits
1. BIOL 105/L	
2. CHEM 101/L	
3. PHYS 103/L	

**V. Mathematics Requirements: 17 credits**

MATH157 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	

**VI: Science and Mathematics Electives: 11 credits**

(not already chosen to meet requirements above)

- BIOL 105/L Information Flow in Biological Systems and Lab
- 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 206/L Inorganic Chemistry and Lab
- CHEM 230/L Organic 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/PHYS 217 Modern Physics and 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 CPSC courses	12 credits

**Course Descriptions:****CPSC 105 - Great Ideas in Computer Science**

credits: 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** credits: 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 – 119 - Special Topics for Non Majors** credits: 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.

**Restrictions:**

May not be in the following Field(s) of Study:

Computer Science and Computational Thinking

Computer Science

**CPSC 121 - Computer Science I** credits: 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** credits: 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.

**Pre-requisites:** CPSC 121

**CPSC 211 - Algorithmic Art** credits: 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.

**Restrictions:**

Must be the following: Sophomore, Freshman

**CPSC 212 - Computational Modeling** credits: 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.

**Restrictions:**

Must be the following: Sophomore, Freshman

**CPSC 223 - Algorithms and Abstract Data Structures** credits: 3  
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.

**Pre-requisites:** CPSC 122

**Co-Requisite or Pre-requisite:** MATH 231

**CPSC 224 - Object-Oriented and Event Driven Programming** credits: 3  
Object-oriented topics like overloading, inheritance, and dynamic binding, memory management and event-driven programming. Introduction to object-oriented design. Spring.

**Pre-requisites:** CPSC 122

<b>CPSC 290 - Directed Reading</b>	credits: 0-3
Individual exploration of a topic not normally covered in the curriculum.	
<b>CPSC 310 - 319- Special Topics</b>	credits: 1-3
Topics that reflect the current interests and expertise of the faculty. On sufficient demand.	
<b>Pre-requisites:</b> CPSC 122	
<b>CPSC 321 - Database Management Systems</b>	credits: 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.	
<b>Pre-requisites:</b> CPSC 122	
<b>CPSC 326 - Organization of Program. Lang.</b>	credits: 3
Examination of the structures and concepts of procedural, functional, and logic-based programming languages. Spring.	
<b>Pre-requisites:</b> CPSC 223	
<b>CPSC 346 - Operating Systems</b>	credits: 3
Study of operating systems internals. Topics include concurrent programming, memory management, file system management, scheduling algorithms, security. Fall.	
<b>Pre-requisites:</b> CPEN 231 and CPSC 122	
<b>CPSC 351 - Theory of Computation</b>	credits: 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.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> CPSC 122 and MATH 231	
<b>CPSC 353 - Applied Cryptography</b>	credits: 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.	
<b>Pre-requisites:</b> CPSC 122	
<b>CPSC 360 - Introduction to Robotics</b>	credits: 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.	
<b>Pre-requisites:</b> CPSC 122 and CPEN 231	
<b>CPSC 410 – 419 - Advanced Topics</b>	credits: 3
Topics that reflect the current interests and expertise of the faculty. On sufficient demand.	
<b>Pre-requisites:</b> CPSC 223	
<b>CPSC 425 - Computer Graphics</b>	credits: 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.

**Pre-requisites:** CPSC 223 and MATH 231

**CPSC 427 - Artificial Intelligence**

credits: 3

Introduction to AI. Topics include automated reasoning, state space and heuristic search, knowledge representation formalisms, and stochastic methods. Spring.

**Pre-requisites:** CPSC 223

**CPSC 431 - Computer Architecture**

credits: 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.

**Pre-requisites:** CPEN 231

**CPSC 435 - Parallel Computing**

credits: 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.

**Pre-requisites:** CPEN 231

**CPSC 436 - Biomedical Informatics and Computing**

credits: 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.

**Pre-requisites:** CPEN 231

**CPSC 447 - Data Communications**

credits: 3

Study of main components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Spring, odd years.

**Pre-requisites:** CPSC 223

**CPSC 448 - Computer Security**

credits: 3

Study of security and information assurance in stand-alone and distributed computing. Topics include ethics, privacy, access control methods and intrusion detection. Fall.

**Pre-requisites:** CPSC 223

**CPSC 450 - Design and Analysis-Computer Algorithms**

credits: 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. **Pre-requisites:** CPSC 223 and MATH 231

**CPSC 455 - Chaos and Dynamical Systems**

credits: 3

Introduction to the study of discrete nonlinear dynamical systems and their chaotic behavior. The course will focus on investigation s 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.

**Pre-requisites:** MATH 231 and CPSC 122

**CPSC 475 – Speech and Natural Language Processing** credits: 3

Computational approaches to language processing: morphology, phonetics, speech recognition, syntax, and semantics. Emphasis on statistical language processing. Fall, even years.

**Pre-requisites:** CPSC 223

**CPSC 490 - Directed Reading** credits: 1-3

Individual exploration of a topic not normally covered in the curriculum. Arrangement with an instructor.

**Restrictions:**

Must be the following: Senior

**CPSC 491 - Software Engineering** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Computer Science and Computational Thinking, Computer Science

Must be the following: Senior

**Co-requisites:** CPSC 491L, CPSC 499

**CPSC 491L - Senior Design Project Lab I** credit: 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.

**Restrictions:**

Must be in the following field(s) of study: Computer Science and Computational Thinking Computer Science

Must be the following: Senior

**Co-requisites:** CPSC 491, CPSC 499

**CPSC 492L - Senior Design Project Lab II** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Computer Science and Computational Thinking Computer Science

Must be the following: Senior

**Pre-requisites:** CPSC 491 and CPSC 491L

**CPSC 495 - Thesis I** credit: 1

First of a two semester senior thesis project. Requires arrangement with a faculty supervisor.

**Restrictions:**

Must be in the following field(s) of study: Computer Science

Must be the following: Senior

<b>CPSC 496 - Thesis II</b>	credit: 1
Second of a two semester senior thesis project. Requires arrangement with a faculty supervisor.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Computer Science	
Must be the following: Senior	
<b>Pre-requisites:</b> CPSC 495	
<b>CPSC 497 - Computer Science Internship</b>	credits: 0-3
Computer Industry Internship.	
<b>Restrictions:</b>	
Must be the following: Senior	
<b>CPSC 499 - Computers and Society</b>	credit: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Computer Science and Computational Thinking	
Computer Science	
Must be the following: Senior	
<b>Co-requisites:</b> CPSC 491, CPSC 491L	

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## Electrical Engineering and Computer Engineering

**Chairperson:** V. Labay

**Professors:** G. Allwine (Emeritus), R. Birgenheier (Emeritus), G. Braileanu (Emeritus), V.A. Labay, S. Schennum, C. Talarico, C. Tavora (Emeritus)

**Associate Professors:** Y. Ji

**Assistant Professor:** J. Tadrous

**Lecturer:** R. Cox, M. Santora

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 catalogue.

## **B.S. in Electrical Engineering: 135 credits**

### **First Year**

#### **Fall**

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

#### **Spring**

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

### **Second Year**

#### **Fall**

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

#### **Spring**

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

### **Third Year**

#### **Fall**

EENG 301 Electromagnetic Fields and Materials	4 credits
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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
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

**Course Descriptions:**

<b>EENG 201 - Circuit Analysis I</b>	credits: 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.	
<b>Co-requisites:</b> EENG 201L	
<b>Co-Requisite or Pre-requisite:</b> MATH 258 and PHYS 103	
<b>EENG 201L - Circuit Analysis I Lab</b>	credit: 1
Three laboratory hours per week. Taken concurrently with EENG 201.	
<b>Co-requisites:</b> EENG 201	
<b>EENG 202 - Circuit Analysis II</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 201	
<b>EENG 301 - Electro Fields and Materials</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 201 and PHYS 204 and MATH 259	
<b>Co-Requisite or Pre-requisite:</b> EENG 202	
<b>EENG 303 - Electronics Design I</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 201	
<b>Co-Requisite or Pre-requisite:</b> EENG 202	
<b>EENG 303L - Electronics Design I Lab</b>	credit: 1
Three hours laboratory per week. Taken concurrently with EENG 303.	
<b>Co-requisites:</b> EENG 303	
<b>EENG 304 - Electronics Design II</b>	credits: 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.	
<b>Co-requisites:</b> EENG 304L	
<b>Co-Requisite or Pre-requisite:</b> EENG 303	

<b>EENG 304L - Electronics Design II Lab</b>	credit: 1
Three laboratory hours per week. Taken concurrently with EENG 304.	
<b>Co-requisites:</b> EENG 304	
<b>EENG 311 - Signals and Systems</b>	credits: 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.	
<b>Co-Requisite or Pre-requisite:</b> EENG 202 and MATH 260	
<b>EENG 322 - Probabilistic Methods in Electrical Engineering</b>	credits: 3
Introduction to probability; random variables; multiple random variables; elements of statistics; applications in electrical and computer engineering. Three lecture hours per week.	
<b>Pre-requisites:</b> MATH 258 and EENG 311	
<b>EENG 340 - Introduction to Electric Power Engineering</b>	credits: 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.	
<b>Co-requisites:</b> EENG 340L	
<b>Pre-requisites:</b> EENG 202	
<b>EENG 340L - Introduction to Electric Power Engineering Lab</b>	credit: 1
Three hours of laboratory per week. Taken concurrently with EENG 340.	
<b>Co-requisites:</b> EENG 340	
<b>EENG 391 - Engineering Design</b>	credit: 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.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> EENG 202	
<b>EENG 401 - Electronics III</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 304	
<b>EENG 402 - Electromagnetic Waves and Materials</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 301	
<b>EENG 403 - Passive and Active Filter Design</b>	credits: 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.

**Pre-requisites:** EENG 311

**EENG 406 - Introduction to Integrated Circuit** credits: 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.

**Pre-requisites:** CPEN 231 and EENG 304

**EENG 411 - Introduction to Control Systems** credits: 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.

**Co-requisites:** EENG 421, EENG 425

**Pre-requisites:** EENG 303

**EENG 412 - Digital Control Systems** credits: 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.

**Pre-requisites:** EENG 411 or MENG 411

**EENG 413 - Automation** credits: 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.

**Pre-requisites:** CPSC 121 and (EENG 311 or MENG 301)

**EENG 413L - Automation Lab** credit: 1

Three laboratory hours per week. Taken concurrently with EENG 413 (ENSC413).

**EENG 421 - Introduction Communication Systems** credits: 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.

**Pre-requisites:** EENG 311 and EENG 322

**EENG 422 - Digital Communication Systems** credits: 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.

**Restrictions:**

Must be the following: Senior

**Pre-requisites:** EENG 421

<b>EENG 424 - Digital Signal Processing</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 311	
<b>EENG 425 - Communication-Control Lab</b>	
	credit: 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.	
<b>Co-requisites:</b> EENG 411, EENG 421	
<b>EENG 427 - Wireless Systems</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 202	
<b>EENG 428 - Wireless Systems II</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 427	
<b>EENG 441 - Analysis of Power Systems</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 340	
<b>EENG 442 - Electrical Power Distribution System Engineering</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 340	
<b>EENG 443 - Analysis of Electrical Machines</b>	credits: 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.	
<b>Pre-requisites:</b> EENG 340	
<b>EENG 444 - Computational Methods for Power Systems</b>	credits: 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.

**Restrictions:**

Must be the following: Senior

**Pre-requisites:** EENG 441

**EENG 481 - Special Topics Electrical Engineering** credits: 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.

## **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 catalogue.

## **B.S. in Computer Engineering: 136 credits**

### **First Year**

#### **Fall**

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	3 credits
PHIL 101 Reasoning	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits

#### **Spring**

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

### **Second Year**

#### **Fall**

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

#### **Spring**

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	3 credits
PHYS 204L Scientific Physics II Lab	1 credit

### **Third Year**

#### **Fall**

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
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 448 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

### **Course Descriptions:**

**CPEN 230 - Introduction Digital Logic** credits: 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.

**Co-requisites:** CPEN 230L

**CPEN 230L - Introduction Digital Logic Lab** credit: 1

Three laboratory hours per week. Taken concurrently with CPEN 230.

**Co-requisites:** CPEN 230

**CPEN 231 - Microcomputer Architecture and Assembly Programming** credits: 3

Study of components of simple computer systems: CPU's memory, registers, busses, computer control, microprogramming, assembly language programming. Three lecture hours per week.

**Co-requisites:** CPEN 231L

**Pre-requisites:** CPSC 121

**CPEN 231L - Microcomputer Architecture and Assembly Programming Lab** credit: 1

Three laboratory hours per week. Taken concurrently with CPEN 231.

**Co-requisites:** CPEN 231

<b>CPEN 342 - Embedded Computer Systems</b>	credits: 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.	
<b>Pre-requisites:</b> CPEN 231 and EENG 304	
<b>CPEN 342L - Embedded Computer Systems Lab</b>	credit: 1
Three laboratory hours per week. Taken concurrently with CPEN 342.	
<b>Co-requisites:</b> CPEN 342	
<b>CPEN 430 - Digital System Design</b>	credits: 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	
<b>Co-requisites:</b> CPEN 430L	
<b>Pre-requisites:</b> CPEN 230 and CPSC 121	
<b>CPEN 430L - Digital System Design Lab</b>	credit: 1
Three laboratory hours per week. Taken concurrently with CPEN 430.	
<b>Co-requisites:</b> CPEN 430	
<b>CPEN 435 - Parallel Computing</b>	credits: 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.	
<b>Pre-requisites:</b> CPEN 231	
<b>CPEN 436 - Biomedical Informatics and Computing</b>	credits: 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.	
<b>Pre-requisites:</b> CPEN 231	
<b>CPEN 481 - Special Topics</b>	credits: 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.	

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## **Engineering Management**

**Chairperson:** Peter J. McKenny

**Professors:** P. McKenny, P. Nowak, P. Ferro, S. Schennum

**Associate Professors:** 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 catalogue.

## **B.S. in Engineering Management: 133-137 credits**

### **First Year**

#### **Fall**

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)	3 credits

**Spring**

ENSC 192 Engineering First Year Seminar	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

**Second Year****Fall**

ECON 200 Economic Analysis	3 credits
MATH 259 Calculus and Analytic Geometry III	4 credits
PHYS 204 Scientific Physics II	4 credits
PHYS 204L Scientific Physics II Lab	1 credit
MENG 221 Materials Engineering	3 credits
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit

**Spring**

ENSC 244 Computer Methods for Engineers	3 credits
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)	
MATH 260 Ordinary Differential Equations	3 credits
XXXX ____ Track Course No. 1*	3-4 credits
RELI XXX Christianity and Catholic Traditions	3 credits

**Third Year****Fall**

BMIS 235 Management Information Systems	3 credits
MATH 321 Statistics for Experimentalists	3 credits
XXXX ____ Track Course No. 2*	3 credits
Ethics core requirement	3 credits
RELI XXX World or Comparative Religion	3 credits

**Spring**

ACCT 263 Accounting Analysis	3 credits
CENG 303 Environmental Engineering	3 credits
OPER 340 Operations Management	3 credits
Core Integration Seminar (432)	3 credits
XXXX ____ Track Course No. 3*	3-4 credits
XXXX ____ Track Course No. 4*	0-3 credits

## **Fourth Year**

### **Fall**

ENSC 405 Engineering Project Management	3 credits
ENSC 491 Senior Design Project I	2 credits
MGMT 350 Principles of Management	3 credits
Core Broadening Requirement: (History, Literature)	3 credits
XXXX ____ Track Course No. 5*	3-4 credits
XXXX ____ Track Course No. 6*	0-3 credits

### **Spring**

BFIN 320 Principles of Finance	3 credits
ENSC 400 Fundamentals of Engineering Examination	0 credits
ENSC 492 Senior Design Project II	3 credits
MKTG 310 Principles of Marketing	3 credits
XXXX ____ Track Course No. 7*	3-4 credits
XXXX ____ Track Course No. 8*	0-4 credits

\* Students select a single track and take all courses in prescribed order. Contact Department Chair or your advisor for specific details.

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.

### **Course Descriptions:**

#### **ENSC 191 - First Year Seminar**

credits: 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.

#### **Restrictions:**

Must be in the following College(s): School of Engineering and Applied Science

#### **Co-requisites:** ENSC 191L

#### **ENSC 191L - First Year Seminar Lab**

credit: 0

See ENSC 191.

#### **Co-requisites:** ENSC 191

<b>ENSC 192 - First Year Seminar</b>	credits: 3
A continuation of the concepts introduced in ENSC 191. Spring.	
<b>Restrictions:</b>	
Must be in the following College(s): School of Engineering and Applied Science	
<b>Co-requisites:</b> ENSC 192L	
<b>ENSC 192L - First Year Seminar Lab</b>	credit: 0
See ENSC 192.	
<b>Co-requisites:</b> ENSC 192	
<b>ENSC 193 - First Year Seminar</b>	credits: 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.	
<b>Restrictions:</b>	
May not be in the following College(s): School of Engineering and Applied Science	
<b>ENSC 205 - Statics</b>	credits: 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.	
<b>Co-Requisite or Pre-requisite:</b> PHYS 103	
<b>ENSC 244 - Computer Methods for Engineers</b>	credits: 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.	
<b>Pre-requisites:</b> MATH 260	
<b>ENSC 290 - Directed Study</b>	credits: 1-3
Topic to be decided by faculty.	
<b>ENSC 300 - Engineering Economics</b>	credits: 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.	
<b>Pre-requisites:</b> MATH 258	
<b>ENSC 301 - Mechanics of Materials I</b>	credits: 3
Behavior of materials, elementary theories of stress and strain, generalization of these theories to stress distribution, and deformation and instability in structural members.	
<b>Pre-requisites:</b> ENSC 205	
<b>ENSC 306 - Dynamics</b>	credits: 3
A vector treatment of kinematics and kinetics. General motion of a particle, energy and momentum methods for particles and rigid bodies.	
<b>Pre-requisites:</b> ENSC 205	

<b>ENSC 352 - Fluid Mechanics</b>	credits: 3
Fluid properties, fluid statics, fluids in motion, momentum and energy equations, dimensional analysis, boundary layers, flow in conduits, drag and lift.	
<b>Pre-requisites:</b> ENSC 205	
<b>ENSC 355 - Thermal Science</b>	credits: 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.	
<b>Restrictions:</b>	
May not be in the following Field(s) of Study: Mechanical Engineering	
<b>ENSC 371 - Advanced Engineering Math</b>	credits: 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.	
<b>Pre-requisites:</b> MATH 260	
<b>ENSC 400 - Fundamental of Engineering Exam</b>	credit: 1
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 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.	
<b>Pre-requisites:</b> EENG 491 or MENG 491 or ENSC 491 or CENG 491 or CPSC 491	
<b>ENSC 405 - Engineering Project Management</b>	credits: 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.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>ENSC 413 - Automation</b>	credits: 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	
<b>Pre-requisites:</b> ENSC 244 and (EENG 411 or MENG 361)	
<b>ENSC 413L - Automation Lab</b>	credit: 1
Must be taken concurrently with ENSC 413. Three hour lab per week.	
<b>ENSC 432 - Core Integration Seminar</b>	credits: 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.

**ENSC 481 - Special Topics in Engineering**

credit: 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.

**Restrictions:**

Must be the following: Junior, Senior

**ENSC 482 - Special Topics**

credit: 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**

credits: 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.

**ENSC 484 - Independent Study in Engineering**

credits: 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.

**ENSC 490 - Directed Study**

credits: 0-3

Directed study of a specific topic in engineering. Admission is based on satisfying any specified pre-requisite, co-requisite and/or restrictions particular to that topic in this course. Fall and Spring.

**ENSC 491 - Senior Design Project I**

credits: 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.

**Restrictions:**

Must be the following: Senior

**ENSC 492 - Senior Design Project II**

credits: 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.

**Restrictions:**

Must be the following: Senior

**Co-requisites:** ENSC 400

**Pre-requisites:** ENSC 491

**ENSC 497 - Internship**

credits: 0-6

**Restrictions:**

Must be in the following College(s): School of Engineering and Applied Science

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## **Mechanical Engineering**

**Chairperson:** Dr. Massimo "Max" Capobianchi

**Professors:** K. Ansari, M. Capobianchi, P. Ferro

**Associate Professors:** T. Chen, J. Marciniak

**Assistant Professors:** M. Baumgardner, T. Fitzgerald

**Lecturer:** D. Offill, J. Weston

**Lab Manager:** A. Delane

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, 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 catalogue, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalogue.

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 tools 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 and continuing throughout the curriculum, 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 suggested course packages are also available for students planning to work in the closely allied but more specialized fields of aerospace or biomedical engineering, and for those 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 Washington State 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**

### **First Year**

#### **Fall**

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

#### **Spring**

ENSC 205 Statics	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

### **Second Year**

#### **Fall**

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 and Analytical Geometry III	4 credits
PHYS 204 Scientific Physics II	4 credits
PHYS 204L/PHYS 204R Scientific Physics II Lab and Recitation	1 credit
RELI XXX Christianity and Catholic Traditions	3 credits

#### **Spring**

ENSC 244 Computer Methods for Engineering	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

### **Third Year**

#### **Fall**

MENG 321 Thermodynamics I	3 credits
ENSC 300 <sup>1</sup> Engineering Economics	2 credits
ENSC 301 Mechanics of Materials I	3 credits
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit

ENSC 371 Advanced Engineering Math	3 credits
ENSC 352 Fluid Mechanics	3 credits
<b>Spring</b>	
MENG 301 Manufacturing Processes	2 credits
MENG 301L Manufacturing Processes Lab	1 credit
MENG 322 Thermodynamics II	3 credits
MENG 330 Machine Design	3 credits
MENG 341 Heat Transfer	3 credits
MENG 391 Mechanical Engineering Design Fundamentals	1 credit
MENG 391L Mechanical Engineering Design Fundamentals Lab	1 credit
Core Integration Seminar (432)	3 credits
<b>Fourth Year<sup>2</sup></b>	
<b>Fall</b>	
ENSC 491 <sup>3</sup> Senior Design Project I	2 credits
MENG 411 Measurements and Instrumentation I	3 credits
MENG 411L Measurements and Instrumentation I Lab	1 credit
MENG 434 Vibration Engineering	3 credits
MENG 461 System Dynamics and Control	3 credits
----- Technical Elective	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credits
<b>Spring</b>	
ENSC 400 <sup>5</sup> Fundamentals of Engineering Examination	0 credits
ENSC 492 Senior Design Project II	3 credits
MENG 412 Measurements and Instrumentation II	3 credits
MENG 412L Measurements and Instrumentation II Lab	1 credit
----- Technical Elective	3 credits
----- Technical Elective	3 credits
Core Broadening Requirement: (History, Literature, Social and Behavioral Science)	3 credit

- 1) ENSC 300 is waived under the following circumstances:
  - a) Students pursuing the General Business Minor: ENSC 300 is waived after completing both (ECON 200 or (ECON 201 and ECON 202)) and BFIN 320
  - b) 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 take the Washington State Fundamentals of Engineering examination before they graduate.
- 3) Students must show proof of having registered for the Fundamentals of Engineering examination in Washington State as part of the requirements of this course.
- 4) 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 446 Mechanical Design and Cooling of Electronic Systems  
MENG 450 Topics in Machine Design  
MENG 456 Design for Manufacturability  
MENG 462 Gas Dynamics  
MENG 463 Simulation and Optimization  
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 390 Structural Analysis II  
ENSC 405 Engineering Project Management  
EENG 412 Digital Control Systems  
ENSC 413 Automation

**Course Descriptions:**

**MENG 221 - Materials Engineering** credits: 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. Introduction to materials selection to meet engineering design constraints. Students explore how alloying and manufacturing processing modifies structure, and consequently changes the properties of materials.

**Pre-requisites:** CHEM 101 or TRAN GCHM

**MENG 291 - Introduction to Mechanical Engineering Design** credits: 2

Introduction to mechanical engineering design, with emphasis on communication of design ideas. Graphics topics include hand sketches of concepts, CAD (computer aided design) 2-D dimensioned drawings and 3-D models, and use of perspective views in written documents. Writing topics include simple business letters, proposals, product reports, product specifications, and product descriptions. Oral presentations include structuring presentations and verbal delivery. Student design projects form a major portion of the class.

**Co-requisites:** MENG 291L

**MENG 291L - Introduction to Mechanical Engineering Design Lab** credit: 1

Hands-on use of CAD systems, collaborative work with peers, and individual mentoring by the instructor. Lab projects and lecture are integrated with each other both in content and class time.

**Co-requisites:** MENG 291

**MENG 301 - Manufacturing Processes** credits: 2

Overview of the most common manufacturing processes and how they influence design decisions. Emphasizes design for manufacturability, process comparison, and process specification.

**Co-requisites:** MENG 301L

**Pre-requisites:** MENG 221

**MENG 301L - Manufacturing Processes Lab** credit: 1

Project-based laboratories that provide Students with hand-on experiences with common machine tools, including manual and CNC machining centers. Lab emphasizes design-to-finished product approach to manufacturing.

**Restrictions:**

**Co-requisites:** MENG 301

**MENG 321 - Thermodynamics I** credits: 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.

**Pre-requisites:** MATH 259

**MENG 322 - Thermodynamics II** credits: 3

Second Law analysis, power and refrigeration cycles, mixtures, combustion, and high speed flow. Applications of first and second law analysis to engineering systems.

**Pre-requisites:** MENG 321

<b>MENG 330 - Machine Design</b>	credits: 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.	
<b>Pre-requisites:</b> ENSC 301	
<b>MENG 341 - Heat Transfer</b>	credits: 3
One and multidimensional steady conduction, transient conduction, internal and external forced convection, natural convection, radiative heat transfer, boiling and condensation, heat exchangers.	
<b>Pre-requisites:</b> MENG 321 and ENSC 352	
<b>MENG 391 - Mechanical Engineering Design Fundamentals</b>	credit: 1
Intermediate level design course introducing the fundamentals of the engineering design process in a team environment. Topics include typical design cycles found in industry, open-ended problem solving, and teamwork fundamentals. Team design projects are a major component of the class.	
<b>Co-requisites:</b> MENG 391L	
<b>Pre-requisites:</b> MENG 291	
<b>MENG 391L - Mechanical Engineering Design Fundamentals Lab</b>	credit: 1
Presentation of typical problems and skills found in industrial practice of engineers. All projects are completed on small engineering teams. Lab projects and lecture are integrated with each other both in content and class time.	
<b>Co-requisites:</b> MENG 391	
<b>MENG 411 - Measure and Instrumentation I</b>	credits: 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.	
<b>Co-requisites:</b> MENG 411L	
<b>Pre-requisites:</b> EENG 201 and ENSC 371 and MATH 321	
<b>MENG 411L - Measure and Instrumentation Lab</b>	credit: 1
Laboratory exercises supporting the topics covered in MENG 411.	
<b>Co-requisites:</b> MENG 411	
<b>MENG 412 - Measurement and Instrument II</b>	credits: 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.	
<b>Co-requisites:</b> MENG 412L	
<b>Pre-requisites:</b> MENG 411 and MENG 341	
<b>MENG 412L - Measurement and Instrument II Lab</b>	credit: 1
Laboratory exercises supporting the topics covered in MENG 412.	
<b>Co-requisites:</b> MENG 412	

**MENG 434 - Vibration Engineering** credits: 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 and the dynamic vibration absorber. Application of matrix techniques to multi-degree-of-freedom systems.

**Pre-requisites:** ENSC 306 and ENSC 371

**MENG 435 - Applications in Vibrations** credits: 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.

**Pre-requisites:** MENG 434

**MENG 442 - Advanced Heat Transfer** credits: 3  
Advanced topics in conduction, contact resistance, multidimensional transients, periodic heat transfer, non-uniform heat generation, freezing and melting processes, fin heat transfer, and design of shell-and-tube heat exchangers.

**Pre-requisites:** MENG 341

**MENG 445 - Heating Vent and Air Condition** credits: 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.)

**Pre-requisites:** MENG 341

**MENG 446 - Mechanical Design and Cooling of Electrical Systems** credits: 3  
Introduction to the fundamentals of mechanical design and analysis of electronic systems. Topics will include packaging architectures, component and subcomponent design (i.e. chip packaging technologies, printed circuit boards, interconnections and connectors, etc.), thermal management techniques, thermomechanical analysis and design, design for dynamic environments, and design techniques for humid and/or corrosive environments.

**Pre-requisites:** MENG 341 and ENSC 306 and EENG 201

**MENG 450 - Topics in Machine Design** credits: 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.

**Pre-requisites:** MENG 330

**MENG 456 - Design for Manufacturability** credits: 3  
This course presents how to balance design constraints to fit within manufacturing process capabilities. Topics include optimizing the design of single parts, the design of assemblies, and the assembly process. The course also includes designing parts to reduce tolerance stack-ups and creating cost models for parts.

**Pre-requisites:** MENG 221

<b>MENG 461 - System Dynamics and Control</b>	credits: 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.	
<b>Pre-requisites:</b> ENSC 306 and ENSC 371	
<b>MENG 462 - Gas Dynamics</b>	credits: 3
Conservation equations, sonic velocity, and Mach number. Variable area adiabatic flow, isentropic flow. Normal and oblique shocks. Fanno and Rayleigh flows. Prandtl-Meyer flow, combined effects.	
<b>Pre-requisites:</b> ENSC 244 and ENSC 352	
<b>MENG 463 - Simulation and Optimization</b>	credits: 3
Steps in engineering design, workable systems, economic evaluation, mathematical modeling, curve fitting, system simulation, Lagrange multipliers, search techniques, dynamic programming, linear programming, geometric programming.	
<b>Restrictions:</b>	
Must be the following: Junior, Senior	
<b>Pre-requisites:</b> ENSC 244	
<b>MENG 465 - Introduction to Finite Element</b>	credits: 2
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. Two-hour lecture and one-hour computer lab each week.	
<b>Co-requisites:</b> MENG 465L	
<b>Pre-requisites:</b> ENSC 301	
<b>MENG 465L - Introduction to Finite Elements Lab</b>	credit: 1
Computer laboratory exercises supporting the topics covered in MENG 465.	
<b>Co-requisites:</b> MENG 465	
<b>MENG 467 - Design with Polymers and Composites</b>	credits: 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.	
<b>Pre-requisites:</b> ENSC 301 and MENG 221	
<b>MENG 477 - Material Selection for Design</b>	credits: 3
Methods of material selection leading to the optimal material for a given an application. Systematic approaches for selection the optimum material when multiple different, often competing, criteria exist. Material selection based on variable material trade off studies, quantitative methods, and processing comparison charts. Geo-political implications of selected materials. Multiple real applications and case studies are included.	
<b>Pre-requisites:</b> MENG 221	

**MENG 480 - Advanced Fluid Mechanics** credits: 3  
Ideal fluid flow. Laminar and turbulent boundary layer flows, conservation equations, and solution methods. Turbo machinery. Unsteady flow problems. Basic computational fluid mechanics.

**Pre-requisites:** ENSC 352

**MENG 484 - Manufacturing Systems** credits: 2  
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. Project-based laboratories provide the students opportunities to integrate manufacturing processes with a perspective on automation and production systems. Two hours of lecture and three hours of laboratory per week.

**Co-requisites:** MENG 484L

**Pre-requisites:** MENG 301

**MENG 484L - Manufacturing Systems Lab** credit: 1  
Laboratory exercises supporting the topics covered in MENG 484.

**Co-requisites:** MENG 484

**Pre-requisites:** 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). The dual degree program takes five years of full-time study with an Engineering Management degree but longer for other engineering programs. Students choosing this program must complete their bachelors degree in engineering and the required preparatory courses in business before being admitted to the Graduate School of Business.

Undergraduate students are encouraged to take the foundation courses during their sophomore, junior and senior years and apply for the MBA program during their senior year. Undergraduate students will not be accepted into the MBA program until they have completed their undergraduate degree and can therefore not take any 600 level courses until their undergraduate degree is granted. Foundation courses required for the MBA program are:

- ACCT 263 Accounting Analysis
- ECON 200 Economic Analysis
- BUSN 230 Business Statistics
- MKTG 310 Principles of Marketing
- BFIN 320 Principles of Finance
- OPER 340 Operations Management
- MGMT 350 Management and Organization
- BUSN 283 Business Law
- BMIS 235 Management Information Systems

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 catalogue.

For more information on the MBA program, please contact Kristen Paul, Marketing & Recruiting Specialist, Graduate School of Business.

# The School of Nursing and Human Physiology

**Interim Dean:** Lin Murphy

**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 builds on two departments with long histories at Gonzaga. 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 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 helping others.

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 and allied health science.

Nursing is built on a solid foundation in and 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. and R.N. to M.S.N.)

### 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:** 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.

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## **Human Physiology**

**Chairperson:** D. McCann

**Professors:** D. McCann

**Associate Professors:** B. Higginson, D. Thorp

**Assistant Professor:** P. Crosswhite, R. McCulloch

**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 pre-requisite courses for graduate or professional school.

Because pre-requisites for admission to different graduate programs vary, students are advised to obtain the specific pre-requisites from programs and schools of interest as early in their academic career as possible.

### **B.S. Major in Human Physiology: 72 credits**

#### **Science Core: 29 credits**

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
PSYC 101 General Psychology	3 credits

#### **Lower Division: 20 credits**

HPHY 105 Introduction to Human Physiology	3 credits
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: 20 credits</b>	
HPHY 375 and HPHY 375L Biomechanics	4 credits
HPHY 376 and HPHY 376L Exercise Physiology	4 credits
HPHY 432L Guided Research	2 credits
HPHY 499 Culminating Experience	1 credit
HPHY 300-400 level electives	12 credits

*(three credits may be lower division science credits if approved by the department).*

### **Course Descriptions:**

**HPHY 105 - Introduction to Human Physiology** credits: 3

An introduction to the basic concepts and provides a foundation for study in human physiology and the scientific method. Topics covered include: an introduction to the basic themes in physiology, systems physiology, research methodology, statistical methods, physiology laboratory techniques, and current physiology literature. Spring.

**HPHY 190 - Directed Study** credits: 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.

**HPHY 205 - Experimental Research Design and Data Analysis** credits: 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.

**Pre-requisite(s):** one MATH course and (BIOL 105 or HPHY 105)

**HPHY 210 - Scientific Writing** credits: 3

An introduction to the fundamentals of writing scientific reports and manuscripts of experimental research, with special emphasis on research in human physiology. Spring.

**Pre-requisites:** HPHY 205

**HPHY 241 - Human Anatomy and Physiology** credits: 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.

**Co-requisites:** HPHY 241L

**Pre-requisites:** CHEM 101 and CHEM 101L and (BIOL 105 or HPHY 105)

<b>HPHY 241L - Human Anatomy and Physiology Lab</b>	credit: 1
This laboratory covers physiology and both microscopic and gross anatomy of the skeletal system, muscular system, nervous system, and integumentary system. Fall.	
<b>Co-requisites:</b> HPHY 241	
<b>HPHY 242 - Human Anatomy and Physiology II</b>	credits: 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.	
<b>Co-requisites:</b> HPHY 242L	
<b>Pre-requisites:</b> HPHY 241	
<b>HPHY 242L - Human Anatomy and Physiology Lab II</b>	credit: 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.	
<b>Co-requisites:</b> HPHY 242	
<b>Pre-requisites:</b> HPHY 241L	
<b>HPHY 244 - Nutrition and Metabolism</b>	credits: 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. Fall and Spring.	
<b>Pre-requisites:</b> HPHY 241 and HPHY 241L	
<b>HPHY 274 - Human Kinetics</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Human Physiology	
<b>Pre-requisites:</b> HPHY 205 and PHYS 101 and PHYS 101L	
<b>HPHY 304 - Practice in Lab Teaching</b>	credit: 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.	
<b>Pre-requisites:</b> HPHY 242 and HPHY 242L	
<b>HPHY 375 - Biomechanics</b>	credits: 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.	
<b>Co-requisites:</b> HPHY 375L	
<b>Pre-requisites:</b> HPHY 205 and HPHY 210 and HPHY 242 and HPHY 242L and HPHY 274 and MATH 148	
<b>HPHY 375L - Biomechanics Lab</b>	credit: 1
An introduction to techniques and experimental methods used in the study of human motion.	
<b>Co-requisites:</b> HPHY 375	

<b>HPHY 376 - Exercise Physiology</b>	credits: 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.	
<b>Co-requisites:</b> HPHY 376L	
<b>Pre-requisites:</b> HPHY 205 and HPHY 210 and HPHY 242 and HPHY 242L PHYS 101 and PHYS 101L and MATH 148	
<b>HPHY 376L - Exercise Physiology Lab</b>	credit: 1
Laboratory study and techniques dealing with the evaluation of physiological capacities involved in rest, exercise, neuromuscular interactions, metabolism, respiration, and circulation. Fall.	
<b>Co-requisites:</b> HPHY 376	
<b>HPHY 390 - Directed Study</b>	credits: 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.	
<b>HPHY 401 - Assessment of Health and Function</b>	credits: 3
The course covers the purposes, methods, and guidelines related to assessment of health, fitness, and function. On Demand	
<b>Co-requisites:</b> HPHY 401L	
<b>Pre-requisites:</b> HPHY 376 and HPHY 376L	
<b>HPHY 401L - Assessment of Health and Function Lab</b>	credit: 1
Students will develop skill in administering selected field and laboratory tests for assessing different components of health, fitness, and function. On Demand.	
<b>Co-requisites:</b> HPHY 401	
<b>HPHY 402 - Clinical Exercise Physiology</b>	credits: 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.	
<b>Pre-requisites:</b> HPHY 376 and HPHY 376L	
<b>HPHY 432 - Core Integration Seminar</b>	credits: 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.	
<b>HPHY 432L - Guided Research</b>	credits: 2
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, conducting, analyzing, and presenting their research. Completed projects will be submitted for conference presentation in the fall or spring of the student's senior year. Fall and Spring.	
<b>Pre-requisites:</b> HPHY 375 and HPHY 375L and HPHY 376 and HPHY 376L	

**HPHY 477 - Environmental Physiology** credits: 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.

**Restrictions:**

**Pre-requisites:** HPHY 376 and HPHY 376L

**HPHY 478 - Physiology of Aging** credits: 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.

**Pre-requisites:** HPHY 376 and HPHY 376L

**HPHY 485 - Biomedical Engineering** credits: 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.

**Pre-requisites:** (HPHY 375 and HPHY 375L) or (HPHY 475 and HPHY 475L) or ENSC 301

**HPHY 489 - Advanced Topics** credits: 2

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.

**Pre-requisites:** (HPHY 375 or HPHY 475) and HPHY 376

**HPHY 490 - Directed Study** credits: 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.

**HPHY 492 - Research Techniques** credits: 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.

**HPHY 497 - Internship** credits: 0-6

This course is designed to provide students with the opportunity to receive 0 to 3 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.

**Restrictions:**

Must be in the following field(s) of study: Human Physiology

**Pre-requisites:** HPHY 242 and HPHY 242L

**HPHY 498 - Directed Research** credits: 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.

**HPHY 499 - Culminating Experience** credit: 1

Required of all HPHY majors in their senior or final year. Spring.

**Restrictions:**

Must be in the following field(s) of study: Human Physiology

Must be the following: Senior

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## Nursing

**Chairperson:** Jeffery Ramirez

**Professors:** N. Crogan, S. Boysen, M. McFarland

**Associate Professors:** N. Beckham, L. Murphy, J. Ramirez, J. Tiedt

**Assistant Professors:** N. Dhanaswar, J. Isaacson, C. Kottwitz, J. Owens, B. Senger

**Senior Lecturer:** D. Smith

**Lecturers:** M. DeNysschen, J. Derzay, J. Garrity, K. Manion, , D. Ogorek, K. Slater, L. Torretta

### 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 time frame 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 pre-requisite courses. Nursing students are required to complete one year of anatomy and physiology (HPHY 241 and Lab and HPHY 242 and Lab) and a nutrition course (HPHY 244) from GU or equivalent courses as determined by the Nursing Department chair.

If a student receives less than the required minimum grade of "C" in any of the pre-requisite courses taken at Gonzaga or any other college/university as a substitution, the student may 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 pre-requisite courses.

## **B.S. in Nursing: 130 credits**

### **Sample First Year**

#### **Fall**

BIOL 105 Information Flow in Biological Systems	3 credits
ENGL 101 Writing	3 credits
MATH 121 (or BUSN 230) Statistics	3 credits
NURS 100 Nursing Perspectives	1 credit
PHIL 101 Reasoning	3 credits
SOCI 101 Introduction to Sociology	3 credits

#### **Spring**

BIOL 105L Information Flow in Biological Systems Lab	1 credit
CHEM 101/CHEM 101L General Chemistry and Lab	4 credits
COMM 100 Communication and Speech	3 credits
PHIL 201 Philosophy of Human Nature	3 credits
PSYC 101 General Psychology	3 credits
First Year Seminar (193)	3 credits

### **Sample Second Year**

#### **Fall**

HPHY 241/HPHY 241L Anatomy and Physiology I and Lab	4 credits
NURS 210 Growth and Development	3 credits
NURS 251 Determinants of Health	3 credits
Core Broadening Requirement: (History or Literature)	3 credits
Core Fine Art	3 credits

#### **Spring**

BIOL 170/BIOL 170L Microbiology and Lab	4 credits
HPHY 242/HPHY 242L Anatomy and Physiology II and Lab	4 credits
HPHY 244 Nutrition and Metabolism	3 credits
Broadening Requirement: (History or Literature)	3 credits
RELI Christianity and Catholic Traditions	3 credits

**Third Year****Fall**

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	2 credits

**Spring**

NURS 351 Care of Individuals and Families in Healthcare Organizations	4 credits
NURS 352 Practicum II: Care of Individuals and Families within Healthcare Organizations	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

**Fourth Year****Fall**

NURS 402 Acute and Chronic Alterations in Health Status	4 credits
NURS 403 Practicum III: Acute and Chronic Alterations in Health Status	6 credits
NURS 418 Complexity in Health Care Organization	2 credits
PHIL 455 Healthcare Ethics	3 credits

**Spring**

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	3 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 a diploma or 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 Health Systems Leader. 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 or a diploma in nursing from a state-approved program and must submit one official transcript from each college, university, and nursing program attended. 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) Current curriculum vitae (CV)
- 4) 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.
- 5) If GPA is less than 3.0, satisfactory score on the Miller Analogy Test or the Graduate Record Exam within the last five years
- 6) Typewritten statement (maximum 500 words) that describes the applicant's:
  - a) Interest in the RN to MSN Program and specific MSN option, e.g., health systems leader
  - b) Professional goals
  - c) Personal and professional strengths
  - d) Professional experiences

**Non-native English speakers are required to provide proof of English proficiency. Gonzaga University accepts the following:**

- 7) Score of 6.5 or better on the IELTS\
- 8) Official TOEFL score of at least 88 ibt or 580 pbt
- 9) Completion of an associate's degree in nursing or a diploma 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

### Course Descriptions:

#### **NURS 100 - Nursing Perspectives** credit: 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.

#### **Restrictions:**

Must be in the following field(s) of study: Nursing

#### **NURS 210 - Growth and Development** credits: 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.

**Pre-requisites:** PSYC 101 minimum grade: C; and NURS 100 minimum grade: C

#### **NURS 251 - Determinants of Health** credits: 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.

**Pre-requisites:** SOCI 101 minimum grade: C; and MATH 121 minimum grade: C; and NURS 100 minimum grade: C

**NURS 311 - Professional and Therapeutic Communication** credits: 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.

**Pre-requisites:** NURS 100 minimum grade: C; and NURS 210 minimum grade: C; and NURS 251 minimum grade: C

**NURS 314 - Assessing and Promoting Wellness** credits: 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.

**Co-requisites:** NURS 315, NURS 316

**Pre-requisites:** NURS 100 minimum grade: C; and NURS 210 minimum grade: C; and NURS 251 minimum grade: C

**NURS 315 - Practicum I:Assessment and Promotion of Wellness** credits: 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.

**Co-requisites:** NURS 314 and NURS 316

**Pre-requisites:** NURS 100 minimum grade: C; and NURS 210 minimum grade: C; and NURS 251 minimum grade: C

**NURS 316 - Pathophysiology and Pharmacology I** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Co-requisites:** NURS 314, NURS 315

**Pre-requisites:** NURS 100 minimum grade: C; and NURS 210 minimum grade: C; and NURS 251 minimum grade: C

**NURS 320 - Statistics for Health Professions**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**NURS 351 - Care of Individual and Family**

credits: 4

This course focuses on the development of nursing competence in planning and managing care for individuals and families with alterations in health status. The course stresses the integration of physiological, pathophysiological, pharmacological and developmental concepts as the foundation for professional nursing practice. Theoretical foundations for the provision of care to individuals and families with alterations in health related to fluid and electrolyte balance and to the reproductive, urinary tract/renal, musculoskeletal, and digestive systems, and some of the more common mental health problems are addressed. Use of theory and research based assessment strategies and nursing interventions required to provide care to these individuals/families in health care organizations are emphasized. Critical thinking and diagnostic reasoning are stressed.

**Co-requisites:** NURS 352, NURS 356

**Pre-requisites:** NURS 314 minimum grade: C; and NURS 315 minimum grade: C; and NURS 316 minimum grade: C

**NURS 352 - Individual and Family with Healthcare Organizational**

credits: 5

Using knowledge from NURS 351, this course focuses on the provision of care for individuals and families with health care needs related to fluid-electrolyte disturbances, the endocrine, reproductive, urinary tract/renal, musculoskeletal, and digestive systems. Emphasis is placed on the development of self-discovery and the meaning of experience as a reflective practitioner. Students participate in learning activities in the Learning Resource Center, in a variety of clinical settings within healthcare organizations, and in post-clinical conferences.

**Co-requisites:** NURS 351, NURS 356

**Pre-requisites:** NURS 314 minimum grade: C; and NURS 315 minimum grade: C; and NURS 316 minimum grade: C

**NURS 356 - Pathophysiology and Pharmacology II**

credits: 3

This is the second of a two course pathophysiology and pharmacology series in Gonzaga's BSN curriculum. This course builds on the content and concepts learned in the NURS 316

pathophysiology and Pharmacology I course. It is designed to address more complex pathophysiologic processes which are often encountered in hospitalized acute care patients. A student centered case-based active learning method will be utilized to exemplify advanced clinical pharmacology principles for common inpatient disease processes. Drug class prototypes will be reviewed using an organ system case-based pathophysiologic approach to therapeutics. The case studies illustrate key pathophysiologic and pharmacology concepts thus providing students an opportunity for critical thinking, synthesis, integration, and application of course material to therapeutic decision making, planning, and managing care for individuals.

**Co-requisites:** NURS 351, NURS 352

**Pre-requisites:** NURS 314 minimum grade: C; and NURS 315 minimum grade: C; and NURS 316 minimum grade: C

**NURS 390 - Directed Study**

credits: 1-5

Topic to be decided by faculty.

**NURS 402 - Care of Individuals and Families**

credits: 4

Focuses on the continued development of nursing competence in planning and managing care for individuals and families with complex alterations in health status. Stresses integration of physiological, pathophysiological, psychological, and pharmacological concepts as essential to professional nursing practice. Emphasis is placed on development of focused assessment skills needed to provide care to individuals and families with health care needs related to the cardiovascular, neurological, endocrine, pulmonary, renal, and mental health systems.

**Co-requisites:** NURS 403

**Pre-requisites:** NURS 351 minimum grade: C; and NURS 352 minimum grade: C; and NURS 356 minimum grade: C

**NURS 403 - Practicum III: Care of Individuals and Families**

credits: 6

This course focuses on providing care for individuals and families with chronic and complex health care needs related to the cardiovascular, neurological, endocrine, pulmonary, renal and mental health systems. Examines internal resources (such as faith or spiritual health) as a source of nourishment when making decisions--especially those involving ethics, urgency, reaction and immediacy. Students participate in learning activities in the Resource and Simulation Center, in a variety of clinical settings within healthcare organizations, and in post-clinical conferences.

**Co-requisites:** NURS 402

**Pre-requisites:** NURS 351 minimum grade: C; and NURS 352 minimum grade: C; and NURS 356 minimum grade: C

**NURS 404 - Research and Information Management**

credits: 3

Provides an introduction to quantitative and qualitative research principles and methodologies, including evaluation of research studies and application to practice. Critical analysis of nursing and health care research is emphasized. Stresses research design, sampling, data collection strategies and ethical considerations in research.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Pre-requisites:** NURS 320 minimum grade: C; or BUSN 230 minimum grade: C; or MATH 121 minimum grade: C

**NURS 406 - Nursing Research** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Pre-requisites:** NURS 320 minimum grade: C

**NURS 418 - Complexity in HealthCare Organizational** credits: 3

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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Pre-requisites:** NURS 100 minimum grade: C; and NURS 251 minimum grade: C

**NURS 432 - Core Integration Seminar** credits: 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.

**NURS 463 - Community Health** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Co-requisites:** NURS 464

**NURS 464 - Community Health Practicum** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Co-requisites:** NURS 463

**NURS 465 - Professional Nursing Practice in Complex Adaptive Systems** credits: 3

Considers nursing leadership roles within complex adaptive systems and examines transition to the professional role. Servant leadership principles are connected to nursing leadership.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Co-requisites:** NURS 466, NURS 467

**Pre-requisites:** NURS 100 minimum grade: C; and NURS 251 minimum grade: C; and NURS 418 minimum grade: C

**NURS 466 - Population Focused Health** credits: 4

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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Co-requisites:** NURS 465, NURS 467

**Pre-requisites:** NURS 402 minimum grade: C; and NURS 403 minimum grade: C; and NURS 404 minimum grade: C

**NURS 467 - Practicum IV: Partner in Population Health Practice** credits: 3

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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Pre-requisites:** 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 Nursing Profession** credits: 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 THE BSN LEAD FACULTY TO DETERMINE FINAL CLINICAL PLACEMENT.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**Pre-requisites:** NURS 315 minimum grade: C; and NURS 352 minimum grade: C; and NURS 403 minimum grade: C

**NURS 469 - Nursing Leadership and Management** credits: 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.

**Pre-requisites:** NURS 100 minimum grade: C; and NURS 251 minimum grade: C; and NURS 418 minimum grade: C

**NURS 490 - Clinical Internship** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Nursing

**NURS 492 - Clinical Update Level I-III** credits: 1-5

Opportunity to pursue a nursing project or topic of choice with guidance of a faculty member.

**NURS 496 - Independent Practicum** credits: 1-4

Opportunity to explore a clinical field or an expanded nursing role with guidance of a faculty member and a clinical preceptor.

**Restrictions:**

Must be in the following field(s) of study: Nursing (Post RN)

**NURS 497 - Internship** credits: 0-6

Requires completion of a form, department permission and cannot be registered for via Zagweb.

**NURS 498 - 499- Special Topics** credits: 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.

# School of Professional Studies

**Interim Dean:** Jolanta Weber

## Mission

The School of Professional 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 Professional Studies

Comprehensive Leadership minor

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## Comprehensive Leadership Program

**Director:** Josh P. Armstrong, Ph.D.

**Program Coordinator:** Kristin Telin

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.

### **Leadership Studies Minor: 21 credits**

#### **Leadership Studies Common Courses: 15 credits**

##### **First Year**

LDRS 200 Foundations of Leadership	3 credits
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##### **Second Year**

LDRS 315 Theories of Leadership & Organizations	3 credits
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LDRS 325 The Practice of Leadership	3 credits
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##### **Third Year**

LDRS 375 Leading Across Cultures	3 credits
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##### **Fourth Year**

LDRS 450 Contemporary Issues in Leadership	3 credits
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<b>Interdisciplinary Electives for Leadership Minor</b>	<b>6 credits</b>
BENT 490 Creativity, Innovation and Entrepreneurship	
BUSN 480 Fundamentals of Business Ethics	
BUSN 482 Concentration Specific Ethics	
COMM 321 Advanced Public Speaking	
COMM 401 Communication and Leadership	
COMM 418 Intercultural and International Communication	
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 497 Leadership Internship	
MGMT 350 Principles of Management	
MGMT 355 International Management	
PHIL 455 Health Care Ethics	
RELI 343 Christian Leadership	
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.

#### **Course Descriptions:**

##### **LDRS 200 - Foundations of Leadership**

credits: 3

This course is designed to engage students ion essential foundational questions relating to the areas of knowledge and competence that are fundamental to the study and practice of leadership. Spring.

##### **Restrictions:**

Must be in the following field(s) of study: Leadership Studies

##### **LDRS 315 - Theories of Leadership and Organizational**

credits: 3

This course explores leadership theory and organizational frames models as students develop and systematic theoretical leadership framework for personal and complex organizations. Fall.

##### **Restrictions:**

Must be in the following field(s) of study: Leadership Studies

##### **Pre-requisites:** LDRS 200

**LDRS 320 - Theories in Leadership** credit: 1

This course focuses on leadership as relationships emphasizing the development of key leadership skills including (a) communication, (b) empathy and emotional intelligence, (c) conflict management, (d) team building and team leadership, and (e) vision and goal setting. The course will also emphasize continued student engagement with the following leadership models: connective leadership and female approaches to leadership, transformational and transactional leadership, situational leadership and servant leadership. Fall, sophomore year.

**LDRS 325 - The Practice of Leadership** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Leadership Studies

**Pre-requisites:** LDRS 200**LDRS 350 - Intercultural Perspective Leadership** credit: 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** credits: 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

**LDRS 375 - Leading Across Cultures** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Leadership Studies

**Pre-requisites:** LDRS 315 and LDRS 325**LDRS 390 - Outdoor Leadership** credits: 3

This course is designed to look into the models of outdoor education known as Adventure Education and Expeditionary Learning. Both Adventure Education and Expeditionary Learning came out of the Outward Bound movement of the 1940's in England and later in the 1960's in the USA. While the concepts are based in the foundational tenants of outdoor education, Adventure Education and Expeditionary Learning focus on the concept of adventure and the

context of the "expedition" as the container in which learning takes place. This is a leadership seminar, but it is also a seminar about risk, adventure, decision-making, education and outdoor competency - it will be about teaching, learning and leading through adventure.

**Restrictions:**

Must be in the following field(s) of study: Leadership Studies

**LDRS 392 - Women and Leadership** credits: 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** credits: 3

This course offers students an opportunity to explore the growing synergy between two research areas: leadership, and narrative or story. Spring.

**Restrictions:**

Must be in the following field(s) of study: Leadership Studies

**LDRS 395 - Service and Leadership** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Leadership Studies

**LDRS 397 - Leadership and Film** credits: 3

The course initiates a thoughtful consideration of the nature of leadership as depicted in film. Spring.

**Restrictions:**

Must be in the following field(s) of study: Leadership Studies

**LDRS 440 - Servant Leadership** credits: 2

This course is designed to expose students to the Greenleaf's concepts regarding servant leadership. The course is an inquiry into the nature and dynamics of servant leadership, and includes a focus on the concepts of empowerment, collaboration and dialogue. Through study, self-awareness and mentoring, students will grow to be future servant leaders within the community. Students will model servant leadership by creating and/or participating in an on-campus or community project. Fall, Senior year.

**LDRS 450 - Contemporary Issues in Leadership** credits: 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

**Restrictions:**

Must be in the following field(s) of study: Leadership Studies

**Pre-requisites:** LDRS 200

**LDRS 489 - Leadership Seminar** credits: 1-3

Topic of course to be determined by department and instructor.

**LDRS 490 - Independent Study** credits: 1-3

**LDRS 497 - Leadership Internship** credit: 1-2

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's internship experience.

## **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 MATESL program, the School of Nursing and Human Physiology and the School of Professional Studies.

Courses are offered in three sessions. The dates for Summer 2017 are:

First Session May 20 - June 28

Second Session July 1 - August 9

Full Session May 20 - August 9

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 catalogue 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.

## **Service 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 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 service-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 "service-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 Action and Service Learning with guidance from the faculty-led Service Learning Advisory Board. The Center provides resources for students and faculty, placements in the community, and a network of campus and community connections.

# **English Language Center**

**Chairperson:** Jennie Sevedge

**Senior Lecturers:** J. Akins, B. Arciszewska-Russo, H. Doolittle, J. Sevedge

**Lecturers:** B. Green

## **The English Language Center (ELC)**

For more than thirty years, the English Language Center (ELC) has provided programs that support international students and global engagement at Gonzaga. Current programs include:

- ESL Program – intensive academic English and English enhancement courses for students and professionals;
- Global Bridge – for students beginning undergraduate study at Gonzaga; and
- SELP – Specialized English Language Programs.

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.

### **ESL Program**

Since 1978, the University's English Language Center (ELC) has addressed the needs of students whose native language is not English. In that time, Gonzaga's ELC has served nearly 10,000 students from other countries, introducing them to higher education in the United States, and providing Gonzaga's domestic students with the opportunity to meet, live with and exchange ideas with the young people from over seventy nations.

Gonzaga 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.

## **Global Bridge Program**

Global Bridge offers an enhanced curriculum with intensive language and culture classes that support international students as they begin an undergraduate degree at Gonzaga. This specialized coursework helps them take a more active role in intellectual life in Gonzaga's academic community. Through Multilingual/Multicultural sections of Core classes, Global Bridge also encourages the global engagement and intercultural competence of domestic and international students. The Global Bridge Program is built on two key concepts that support on-campus global engagement at Gonzaga:

- 1) Global Bridge (GB) Courses that provide cultural and linguistic support for non-native speakers of English beginning undergraduate degrees at Gonzaga, and
- 2) Multilingual/Multicultural (MLC) sections of existing undergraduate courses that engage both domestic and international students more fully in a global learning community by incorporating themes of intercultural curiosity, sensitivity, and respect.

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. 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.
- Global Bridge 2 is 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 an Overall TOEFL score range of 80-95.

The Gonzaga Global Bridge Placement Test will determine which Global Bridge courses may be required. All incoming international students are required to take the Global Bridge Placement Test unless exempted by the ELC through International Student and Scholar Services.

In order to advance to the next level of Global Bridge courses, students in Global Bridge 1 need a 2.7 overall GPA with no grade lower than a B- for full admission and advancement. 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.

Students not fully enrolled in the Global Bridge Program may be advised and/or elect to take Global Bridge courses for credit according to the Global Bridge placement test score and recommendation from the Global Bridge Advisor. All Global Bridge courses carry elective credits that apply toward the total 128 semester credits required to graduate.

Multilingual/Multicultural sections 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.

Global Bridge Courses	Linked Gonzaga Core Courses
Global Bridge 1	
ELCT 108 Language Awareness (2 credits)	
ELCT 109 Academic Seminar* (5 credits)	
ELCT 110 Communication Seminar (2 credits)	COMM 100 Communication & Speech* (3 credits); MLC sections
Global Bridge 2	
ELCT 120 Global Bridge 2* (3 credits)	PHIL 101 Reasoning* (3 credits); MLC sections
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.

### **Specialized English Language Programs (SELP) Programs**

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

#### **Course Descriptions:**

<b>ELCT 016 - Introduction Listen and Convers Skills</b>	credits: 6
<b>ELCT 018 - Introduction Writing and Grammar</b>	credits: 6
<b>ELCT 019 - Introduction Reading and Speaking</b>	credits 9
<b>ELCT 026 - Basic Listen and Convers Skills</b>	credits: 6
<b>ELCT 028 - Basic Writing and Grammar Support</b>	credits: 6
<b>ELCT 029 - Basic Reading and Speaking</b>	credits: 9
<b>ELCT 036 - Intermediate Oral Communication</b>	credits: 6
<b>ELCT 038 - Intermediate Grammar Support</b>	credits: 6
<b>ELCT 039 - Inter Reading and Writing</b>	credits: 9
<b>ELCT 046 - Advanced Oral Communication</b>	credits: 6
<b>ELCT 048 - Advanced Grammar Support</b>	credits: 6
<b>ELCT 049 - Advanced Reading and Writing</b>	credits: 9
<b>ELCT 056 - Communications Seminar</b>	credits: 6
<b>ELCT 058 - Language Awareness</b>	credits: 6
<b>ELCT 059 - Academic Seminar</b>	credits: 9
<b>ELCT 099 - English Language Workshop</b>	credit: 0-20
<b>ELCT 099E - Special Topics</b>	credits: 0-3
<b>ELCT 107 - Community Engaged Learning</b>	credit: 0
<b>ELCT 108 - Language Awareness</b>	credits: 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. Eligible students will include Global Bridge students, international freshmen and transfer students, exchange and visiting international students, and other interested persons. Permission to enroll in the course is to be obtained from the Global Bridge Coordinator.

**ELCT 109 - Academic Seminar**

credits: 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. Eligible students will include Global Bridge students, international freshmen and transfer students, exchange and visiting international students, and other interested persons. Permission to enroll in the course is to be obtained from the Global Bridge Coordinator.

**ELCT 110 - Communication Seminar**

credits: 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. Eligible students will include Global Bridge students, international freshmen and transfer students, exchange and visiting international students, and other interested persons. Permission to enroll in the course is to be obtained from the Global Bridge Coordinator.

**ELCT 120 - Global Bridge II**

credits: 3

ELCT 120 is designed specifically for Gonzaga international students concurrently enrolled in PHIL 101. 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.

Eligible students will include Global Bridge students, graduates of Gonzaga's ELC, international freshmen and transfer students, exchange and visiting international students, and other interested persons. Permission to enroll in the course is to be obtained from the Global Bridge Coordinator.

**ELCT 121 - Multilingual Student Writing**

credits: 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 an 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. Eligible students will include Global Bridge students, graduates of Gonzaga's ELC, international freshmen and transfer students, exchange and visiting international students, and other interested persons. Permission to enroll in the course is to be obtained from the Global Bridge Coordinator.

**ELCT 180 - Special Topics**

credit: 1-20

**ELCT 185 - ESL pre-test Registration**

credits: 5-20

**ELCT 190 - Directed Study**

credit: 1-20

# 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 Bachelor's 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.

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.

**Second Year**

ENTR 201 Idea to Solution	3 credits
ENTR 202 Solution to Execution	3 credits

**Third Year**

ENTR 301 Strategic Leadership	3 credits
ENTR 302 Strategic Thinking	3 credits

**Fourth Year**

ENTR 401 Senior Incubation*	3 credits
ENTR 402 ethics and Moral Leadership	3 credits

\* Engineering majors fulfill this requirement with Senior Design.

Co-Requisite courses (may be completed at any time during years 1-2)

**Arts and Sciences and Engineering Students:**

One of the following two Accounting courses:	3 credits
ACCT 260 Principles of Accounting 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

**Note:** <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.

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 course work above, Entrepreneurial Leadership students participate in a variety of co-curricular activities introducing them to entrepreneurial organizations, leaders, and practices.

**Course Descriptions:****ENTR 201 - Idea to Solution**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Hogan Entrepreneurial Leadership

**ENTR 202 - Solution to Execution**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Hogan Entrepreneurial Leadership

**Pre-requisites:** ENTR 201**ENTR 301 - Strategic Leadership**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Hogan Entrepreneurial Leadership

**Pre-requisites:** ENTR 201 and ENTR 202**ENTR 302 - Strategic Thinking**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Hogan Entrepreneurial Leadership

**Pre-requisites:** ENTR 201 and ENTR 202**ENTR 401 - Senior Incubation**

credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Hogan Entrepreneurial Leadership

**Pre-requisites:** ENTR 201 and ENTR 201

<b>ENTR 402 - Ethic and Moral Leadership</b>	credits: 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.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Hogan Entrepreneurial Leadership	
<b>Pre-requisites:</b> ENTR 201 and ENTR 202 and ENTR 301	
<b>ENTR 490 - Independent Study</b>	credits: 1-4
<b>ENTR 494A - Incubation Project</b>	credits: 3
First semester of an applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of an actual new commercial or social venture. Students can develop their own project or work on projects for local incubators or entrepreneurs. The end result of this project is to produce a fundable business plan. Fall. Senior Standing.	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Hogan Entrepreneurial Leadership	
Must be the following: Senior	
<b>ENTR 494B - Incubation Project</b>	credits: 2
Second semester of an applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of an actual new commercial or social venture. Students can develop their own project or work on projects for local incubators or entrepreneurs. The end result of this project is to produce a fundable business plan. Spring. Senior	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Hogan Entrepreneurial Leadership	
Must be the following: Senior	
<b>ENTR 495 - New Venture Lab</b>	credits: 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).	
<b>Restrictions:</b>	
Must be in the following field(s) of study: Hogan Entrepreneurial Leadership	

**ENTR 497 - Internship** credits: 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.

**Restrictions:**

Must be in the following field(s) of study: Hogan Entrepreneurial Leadership

**ENTR 498 - Entrepreneurial Leadership** credits: 3

A capstone course that examines the leadership characteristics, including ethical virtues, of successful entrepreneurs. The course emphasizes the understanding that entrepreneurs bear a social responsibility to contribute to the common good through their business endeavors.

Spring. Senior Standing.

**Restrictions:**

Must be in the following field(s) of study: Hogan Entrepreneurial Leadership

Must be the following: Senior

# The Honors Program

**Director:** Tim Clancy, S.J.

Since 1958 Gonzaga University has offered a challenging and inspiring four-year honors curriculum for academically gifted, and highly motivated students who desire to discover and develop their calling.

## Academics

The program consists of two parts: annual honors colloquia and honors seminar sections for much of the general core curriculum. The honors colloquium classes introduce students to interdisciplinary study in areas of concrete interest and value.

The freshman colloquium introduces students to issues of class, race, gender and sexual orientation. The course includes a twenty-hour service learning component in one of these four categories. In class students learn the social genealogy of each category, hear from a local activist how the category appears in the Spokane area and watch and discuss a movie that tackles some of the issues involved.

The sophomore colloquium is a multimedia, interdisciplinary course on American Christianity, particularly as it is practiced in the United States. This course runs in tandem with the sophomore honors religion seminar. Both classes are team taught by a priest, the director, and a professor from the religious studies department.

The junior colloquium involves a study of philosophical issues surrounding electronic culture.

In the senior colloquium the student writes an interdisciplinary honors thesis. Each student works with a mentor chosen by the student. The thesis is then publicly presented in April to fellow students in the program.

The second part of the academic program consists of a number of honors seminar sections of core classes. They break down as follows:

- I. **Philosophy:** There are four honors philosophy seminars: PHIL 102H, PHIL 201H, PHIL 301H and finally a senior honors philosophy seminar, PHIL 489H on the Philosophy of Technology. (which is planned to double as the Core Integration Seminar for Honors students).
- II. **English:** There are three honors English seminars, ENGL101H an advanced writing course, and two literature seminars, ENGL 104H and ENGL 206H.
- III. **Math and Science:** All students are required to take first semester calculus (MATH 157) and one science course.

- IV. **Social Science:** Two social sciences courses from psychology, political science, sociology or economics.
- V. **History:** There are two required courses in History, one of which should be the History Honors seminar, HIST 112H.
- VI. **Religious Studies:** There are three required Religious Studies courses, two of which are honors seminars: RELI 200 (which doubles as the Honors first year seminar); a History of American Christianity seminar (RELI 240H) and one from a wide array of world religion core courses.
- VII. **Fine Arts:** Honors Students are required to take 6 credits in music, art or drama, 3 of which may be performance credits.
- VIII. **Speech:** There is an honors Rhetoric seminar (COMM 270H).
- IX. **Foreign Language:** Two-year college proficiency in a modern language or one year in classical Greek or Latin.
- X. 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 every possible field of interest, including engineering, the physical sciences and business.

Honors students in Engineering, Business, Human Physiology and Nursing have somewhat reduced Honors common curriculum requirements to account for their heavier course loads.

## **Student Development**

One of the most popular features of the Honors program is Hopkins House, where students can rest and relax, gather in study groups and take many of the honors classes. Hopkins has a warm living room, kitchen and the director's office on the first floor; an electronic seminar room and two study rooms with computers on the second floor and a third study area and an entertainment center in the attic. Hopkins has five computers with high speed internet connections available for student use, as well as copier, scanner and fax capabilities. Hopkins is also wireless so that students can connect their own laptops to the internet from anywhere in the house.

The Honors program also sponsors a number of social outings. This begins with a weekend away in early September to begin to know one another, followed by progressive dinners, a Christmas party, and a second weekend away in the spring. All this is funded through a lab fee for the honors colloquia. This lab fee and books are offset by a \$1000 annual honors scholarship.

A hallmark of the program is its emphasis on leadership and service. Many continue their service learning in the freshman year to engage in a wide array of volunteer opportunities. Upon graduation, a sizable number of students end up deciding to enter the Jesuit Volunteer Corps and other service programs before heading off to graduate school. 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 on test scores, high-school rank, extra-curricular interests and involvements, independent intellectual achievement, skill in effective expression, letters of recommendation, personal interview, and the quality of the essay on the Honors application form. For more information, one can contact the Honors Program Office at 509-313-6701.

### **Course Descriptions:**

<b>HONS 190 - Freshman Honors Colloquium</b>	credits: 3
For Honors Students	
<b>HONS 290 - Sophomore Honors Colloquium</b>	credits: 3
For Honors Students	
<b>Pre-requisites:</b> HONS 190	
<b>HONS 390 - Junior Honors Colloquium</b>	credits: 3
For Honors Students	
<b>Pre-requisites:</b> HONS 190	
<b>HONS 490 - Senior Honors Colloquium</b>	credits: 3
For Honors Students	
<b>Pre-requisites:</b> HONS 190	
<b>HONS 497 - Honors Leadership Internship</b>	credits: 1-3
Internship requires completion of a form, and Dept. permission and cannot be registered for via ZAGWEB. For Honors Students.	
<b>Pre-requisites:</b> HONS 190	

## **Military Science**

**Chairperson:** Lieutenant Colonel Timothy Culpepper, Professor of Military Science

**Assistant Professors:** Dr. Alan Westfield, Mr. Dan Sheahan, Captain (Promotable) Elvin Fortuna, Master Sergeant Richard Flint, Captain Jason Baggott, Captain Edward Guardo, Sergeant First Class Dennis Quirk

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.

### **Course Descriptions:**

**MILS 101 - Introduction to Army and Critical Think** credits: 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>.

**Co-requisites:** MILS 101L

**MILS 101L - Leadership Laboratory** credit: 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>.

**MILS 102 - Introduction Leadership and Critical Think** credits: 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).

**MILS 102L - Leadership Laboratory** credit: 1

<b>MILS 103 - Military Physical Fitness Program</b>	credit: 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.	
<b>MILS 104 - Military Physical Fitness</b>	credit: 1
<b>MILS 190 - Directed Reading</b>	credits: 0-3
Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.	
<b>MILS 191 - Directed Reading</b>	credits: 1-3
Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.	
<b>Restrictions:</b>	
Must be the following: Freshman	
<b>MILS 201 - Leadership and Decision Making</b>	credits: 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. <a href="http://www.discoverpass.wa.gov">http://www.discoverpass.wa.gov</a> .	
<b>Co-requisites:</b> MILS 201L	
<b>MILS 201L - Leadership Lab</b>	credit: 1
Purchasing an annual Washington State Park Discover Pass for this class is highly encouraged. Passes are \$33 per year. <a href="http://www.discoverpass.wa.gov">http://www.discoverpass.wa.gov</a> .	
<b>MILS 202 - Army Doctrine and Team Development</b>	credits: 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).	
<b>MILS 202L - Leadership Lab</b>	credit: 1
<b>LMILS 203 - Military Physical Fitness Program</b>	credit: 1
<b>LMILS 204 - Military Physical Fitness</b>	credit: 1
<b>LMILS 290 - Directed Reading</b>	credits: 1-3
Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.	
<b>Restrictions:</b>	
Must be the following: Sophomore	

**MILS 291 - Directed Reading** credits: 1-3

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

**Restrictions:**

Must be the following: Sophomore

**Pre-requisites:** MILS 201 or MILS 290

**MILS 300 - Ranger Challenge** credit: 1

Must be enrolled in Military Science Basic or Advanced Class.

**MILS 301 - Training Management and Warfighting Functions** credits: 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>.

**Restrictions:**

Must be the following: Junior

**Co-requisites:** MILS 301L

**MILS 301L - Leadership Laboratory** credit: 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>.

**MILS 302 - Applied Leadership in Small Unit Operations** credits: 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.

**MILS 302L - Leadership Laboratory** credit: 1**MILS 303 - Military Physical Fitness Program** credit: 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.

**MILS 304 - Military Physical Fitness** credit: 1

**MILS 390 - Directed Reading** credits: 1-3

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

**Restrictions:**

Must be the following: Junior

**MILS 391 - Directed Reading** credits: 1-3

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

**Restrictions:**

Must be the following: Junior

**Pre-requisites:** MILS 301 or MILS 390**MILS 395 - Advanced Camp** credits: 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.

**Restrictions:**

Must be the following: Junior

**Pre-requisites:** MILS 302 or MILS 391**MILS 401 - The Army Officer** credits: 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>.

**Co-requisites:** MILS 401L**MILS 401L - Leadership Laboratory** credit: 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>.

**MILS 402 - Company Grade Leadership** credits: 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).

<b>MILS 402L - Leadership Laboratory</b>	credit: 1
<b>MILS 403 - Military Physical Fitness Program</b>	credit: 1
<b>MILS 404 - Military Physical Fitness</b>	credit: 1
<b>MILS 490 - Directed Readings</b>	credits: 1-5

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

**Restrictions:**

Must be the following: Senior

**Pre-requisites:** MILS 302 or MILS 391

<b>MILS 491 - Directed Readings</b>	credits: 1-3
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Directed Reading requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

**Restrictions:**

Must be the following: Senior

**Pre-requisites:** MILS 401 or MILS 490

# Graduate Programs of Study

## 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 Leadership and Administration
- 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 as a Second Language

- Master of Counselling (site based)
- Master of Education in Educational Leadership
- Master of Education (School Administration) (Alberta)
- Master of Education in Leadership and Administration (British Columbia)
- Master of Education in Special Education
- Master of Initial Teaching
- Master of Initial Teaching, Special Education
- 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 Professional Studies

- Master of Arts in Communication and Leadership
- Master of Arts in Organizational Leadership
- Doctor of Philosophy in Leadership Studies

# **The School of Law**

**Dean:** Jane Korn

Gonzaga University School of Law was established in 1912 by the trustees of Gonzaga University with the active support of many prominent members of the bench and bar in Washington State. The School of Law has produced many exceptional lawyers. It is fully accredited by the American Bar Association, which entitles Gonzaga School of Law graduates to take the bar exam in any state. The School of Law is also a member of the Association of American Law Schools.

## **Objectives of Gonzaga University School of Law**

Gonzaga School of Law belongs to a long and distinguished tradition of humanistic, Jesuit education. The school is committed to preserving that tradition and communicating it to the students. Accordingly, the School of Law seeks to challenge its students to incorporate knowledge of the past with the innovations of the present in order to better serve society. The education and development of the whole person is emphasized and an effort made to instill in the students a strong commitment to social justice and to encourage them to assume personal responsibility for and take individual initiative in the betterment of society.

The school recognizes its responsibility not only to the students, but also to the public and to the legal profession. As a result, the School of Law endeavors to graduate attorneys who, as capable problem-solvers, will be able to translate their thoughts into effective, productive action on behalf of their clients. Toward this end, an emphasis is placed on providing students with personal, individual attention.

One of the school's greatest strengths is the dedication and commitment of the faculty and staff. 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.

## **Full-time Programs**

The School of 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.

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. 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. The unique first-year program at Gonzaga exposes students to simulated skills training in litigation and transactional work in the fall and spring semesters, respectively, evidencing Gonzaga's commitment to these goals. As a further component to this innovative approach to legal education, the School of Law offers upper-division electives in many different areas of the law, including: trial and appellate advocacy, environment/natural resource law, business and commercial law and international law. 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.

## **University Legal Assistance**

Gonzaga School of Law operates the University Legal Assistance program as an on-campus clinic that provides legal services to low-income persons. It is a major provider of pro bono legal services in the Spokane area. The clinic offers its students the opportunity to practice law, under appropriate lawyer supervision, while still in school. Rule 9 of the Washington State Bar Association allows students who have completed two years of course work (60 semester credits) to practice law under the supervision of a licensed attorney. On-campus clinical offerings include a general practice clinic and specific subject area clinics in consumer law, business law, elder law, Indian law, and tax law.

Off-campus professional externship experience is available in legal settings such as criminal prosecution and defense, child dependency, juvenile law, and legal services work.

## **Dual Degree Programs**

The School of Law and the Graduate School of Business offer dual-degree programs leading to the Juris Doctor/Master of Business Administration (JD/MBA), and the Juris Doctor/Master of Accountancy (JD/MAcc). 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 Graduate School of Business as well as to the School of Law.

There is also a JD/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 JD/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, education, elder law and services, and

public health. The program meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines. Admission to the JD/MSW program is highly selective, and is currently limited to a maximum of four students per year. 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. Students, therefore, find it easy to become involved in a broad range of activities at the School of Law. 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, a client counseling competition, and a negotiation 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. Gonzaga's student organizations are diverse in nature and, whatever your interests or career goals, there are activities available that will enhance your knowledge and abilities, while contributing to the community.

## **Physical Facilities and Library**

Rising from the banks of the beautiful Spokane River, the Gonzaga Law Center, which opened in May 2000, provides a stunning setting for research and learning. The law center offers 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 provide 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. The law library is a warm and inviting 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 and faculty.

## **Admissions**

The School of 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.

The School of 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 background in their applications.

Students who are in good standing at another ABA law school may apply for admission to the School of Law with advanced standing.

For admission information, write or call:

Admissions Office	1-800-793-1710
Gonzaga University School of Law	<a href="mailto:admissions@lawschool.gonzaga.edu">admissions@lawschool.gonzaga.edu</a>
PO Box 3528	<a href="http://www.law">http://www.law</a>
Spokane, WA 99220-3528	

# The 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.

**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.

**Judi Biggs Garbuio**, Ph.D., became Gonzaga's Vice President for Student Development in July of 2013, with a thirty-year record of successful professional experience. She oversees most non-academic student programs and services, including housing and residence life, judicial affairs and student conduct, parent relations, student activities, clubs and organizations, student publications, career center, counseling, health and wellness, the Crosby Student Center, the Center for Community Action and Service Learning, the Unity Multicultural Education Center, as well as, campus public safety and security.

**Frank Case, S.J.**, Vice President of the University, joined Gonzaga in June 2011 as Vice President for Mission. He continues to serve the University in an advisory role and as Chaplain of the Men's Basketball team.

**Pat Lee, S.J.**, returned to Gonzaga in September 2016 as Vice President for Mission & Ministry after previously serving in this role from 2005-2008. He was appointed to Provincial of the Oregon Province from 2008-2014 and spent the following two years serving as the Superior of Community of the Holy Land – Jerusalem. The Division of Mission and Ministry at Gonzaga exists to provide mission-relevant information, programs, leadership and pastoral support for our students, faculty, staff, alumni and governing board.

**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**, Vice President for Finance, has served in that role since 1985. He is the University's chief financial officer and oversees accounting and financial recordkeeping, operating and capital budgets, purchasing, investments, long term financing, insurance, emergency preparedness & risk management, property acquisition, and campus master planning.

**Joseph Poss**, Vice President for University Advancement, was appointed to this leadership role in July 2013. He oversees the University's Development, Alumni Relations and Marketing/Communications operations. He joined University Advancement in 1998.

**Raymond F. Reyes**, Ph.D., Associate Academic Vice President and Chief Diversity Officer, joined Gonzaga in 1988. He serves as the chief advisor on the university commitments to assure culturally inclusive policies and equity-based practices which optimize the educational and faith-based value of human diversity consistent with the University's Catholic, Jesuit mission and identity. Raymond coordinates a comprehensive menu of programs, services, and activities across the vice presidential divisions designed to develop and increase the intercultural competence of the university's workforce, student body, academic programs and student development services.

**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.

**Joseph P. Smith**, Associate Vice President for Finance, joined Gonzaga in October 2010 after spending nine years in public accounting. In collaboration with the Vice President for Finance, he assists in the oversight of accounting and financial recordkeeping, oversees the development and monitoring of operating and capital budgets, manages short term investments and the administration of endowment investments, and assists in long term financing. Joseph is a Certified Public Accountant (CPA) and Chartered Global Management Accountant (CGMA).

**Borre Ulrichsen**, Chief Information Officer, joined Gonzaga in August 2016. He is responsible for Administration, Communication and Training, Data Center Infrastructure, Enterprise Resource Planning Services, Network and Telecommunications, Project Management Office, Support Center, Technology Education Services and the Next Generation Tech Bar.

**Kirk J. Wood-Gaines**, Assistant Vice President for Human Resources, joined Gonzaga in 2013. He oversees a full suite of human resources services including policy administration, equal opportunity, affirmative action, Title IX, total compensation, environmental health and safety and accommodations.

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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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Lorelei Herres	James H. Prince	
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## **FALL SEMESTER 2017**

## **DATE**

New Faculty Orientation	Thursday, August 17 and Friday, August 18
Fall Faculty Conference	Thursday, August 24 and Friday, August 25
Residence Halls Open (New Students)	Friday, August 25 and Saturday, August 26
Residence Halls Open (Returning Students)	Sunday, August 27
New Student Orientation	Friday, August 25 – Monday, August 28
President's Reception and Welcome Mass	Sunday, August 27
Academic Convocation	Monday, August 28
New Students Meet with Assigned Advisors	Monday, August 28
Monday ONLY Classes Begin	Monday, August 28
Classes Begin	Tuesday, August 29
Labor Day	Monday, September 4
Last Day to Add	Wednesday, September 6
Last Day to Drop	Friday, September 8
Mass of the Holy Spirit (Morning)	
Learning Outcomes Assessment Day (Afternoon)	Wednesday, September 13 (Classes canceled)
Incompletes Revert to Provisional Grades	Friday, September 29
Fall Family Weekend	Friday, October 6 – Sunday, October 8
Founder's Day Holiday	Monday, October 23
Mid-Semester Grades Due in Registrar's Office	Tuesday, October 24
Last Day to Withdraw from a Course	Friday, November 10
Thanksgiving Holiday	Wednesday, November 22 - Friday, November 24
Reading/Study Days	Saturday, December 9 through Monday, December 11
Last Week of the Semester	Tuesday, December 12 - Friday, December 15
Christmas Holiday Begins	Monday, December 18
Grades Due in Registrar's Office	Wednesday, December 20

## **SPRING SEMESTER 2018**

	<b>DATE</b>
Residence Halls Open	Sunday, January 14
Martin Luther King, Jr., Holiday	Monday, January 15
New Student Orientation	Tuesday, January 16
Spring Faculty Conference	Tuesday, January 16
Classes Begin	Wednesday, January 17
Last Day to Add	Wednesday, January 24
Last Day to Drop	Friday, January 26
Incompletes Revert to Provisional Grades	Friday, February 16
President's Day Holiday	Monday, February 19
Spring Vacation	Monday, March 12 - Friday, March 16
Mid-semester Grades Due in Registrar's Office	Tuesday, March 13
Last Day to Withdraw from a Course	Thursday, March 29
Good Friday Holiday	Friday, March 30
Easter Holiday	Monday, April 2
Academic Honors Convocation	Tuesday, April 24 (Process 3:15pm, Ceremony 3:30pm)
Reading/Study Days	Saturday, May 5 – Monday, May 7
Last Week of Semester	Tuesday, May 8 - Friday, May 11
Commencement Mass	Saturday, May 12
Graduate School Commencement	Saturday, May 12
Undergraduate Commencement	Sunday, May 13
Grades Due in Registrar's Office	Wednesday, May 16

## **SUMMER**

	<b>DATE</b>
First Session Begins	Monday, May 21
First Session Ends	Friday, June 29
Second Session Begins	Monday, July 2
Second Session Ends	Friday, August 10
Summer Begins	Monday, May 21
Summer Ends	Friday, August 10