Magis Seminar Course Titles and Descriptions: Spring 2027

CRES 193, Magis: Satire, Race, & Social Critique. This Magis Seminar puts satire at the center of intellectual curiosity, asking how cartoons, surrealist film, and viral media work to undermine systemic racism, empire, and other structures of colonial domination. By pairing viewings of The Boondocks, Atlanta, I'm a Virgo, and The Hunger Games with readings from sociologists, historians, critical-race theorists, public health experts, lawyers, and economists, students will learn to wield multiple disciplinary tools to dissect white supremacy, European mythmaking, and colonial legacies. Weekly discussion reflections, group facilitation, and creative capstone projects ask students to think rigorously, create boldly, and act in solidarity across lines of race, gender, class, and nation. In true Jesuit fashion, the classroom functions as a supportive, dialogue-rich community where intellectual rigor and humane care grow together. Instructor: Hodge

EDSE 193, Magis: Why Do I Do What I Do? This course introduces students to why we behave the way we behave. The basic principles of behavior analysis will be explored as well as discussions on how behavior is shaped by the environment and the science of learning. Students will examine how these fundamental behavioral principles such as reinforcement, punishment, and motivation apply to everyday life. Throughout the course, students will develop critical writing skills. Students will be asked to evaluate social justice issues through the lens of a behavior analyst and consider contingencies of behavior that maintain social justice issues as well as propose potential solutions to move toward the common good. ***Fulfills a Social Justice (SJ) designation and a Writing-Enriched (WE) designation**** Instructor: Basile

ENGL 193, FYS: Unsettling the West. This is a FYS that asks and seeks to develop nuanced answers to a seemingly simple question: ***What/where/why is the American West?*** We will investigate the American West as an actual as well as imaginary place that has been produced and sometimes obscured by: stories, histories, diverse peoples and lifeways, land uses, cultural encounters and collisions, ideas, ideals, politics, art. Our study of the West will thus be multi-disciplinary; ultimately we'll turn our attention to Spokane – city, history, land, peoples, place -- and its relationship to an American West which we have learned to see more complexly. As a seminar, this course foregrounds collaborative inquiry via readings, active-discussion, regular writing, and two major projects. **Engages with issues of diversity, equity, and inclusion.** Instructor: Easterling.

JOUR 193, Magis: Curiosity as Social Tech. What if you knew you could walk into any situation — a job interview, a professor's office hours, a house party — and make an authentic human connection? This course posits that curiosity is a social technology: a learnable, practical skill that can be developed to allow you to do just that. Techniques from journalism, literary nonfiction, and ethnography can bring a rigor to your innate curiosity that allows you to not just to hear but to listen; not just to look but to see. Through field assignments, in-class discussion, and guided reflections, we'll uncover the surprising profundity of what we can learn by talking meaningfully to other people. Instructor: Davis.

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MDLA 193, Magis: Exploring Austria. "*How do we pursue knowledge and cultivate understanding?*" while exploring the cultural products and practices of Austria through the lens of a Gonzaga student. This course also emphasizes an appreciation for Gonzaga University's Jesuit heritage and the core curriculum, and their overall importance in providing a meaningful and unifying educational experience. ***Fulfills a Global Studies (GS) designation**.** Instructor: Perz

MUSC 193, Magis: Social Justice and Music. With music and social movements as our primary source, this Magis Seminar focuses on how rap and hip-hop have been a means to communicate complex cultural, social, and political issues of Western culture from the 1970s to the present. We will journey through the vast landscape of Black musical traditions that will come to influence the cultural and musical phenomena known as hip-hop. The main questions we will explore include: 1. How has race been constructed in Western music history, in music criticism (of African diasporic music and musicians) 2. How has the commercialization of rap and hip-hop aided in the personification of antebellum stereotypes and imperialistic/capitalistic agendas? 3. How has hip-hop impacted social movements in the Americas and abroad? At the completion of this course, students will be able to (1) articulate how their own personal and cultural views affect their empirical and theoretical knowledge and understanding, (2) appreciate various music genres and how they intersect with current and popular music, with an emphasis on Black music traditions, (3) think about how music has impacted social movements and they can be agents of change with music, (4) understand social factors related to resilience and how to foster resilience, (5) reflect on their role in creating a better world. Finally, (6) integrate the principles of Gonzaga's mission with their academic, personal, and spiritual aspirations. ***Engages with issues of diversity, equity, and inclusion and fulfills a Social Justice (SJ) designation*.*** Instructor: Tarver

RELI 193, Magis: Indigenous Peoples and Global Issues. This course explores contemporary issues of indigenous peoples throughout the world. We begin by examining the concept of a "Fourth World." Who are indigenous peoples, and how have they been categorized about "ethnic groups," colonization, and the international system of states? We examine current debates within the United Nations about indigenous peoples and human rights. We look at the law and economics of colonialism and emerging issues of globalization. Through films, literature, and social science readings, this course looks at those issues and focuses on how indigenous peoples actively oppose their oppression and create sustainable futures. ***Engages with issues of diversity, equity, and inclusion and fulfills a Global Studies (GS) designation**.** Instructor: Baraza

RELI 193, Magis: Civic Pluralism. America is a bit of a mess. People are politically, ethnically, and religiously polarized. Media and people often depict the so-called "other" in simplistic and negative ways, without much historical or contextual reflection on why that happens. This Magis Seminar introduces students to an interdisciplinary approach to examining social and culture conflicts, divisions, and possibilities for repair. By getting into the history of some of these divisions, we'll build ideas on how to seek the civil pluralism that schools like Gonzaga support. ***Engages with issues of diversity, equity, and inclusion.*** Instructor: Clark

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RELI 193, Magis: Difference and Dialogue - Bridges to Civic Pluralism. Americans are perhaps more polarized than ever, political, ethnic, and religious others being portrayed as agents of irrationality and evil. Most people are siloed in their echo chambers with news and social media algorithms just repeating back to them what one already believes. Those we disagree with we quickly dismiss by assigning simplistic, disparaging labels. Even if we avoid politics and religion in conversations, previously "safe" topics like the weather or one's health can quickly become an angry monologue to the other about climate change or the merits of vaccines. Yet if we are going to solve real problems, we need to learn to talk to one another, be in authentic relation with each other across seemingly ocean wide chasms of difference in ways that affirm the dignity and infinite value of each other, as we grow friendship and stand for justice for all people, not just our own tribe. In this course we will support each other to practice dialoguing to learn about, from and with each other, and consulting together to better solve important issues. Dialogue topics include majors and careers, religious diversity, partisan politics, race, social class, gender, sexuality, disabilities, ageism, and the environment. Most classes will require preparation of a personal reflection on one's background with an issue and an individual response to a short reading (2-4). Students are invited to become "bridgebuilders" in which they too become intentional protagonists of building unity in diversity in community. The crowning project is working in a small team to organize, advertise, facilitate, and reflect upon two "bridgebuilding" gatherings related to one of the above topics. Grades are not on a curve; students who conscientiously complete each requirement can expect full credit for the course. Instructor: Pschaida

RELI 193, Magis: Violence and the Humanities. What insights and tools do the humanities disciplines offer students who wish to grapple with the problem of violence today? Students In this course explore various academic perspectives from the humanities, enter into discussion about different kinds of education, and apply humanities insights to unresolved conflicts. ***Engages with issues of diversity, equity, and inclusion and fulfills a Global Studies (GS)designation*.*** Instructor: Sheveland

WGST 193, Magis: Gender & Sexuality in Games. This class will explore the impact of gender and sexuality within the history, theory, and design of both tabletop and video games. We will study how these issues arise within representation in games, gaming communities, and the wider industry. Readings will include both academic texts and a variety of different games. In the process, students will not only develop a deeper understanding of the interactive media they frequently consume but also apply this understanding through design. ***Engages with issues of diversity, equity, and inclusion.*** Instructor: Dame-Griff, Avery

* To fulfill university core requirements, students must complete 2 Writing-Enriched (WE) designated courses (in addition to Writing), 1 Global Studies (GS) designated course (in addition to World/Comparative Religion), and 1 Social Justice (SJ) designated course. Designations double-count. That is, students completing a Magis Seminar with a designation, get credit for the Core: Magis Seminar and fulfill the designation it carries. Transfer students with 45 or more credits have a reduced designation requirement (1 WE, and 2 total of either 1 WE, 1 GS, and/or 1 SJ), and students with 60 or more credits, including AA/AS-T degree holders, are not required to fulfill the designation requirements.