

VIKING ADVISOR

2022-2023

Registration and Planning Guide
for New Students



MAKE WAVES.

ACADEMIC ADVISING CENTER

advising@wwwu.edu • 360-650-3850 • Old Main 380 • advising@wwwu.edu

WELCOME TO WESTERN!



We are so very glad you've joined the Western family! As you begin your college journey here, there's a lot to take in. This booklet, the Viking Advisor, is designed to make some of your first decisions easier—like how to choose your classes and get registered. It also includes important information about requirements, declaring a major, and our degree evaluation system, which will help you keep track of your academic progress.

The Viking Advisor is created by the Academic Advising Center in partnership with the Career Services Center—two offices we hope you'll connect with early and often in your time at Western. The dedicated staff in those offices are here to help you plan an academic experience which supports a great career after graduation.

All of us in the Division of Enrollment and Student Services are here to support your success. Now, more than ever, we are here for you. No matter how or where we connect, our goal is always to support you. Don't hesitate to reach out for help with whatever you need to succeed. I wish you an amazing year of discovery!

A handwritten signature in black ink that reads "Melynda Huskey". The signature is fluid and cursive.

Melynda Huskey
Vice President, Enrollment and Student Services

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MAKE WAVES.

VIKING ADVISOR

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PLANNING YOUR WESTERN EXPERIENCE

FIRST

EXPLORE...

Campus Resources

- Attend every class and complete all assignments to maintain a good GPA.
- Develop relationships with academic advisors, professors, and career counselors.
- Connect with the **Tutoring Center** (WL 280) to improve study skills and succeed in GUR courses.
- Meet with pre-professional and pre-healthcare advisors if considering graduate or professional school.

Academics

- Begin to identify your interests, abilities, and values to explore majors and careers.
- Review **Programs of Study** in the online **University Catalog** to learn about majors, pre-requisites, and declaration requirements.
- Connect with academic departments to explore majors and minors. Contact information available in the **Programs of Study**.
- Update your **Academic Interest** in Web4U to reflect your current intended major(s), if not yet declared.

Campus

- Identify ways to get involved in campus life, like Residence Hall Council, student clubs, and intramural sports.
- Look for the latest information about events and student groups through the **Western Involvement Network (WIN)**.

SECOND

CONNECT...

With Advising

- Seek advising by 60 completed credits to stay on track with GUR progress and major declaration.
- Talk with advisors and professors in departments that interest you to build relationships and declare pre-major/Phase I status. Investigate possible minors.

With Academic Events

- If undecided about a major, take a variety of courses and attend **Choosing and Declaring a Major workshops**.
- Visit Education Abroad (MH 208) and review Western Abroad 101 information to explore study-abroad opportunities.
- Attend **Career Services Center** (OM 280) events including fairs showcasing careers, internships, graduate school and volunteer opportunities to develop professional connections and interests.

With Online and Career Resources

- Use **Degree Works**, an online degree progress tool found on MyWestern, to monitor GUR completion and progress in major requirements.
- Take career assessments available through the **Career Services Center** to guide academic and career decisions.
- Visit the **Scholarship Center** (OM 285) to research scholarship opportunities.

While students enter and leave Western at different times, here are recommendations to integrate academic and career planning throughout your WWU student experience.

THIRD

ENGAGE...

With Academics

- Declare your major by or before 90 credits, if possible.
- Maintain a good GPA, especially if considering graduate school.
- Continue to build relationships with advisors and professors to identify sources for future letters of recommendation.
- Research and start graduate/professional school applications. Study for and take graduate/professional school entrance exams.

With Campus and Community

- Take on leadership roles in campus and community organizations.
- Gain career-related experience and develop skills through internships and volunteering.

With Career Preparation

- Connect with the **Career Services Center** for help with resume writing and interview skills.
- Begin building a professional network by creating a LinkedIn profile and connecting with alumni through departmental networks.
- Attend quarterly career fairs and career workshops.
- Create a **Handshake** account to search for internships and jobs. Start planning early to make good use of the summer between your third and fourth year.

FOURTH

PREPARE...

For Graduation

- Continue to use the online degree progress tool, **Degree Works**, and meet with advisors to stay on track for graduation.
- Apply for graduation using the **degree application** on the Registrar's Office website and **Degree Works**.

For Life after College

- Gain career-related experience through internships, volunteering and doing research projects with faculty.
- Maintain contact with professors and advisors, particularly those who could write letters of recommendation.
- Continue to update your resume or portfolio to showcase your experience and qualifications.
- Connect with potential employers at **career fairs** and networking events.
- Identify job search strategies and job opportunities by using **Career Services Center** resources and meeting with career counselors.
- Take a career preparation class, such as MGMT 315.
- Learn one new practical skill that you can use throughout your life, such as public speaking or Excel fluency. This can be done through a minor, class, club, or job and can diversify your skillset for future employers.
- Apply early to jobs and graduate/professional schools.

GRADUATION REQUIREMENTS

The following requirements apply to all undergraduate students. Comprehensive details are available and should be reviewed in the University Catalog: catalog.wvu.edu.

■ Complete a minimum of 180 quarter credits

These credits are comprised of General University Requirements (or a Direct Transfer Agreement (DTA) Associate Degree or Fairhaven core), major requirements, and electives.

NOTE: Western allows a maximum of 135 quarter credits, or 90 semester credits, to transfer from any combination of regionally accredited institutions, including no more than 105 lower-division—i.e. 100-200 level—quarter credits (70 semester credits).

■ Minimum of 45 credits earned through Western Washington University courses

Credit by examination and advanced placement credit are not included in this total. Additionally, a student must be registered for at least one Western course in the quarter in which the degree is to be awarded.

■ Complete at least 60 credits of upper-division study (300-level and above)

Included in this requirement are credits for majors, electives in any discipline and transfer credits taken at the 300/400 level. Transfer courses with the "NUD" attribute may not be used to satisfy this requirement.

■ Complete three Writing Proficiency (WP) points

Writing proficiency (WP) courses are approved upper-division courses which emphasize learning to write in the context of a discipline. These courses must be completed at Western and passed with a grade of C- or better. Students typically register for WP courses in their majors.

■ Complete an approved academic major

Majors consist of an approved set of coursework that allows you to specialize in a specific academic area. At least half of the credits required for a major must be completed at Western. All major classes must be passed with a C- or better. Professional Education and Teaching Endorsement courses must be completed with a C (2.0) or better. Majors comprised of a large number of credits and/or highly sequential coursework may require earning more than the minimum 180 credits required for graduation.

■ Complete a minor, if required

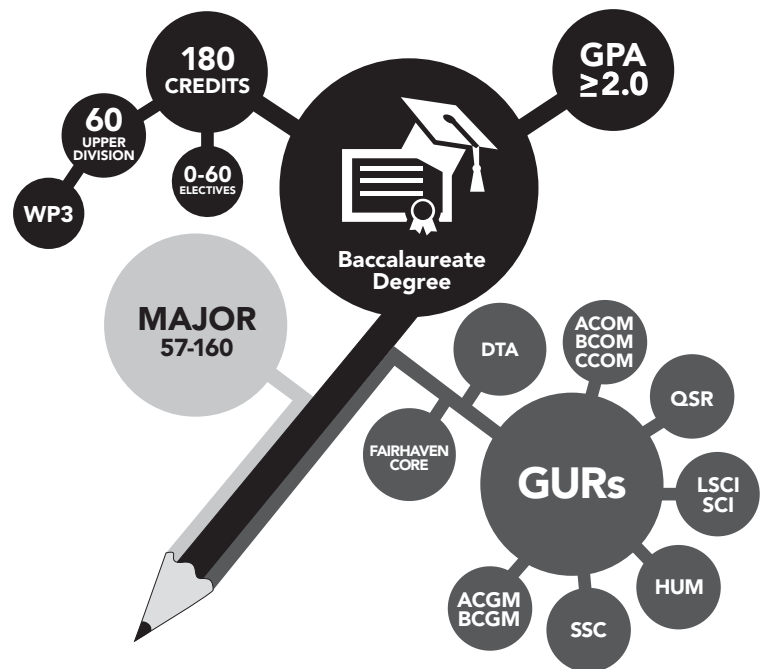
A minor is a secondary academic discipline with a smaller credit total than a major. Some majors require completion of a minor. Classes taken for a minor must be passed with a C- or better, with at least half of the credits completed at Western.

■ Meet minimum grade point average (GPA) requirements

Students must meet the scholarship standards of their major(s), and have at least a 2.0 cumulative Western grade point average.

■ Satisfy General University Requirements (GURs)

The General University Requirements (GURs) apply to undergraduate students in all Western Washington University colleges, *except*:



- Students transferring to Western with a Washington State Community or Technical College Direct Transfer Agreement (DTA) Associate Degree.
- Fairhaven students, who complete a separate core program. See the Fairhaven College section of the University Catalog for requirements.
- Transfer students from a Washington State Community or Technical College with an Associate in Science (AS-T) degree. These students will receive an individual evaluation from the Registrar's Office indicating the GURs that remain for the student to complete.
- Transfer students who have completed General University Requirements at another Washington state public baccalaureate institution, provided the sending institution so certifies.

Four-Course Maximum

A maximum of four courses from any one department may be applied to the combination of Humanities, Social Sciences, and Comparative, Gender, and Multicultural Studies sections of the GURs. Art and Art History are considered one department, as are all foreign languages. Humanities and Religion are also one department. Honors courses are exempt from this rule.

Grades in GUR Courses

Courses applied to GURs must be taken on an A through F grading scale, except those designated S/U grading. They may not be taken with Pass/No Pass grading.

The minimum passing grade for GUR courses is D-, except ENG 101 which requires a C- or better. Courses used as prerequisites for other courses must be passed with a grade of a C- or better.

WHY GURS?

Because a liberal arts education is rooted in our General University Requirements.

The General University Requirements (GURs) are the core of a liberal arts and sciences education. These courses provide foundational knowledge and opportunities for you to further develop, integrate, and extend your skillsets so that you can thrive in your chosen major. In addition, the opportunity to explore different knowledge literacies and practices in six broad areas of study will prepare you to negotiate the dynamics of our rapidly changing world.

Areas of study: Communication, Quantitative & Symbolic Reasoning, Natural Sciences, Humanities, Social Sciences, and Comparative, Gender, Multicultural Studies.



I was hesitant at first to take GURs, but there were so many options for classes, and it allowed me to try classes I wouldn't have taken inside my major. I learned a lot more about my interests and

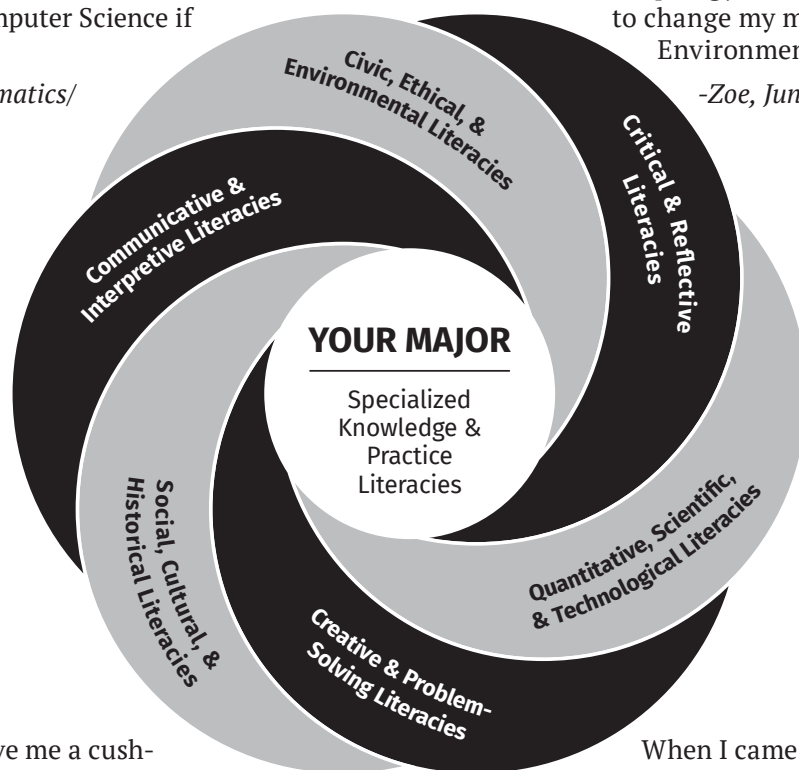
I even changed my major based on some of the GUR classes I enjoyed. I never would have considered pursuing Computer Science if not for my GURs.

*-Mikayla, Junior, Mathematics/
Computer Science*



Taking Social Science GUR courses have helped me to consider the social and cultural impacts of my work in Environmental Science, not just the math and science side. I think both perspectives are essential. It was actually an Anthropology GUR class that inspired me to change my major from Biology to Environmental Science!

-Zoe, Junior, Environmental Science



GURs gave me a cushion to fall back on my first year when I had to decide what I really wanted to do. It's the first time you don't have everyone whispering in your ear "you should do this or that."

When you realize you have the freedom to choose your own path, it can be intimidating. GURs helped me become excited about this freedom instead of scared. I got to take classes that interested me and helped me decide if I wanted to go into the field I thought I did. Spoiler alert: I didn't. Whether it's changing your major or slightly modifying your area of study, I think GURs are a fantastic aid in the process.

-Clare, Junior, Business Management



When I came to Western, I had no idea what I wanted to study. The GURs allowed me to explore my interests and even discover new ones. I took a Sociology class as a GUR and now I'm about to graduate with my degree in it. The General University Requirements allow you to take classes you might not have otherwise. It's fun to have the opportunity to have a diverse schedule.

-Sawyer, Senior, Sociology

ACADEMIC ADVISING AT WESTERN

The best way to maintain academic success is to meet with an advisor.



Meet an Advisor!

Meagan Bryson, the Assistant Director of the Academic Advising Center, shares the ins and outs of advising at Western.

Q. Where do new students go if they want to meet with an advisor?

A. The Academic Advising Center, Student Outreach Services, advisors in academic departments and faculty all work closely with students to make a plan to achieve their academic goals. Office and department websites are the best place to find up-to-date contact information for advising.

Q. At Western, are students assigned an advisor?

A. Students are not assigned an advisor until they declare their major. Until then, the Academic Advising Center and Student Outreach Services are the primary resource for general advising. Students are

strongly encouraged to meet with departments they are interested in to find answers to major-related questions, declare a pre-major (or Phase I major) and to establish relationships with the department.

Q. How often should students meet with an advisor?

A. We recommend that students meet with an advisor at least once a quarter, particularly in their first year. At Western, academic advising is a responsibility that is shared between advisors and students.

Q. What does it mean that advising responsibility is shared?

A. Our advisors are excited and well prepared to work with you no matter where you are in your academic journey, but we rely on you, the student, to initiate advising conversations and come prepared with questions.



Student Responsibilities

- Reach out to advisors to make appointments
- Familiarize yourself with Western's academic policies found in the University Catalog
- Prepare for advising appointments and come with questions
- Check your Western email—the official form of communication for the university.



Advisor Responsibilities

- Provide accurate and current information about programs and requirements
- Guide you in navigating Western's programs, resources, and policies

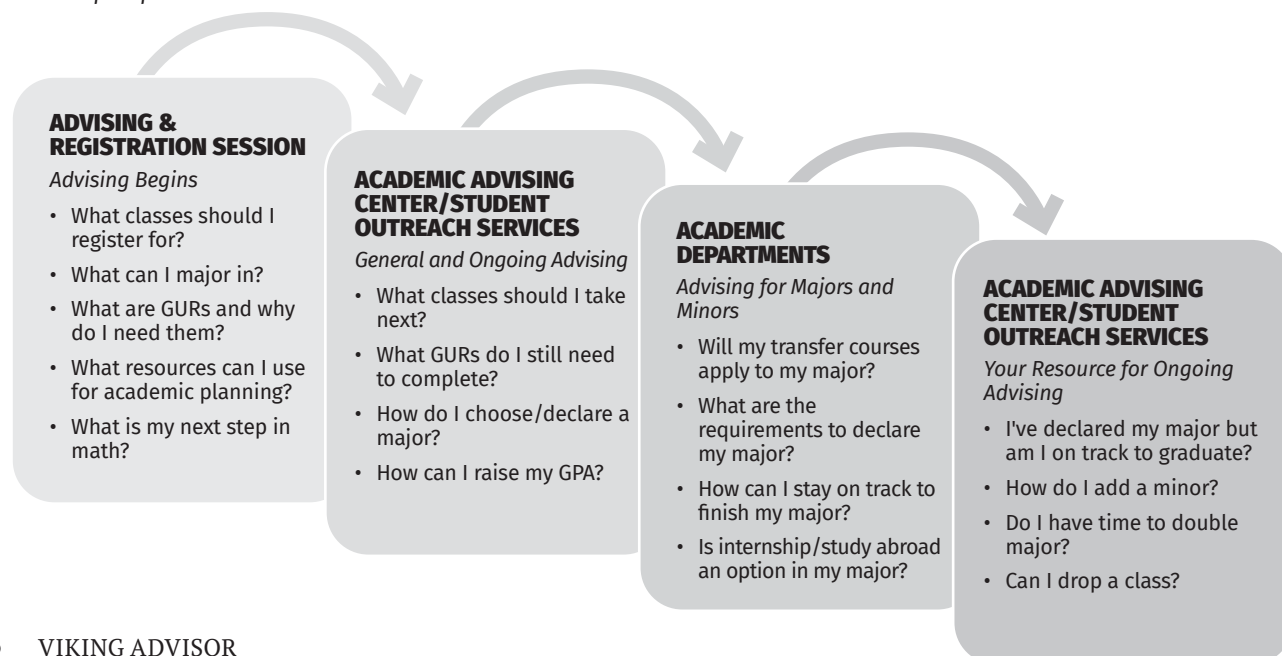
Advising Terms Key

AAC – Academic Advising Center	MPA – Math Placement Assessment
AS-T – Associate of Science	SOS – Student Outreach Services
CSC – Career Services Center	TER – Transfer Equivalency Report
DTA – Direct Transfer Agreement	
GUR – General University Requirements	



Where to go for Academic Advising

The Academic Advising Center (Old Main 380) and Student Outreach Services (Old Main 387) are resources for general ongoing advising throughout your time at Western. You can also seek advising concerning majors and minors from academic departments at any time, regardless of class standing or declaration status. Western recommends that you meet with an advisor at least once per quarter.



Tips for Developing a Balanced Schedule

Choose Your Courses

- A typical course load is **14-16 credits** (generally three or four classes) or 45 credits per year, which helps students graduate in a timely manner. Registering for fewer credits (12-13) may be appropriate when enrolling in classes with added hours for labs or studios.
- Pay attention to **prerequisites and course sequencing**.
- Consider **course variety**. Review the types of courses, their grading methods, and sizes. Think about how different subjects work together, the day-to-day homework expectations and labs in math and science.
- **Start basic courses related to your intended major** even if you aren't certain about your choice.



Find Academic/Life Balance

- **Plan time for out-of-class assignments and studying**. Expect to spend 2 hours per week outside of class for each credit hour earned. For example, plan for 10 hours of work per week outside of class for a 5-credit hour class. Lab courses typically require additional time not reflected in the credit load.
- **Consider the impact of other commitments**, like work, family, and student clubs, on your schedule. Adjust your course load to be successful in all areas of commitment.
- **Explore Western's resources** early, like the Tutoring Center, Counseling and Wellness Center, and Disability Access Center. This is your education, but you don't have to do it alone.



Reference Helpful Materials

These include:

- **Graduation requirements** and descriptions of GUR courses in the Viking Advisor.
- **List of major/minor requirements** found in the Programs of Study (in the University Catalog) or Degree Works.
- **Transfer Equivalency Report**, to view how classes taken elsewhere apply to your Western degree.
- **Core Math Flowchart** and **ALEKS Math Placement Assessment scores** for math and science course registration.
- The **Virtual Advisor** Canvas course to prepare for (or review information from) registration.
- Contact information for the **Academic Advising Center**, in case of questions concerning course registration.



Create Sample Schedules

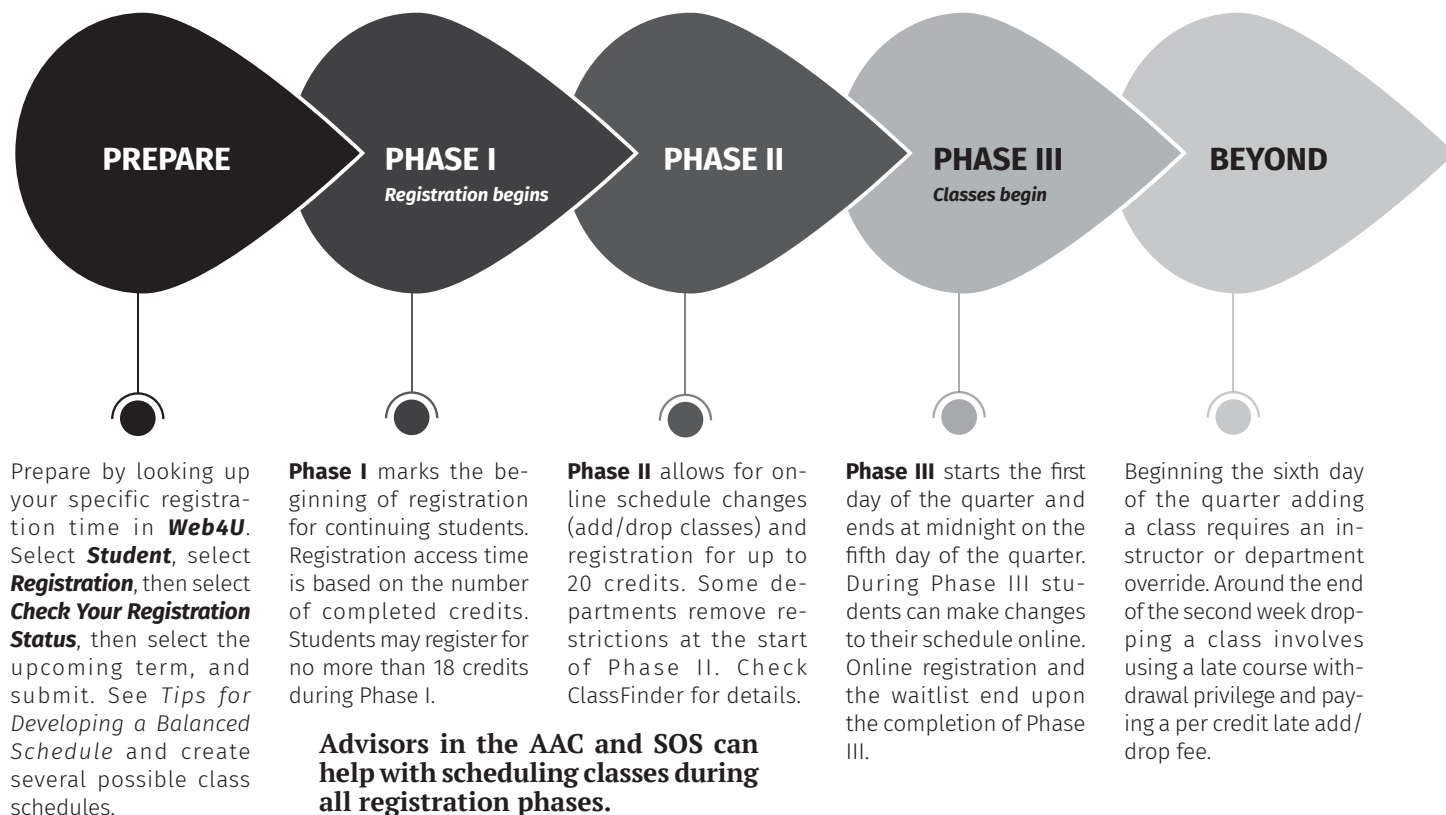


- **Balance** major exploration and preparation with GURs. Even better, look for GURs that also fulfill major requirements or help you explore your interests.
- **Search for classes** in Class-Finder and **create several sample schedules** in ScratchSheet by clicking on the 5-digit CRN for classes of interest, in case you need alternatives.
- **Avoid repeating a class** by referencing your Transfer Equivalency Report for credit earned elsewhere.
- **Consider elective courses**, which count towards the graduation requirement of 180 credits while introducing you to new and exciting subjects.

ACADEMIC ADVISING: TIMELINES

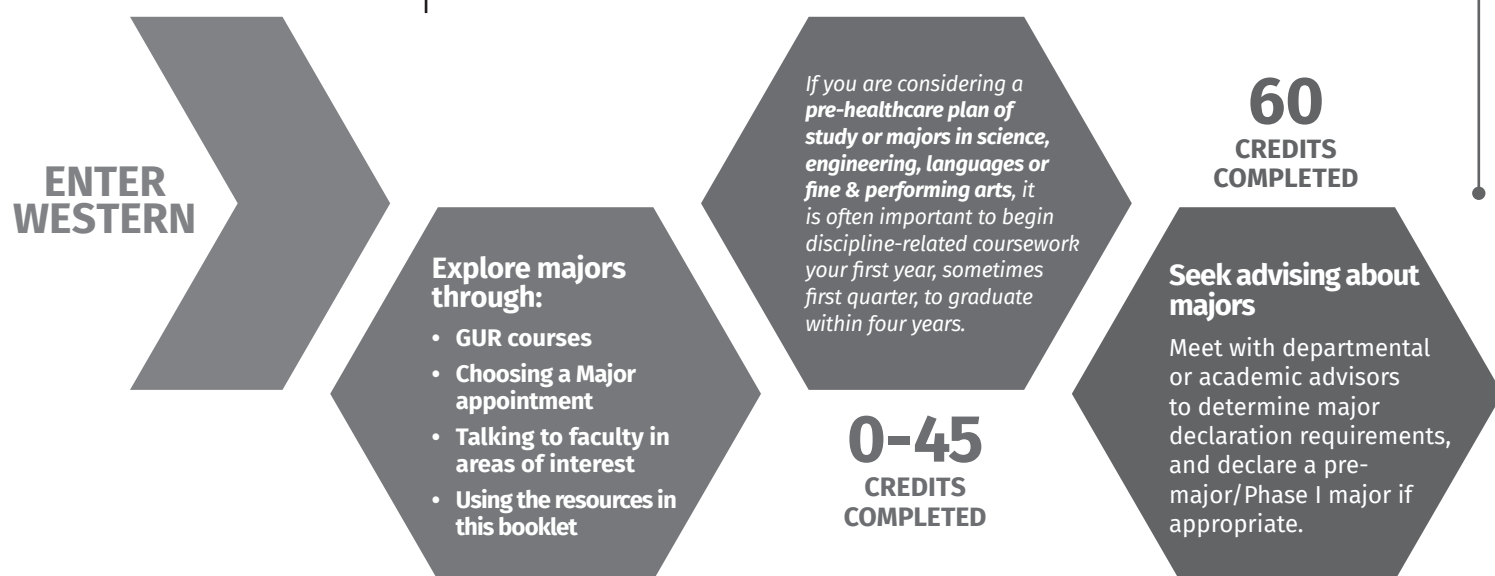
PHASES OF REGISTRATION

Registration occurs in phases outlined in the *Registrar Office's Important Dates and Deadlines*. To access the registration schedule, look in the *Academic Planning Tools* box on myWestern.



MAJOR DECLARATION

In addition to GURs, new students focus on major preparation in their first few quarters at Western.



DECLARING A MAJOR

When do I declare a major?

The earlier, the better! While Western wants you to apply to your major by the time you have completed 90 credits, we encourage you to declare as soon as you are eligible. There are many benefits to declaring your major early. These include:

- Learning about major requirements, scholarships and clubs from advisors in your department
- Accessing major-restricted classes
- Graduating in a timely manner

Where do I go to explore my major options?

Schedule a **Choosing a Major** appointment with any of these offices:

- Academic Advising Center (AAC), 360-650-3850, Old Main 380, advising@wwu.edu
- Career Services Center (CSC), 360-650-3240, Old Main 280, careers@wwu.edu
- Student Outreach Services (SOS), 360-650-7443, Old Main 387, sos@wwu.edu

How do I declare a major?

The process of declaring a major varies by department. We encourage you to learn the steps specific to your intended major and incorporate them into your academic plan.

To begin:

- Review major declaration requirements in the University Catalog under **Programs of Study**.
- Review the department website for additional information about your intended major and specific steps to declare. This may include completing coursework, fulfilling a minimum GPA, submitting an application, e-sign form or portfolio, scheduling an audition or interview, among others.
- **Contact the department to initiate the major declaration process.**

What resources are available to help me choose a major?

- **Programs of Study** in the University Catalog
- Academic department websites
- **Choosing a Major** section of the Academic Advising Center (AAC) website
- **Major and Career Exploration** page of the Career Services Center (CSC) website
- **Choosing a Major and Declaring a Major workshops** co-sponsored by the AAC and CSC

Transfer and Running Start students with 75+ completed credits:

- **First quarter** at Western: identify and connect with academic departments to understand major declaration requirements.
- **Second quarter:** apply to major, if possible.

Apply to your major,
if you haven't already

90
CREDITS
COMPLETED

105+
CREDITS
COMPLETED

Western Academic Policy

If not declared, students are required to provide a detailed plan for major declaration prior to registration.

- 180 credits
- 60 upper division credits
- General University Requirements (GURs)
- Declared major
- 3 writing proficiency points

180
MINIMUM
CREDITS



GRADUATE!

REGISTRATION AND ACADEMIC PLANNING: QUESTIONS TO ASK YOURSELF WHEN CLASS PLANNING

What Online Resources Can I Use for Academic Planning?

In addition to the Viking Advisor, the following resources will help you to be successful at Western:

■ University Catalog

catalog.wvu.edu

This comprehensive online document provides information about degree requirements, majors, course descriptions, and prerequisites as well as University policies, resources, services, and programs. The catalog represents a contract between you and Western. Please be aware of the information it contains.

■ Programs of Study - Major and Minor Requirements

[myWestern > under Academic Planning Tools > Programs of Study \(Majors and Minors\)](#)

This resource provides a comprehensive view of each major and minor offered at Western, including prerequisite classes, GPA requirements, steps toward declaration, and department contact information. Required classes within the major/minor are also listed and indicate if they count toward a GUR.

■ ClassFinder

www.wvu.edu/classfinder

ClassFinder is a resource for planning course registration. It allows you to select classes by day and time, by subject, by GUR category, or by open classes, as well as offering a handy Scratch Sheet for trying different combinations of courses. ClassFinder also shows prerequisites and class restrictions.

■ TimeTable of Classes

www.wvu.edu/timetable

The TimeTable provides detailed information about courses taught in the current academic year. Students often use this tool to make an academic plan for the entire year.

■ GPA Calculator

[myWestern > under Academic Planning Tools > GPA Calculator](#)

The GPA calculator allows you to calculate a tentative GPA for the current quarter and to see how that will contribute to your cumulative GPA as well as factor in how grade replacement affects your GPA. Using this tool can help with academic planning and goal setting.

■ Pre-Professional Pathways

[myWestern > under Academic Planning Tools > University Catalog > Health Professions](#)

This resource provides information on course requirements for select pre-professional programs of study pursued in tandem with majors.

■ Finding Textbooks

bookstore.wvu.edu > Textbooks

Students can look up books for a specific class in the Associated Students Bookstore or on their webpage. While students are not required to buy their textbooks through Western's Bookstore, this webpage can be used as a tool when determining what books you will need for a class.

■ Western's Majors

www.wvu.edu/majors

Western's Majors page is a comprehensive list of programs with links to department websites, information about opportunities outside the classroom and career and graduate studies related to the major.

■ Virtual Advisor

[myWestern > Canvas > Virtual Advisor](#)

The Virtual Advisor Canvas course contains several modules with embedded videos covering graduation requirements, information about choosing and declaring majors, preparing for class registration and more. As a part of this course, students receive weekly announcements about important dates and deadlines and Western's resources.

What Academic Policies Do I Need to Know as a New Student?

Course Repeat Policy: If a course that is not considered repeatable for credit is retaken, the last grade earned will be used in GPA calculation, even if it is lower. All grades earned remain on your transcript, however, and credit is only awarded once. The GPA Calculator on the Academic Advising Center website can be used to calculate projected GPAs based on anticipated performance in current, future and repeated courses.

Registration Repeat Block: You cannot register for a course that has been completed with a grade of P, S or C- or above until Phase III of registration (the first day of the quarter). If you did not receive a P, S or C- or better, you will be able to register for the course

during Phase I or II. If you are currently enrolled in a course that you would like to repeat in the following quarter, you will not be able to register for the course until a grade of NP, U or below C- is posted or until the first day of the quarter.

Course Override (OV): Some courses require students to obtain an override to register for the course. These classes can be identified in ClassFinder by the OV restriction listed under the class title. If a course is restricted in this way, students may request via email or phone an override from the instructor or department by providing their name, W number, and course reference number (CRN) of the class. Once the override is given, the student can register for the class via Web4U.

Late Course Withdrawal: Between the third and seventh week, withdrawing from a class requires using the late withdrawal privi-



How do I stay on track?

- Go to class and maintain a strong GPA.
- Plan two hours of study time for every hour of class time.
- Meet regularly with advisors.
- Keep track of GUR completion.
- Explore majors early.
- Complete an average of 15 credits per quarter, 45 credits per academic year, to equal 180 credits in 4 academic years.
- Know the sequencing and prerequisites for courses in your possible major(s). Start taking these classes early in your time at Western.
- Connect with Career Counselors to begin planning for your career.
- Familiarize yourself with Western's resources that can help support your success as a student.

How do I Prepare for Math and Science Coursework?

There are many reasons you might need to take math courses at Western including:

- For your major or minor coursework
- For your General University Requirements (GURs)
- As prerequisites for selected coursework in other departments

■ How do I know what math class to take?

- Determine what math is required for the major(s) you are interested in and the sequence of math courses needed to get you there
- Check your Transfer Equivalency Report to see if any math credit has directly transferred to Western
- Check Web4U for math placement information
- You may need to take the ALEKS Math Placement Assessment if you have not already done so
- Reference Math Advising information on the Academic Advising Center website
- For further questions, consult the Math Department in Bond Hall 202, 360-650-3785

■ If I am interested in science, math or pre-healthcare, how do I get started?

- Determine whether you need additional math for your academic program
- Students need to take Math 114 or the equivalent before taking Chemistry 161
- If required, satisfy Chemistry 161 as soon as possible
- Seek advising from the academic department or pre-healthcare advisors located in the Career Services Center for further planning

lege, which results in a "W" grade on a student's transcript. See the Important Dates and Deadlines from the Registrar's Office for each quarter's specific dates. If you are considering withdrawing from a class, talk with Academic Advising and Financial Aid (if you receive aid, loans, or scholarships). Student athletes, international students, students living on campus or receiving VA benefits, should check with those offices before dropping a class.

Email as an Official Form of Communication: The default method of contacting you with information relevant to you as a student is via your Western email address. It is expected that you will regularly monitor your WWU email address and recommended to do so daily. The Outlook app can be downloaded to your smartphone which can allow you to see notifications for university communications.

Academic Honesty Policy: Academic dishonesty is not tolerated at Western Washington University. A student commits an act of academic dishonesty when they participate in representing work as their own when in fact it is the work of another. A Western student charged with academic dishonesty may face significant repercussions such as failure of the assignment and course and possibly dismissal.

REGISTRATION AND ACADEMIC PLANNING: STEP-BY-STEP GUIDES

ClassFinder

An online tool students use to search for classes, check course availability, find prerequisites, and plan possible schedules.

■ Finding classes with ClassFinder

- Find ClassFinder by going to Western's homepage and clicking on **myWestern** in the top right corner. Look in the Academic Planning Tools box for the link to **ClassFinder**.
- In the top left corner, select the **Term** for which you are planning courses.
- If you know the subject of a specific course you are searching for, you can select it in the **Subject** box.
- In the top right corner, you have the option to search by **GUR Attribute**; this will bring up all courses offered in a particular quarter that would satisfy a specific GUR.
- You also have the option to search for a course based on days of the week it is offered, start and end times, instructor, and credit hours. Keep in mind entering specific criteria may yield very specific results and limit your search results.
- The **Open Sections Only** check box is helpful during registration by displaying only courses with open seats remaining. This will eliminate courses in which the waitlist is currently active.

■ Scratch Sheet for course planning

- Scratch Sheet is an option in **ClassFinder** that allows you to try different combinations of classes, and helps you avoid registering for classes that may overlap.
- To access Scratch Sheet, locate the **purple** 5-digit course reference number (CRN) for a specific course.
- Click on the CRN to place the class into Scratch Sheet. To add additional classes, click the **Return to ClassFinder** button at the bottom of the Scratch Sheet page. To return to your Scratch Sheet, click on another CRN.
- To delete a class from Scratch Sheet, click the CRN. Keep in mind if you close out of your web browser tab, Scratch Sheet does not save your schedule.
- NOTE: Adding a class to Scratch Sheet does NOT register you for the class.**

ClassFinder Key

MJ Major Restricted	M Monday
OV Override required	T Tuesday
OL Online course	W Wednesday
WP Writing Proficiency	R Thursday
SL Service Learning	F Friday
PR Independent Study Group Permit Required	FR Freshman (0–44 Credits)
FIG 1st year interest group (Freshman Only)	SO Sophomore (45–89 Credits)
TBA To Be Announced	JR Junior (90–134 Credits)
FA Admission to Fairhaven	SR Senior (135+ Credits)
ED Admission to Woodring	

Pay attention to red lettering which indicates prerequisites or restrictions for courses, a closed section with a waitlist available, or fees associated with the class.

Web4U

To access Western's course registration system and your student records, select **myWestern** then choose **Web4U**.

- On the upper right side of Western's homepage (www.edu), select the **myWestern** link.
- Click on the **Web4U** icon at the top of the page.
- Log in using your universal username and password.

Registration Step-by-Step

■ Getting started

- Log into **Web4U** (as described above).
- Select **Student**.
- Select **Registration**.
- Select **Add/Drop Classes**.
- Select the registration term; click **Submit**.

■ Adding a class

- If you know the CRN (course reference number), the five-digit number associated with each class, enter it in one of the spaces provided. It may be necessary to scroll down to find these fields.
- Click **Submit Changes**.
- If you were successful in adding a class, it will appear as **Web Registered** under **Current Schedule**. You are now registered for the class and it is added to your schedule unless you decide to manually drop the course.
- If the class was not added, you will receive a **Registration Add Error** message with details about why the class was not added.
- If you have been granted an override for a restricted course, you can view the permission by clicking **Student > Registration > Check Your Registration Status**. Register for a course with an override code by going to **Add/Drop Classes**, enter the CRN, and click **Submit Changes**.
- When you have finished registering, scroll down and select **Week at a Glance**, then click **Next Week** until you see your full schedule.

■ Dropping a class using Web4U

From the Action column on the **Add/Drop Classes** screen:

- Select **Web Delete** for the course(s) you wish to drop.
- Click on **Submit Changes**.

Always confirm changes to your schedule on **Add/Drop Classes** in **Web4U**. See the Financial Aid Department with questions concerning how dropping a class might affect aid, loans or scholarships you receive.

Online Advising Videos

Have questions about ClassFinder, online registration, or waitlisting a class? Check out our online advising videos: [myWestern > under Academic Planning Tools > Advising Videos](#)

Registration Waitlist

The registration waitlist is an electronic list of students waiting to register for a course section that is full. New students registering for fall quarter during Advising & Registration sessions will not have the opportunity to waitlist for a course until Phase II. **Students are advised to register for a full course load (14-16 credits) during their Advising & Registration session without relying on the waitlist.**

■ How to submit a waitlist request via Web4U registration

- From the **Add/Drop Classes** screen, enter the CRN, and click **Submit Changes**.
- If the section is full, you will receive a **Registration Add Error** message stating **Closed – Waitlist Available**.
- From the drop down menu under Action, select **WAITLIST REQUEST**.
- Click **Submit Changes**.
- If your request was successful, it will appear under your **Current Schedule** as **WAITLIST REQUEST**.

Students can waitlist more than one section of the same course. There's no limit on the number of courses a student can waitlist.

■ How to check your position on the waitlist

- Submit a waitlist request for a course.
- From the **Add/Drop** classes page, scroll to the bottom of the page, then select the **Student Detail Schedule** link.
- Locate the course title, verify the CRN, and you will see **Waitlist Position** followed by your place in line.

■ Waitlist notification

If a seat becomes available, you will be notified via your Western student email. You may choose to enable text message notifications under the **Registration** menu in Web4U by selecting **Opt-In for Waitlist Text Messaging**.

You have until the deadline noted on the email/text to register, which is 24 hours in Phase I and Phase II. If notified, you are responsible for completing the registration process via Web4U. If you miss the registration deadline you must submit a new waitlist request.

During Phase III (first 5 days of classes), the waitlist notification period is reduced to 12 hours. When Phase III ends, the waitlist for the quarter is no longer active. Please see the registration waitlisting FAQs by following: [www.edu/registrar > Students > Registration > Waitlisting](#) for more information or contact the Academic Advising Center with questions.

Transfer Equivalency Report

Transfer Equivalency Reports (TER) are provided to students entering Western with accepted transfer credit from accredited schools or programs. The TER details previous coursework that transferred to Western, as well as Western course equivalents. This tool helps students work with their advisors to develop academic plans and prepare for registration.

You can generate your own TER at any time by completing the following steps:

- Access **Web4U**
- Select **Student**
- Select **Student Records**
- Select **Transfer Equivalency Report**

The TER is based on completed coursework on official transcripts received by Western. You can run this report at any time to determine whether additional transcripts have been received and processed.

The key at the bottom of the TER provides additional details about how your coursework may be used to satisfy General University Requirements, major or minor requirements, or prerequisites. Undergraduate students with questions about the Transfer Equivalency Report may contact:

Registrar's Office Degree Evaluators
Old Main 230
(360) 650-3985
degreeeval@wwu.edu

GUR Abbreviations

GURs are designated by the following attributes:

ACOM: Communication, Block A

BCOM: Communication, Block B

CCOM: Communication, Block C

QSR: Quantitative and Symbolic Reasoning

LSCI: Natural Sciences with laboratory component

SCI: Natural Sciences without laboratory component

HUM: Humanities

SSC: Social Sciences

ACGM: Comparative, Gender, and Multicultural Studies, Block A

BCGM: Comparative, Gender, and Multicultural Studies, Block B

GURs on the Transfer Equivalency Report (TER) may be designated by the following additional abbreviations:

MPAR: Transfer course meets the QSR GUR in part

MSAT: Transfer course meets the QSR GUR in full

TLSC: Transfer Natural Science course with lab component

TSCI: Transfer Natural Science course without lab component

DEGREE WORKS:

CHECK YOUR PROGRESS TOWARD GRADUATION

Degree Works is an online academic planning and degree progress tool used by students and advisors to evaluate coursework fulfilling degree requirements. Degree Works produces an unofficial report reflecting academic progress toward completion of a degree or certificate in a student's declared or proposed major. Your Degree Works worksheet shows how Western courses, transfer courses, and courses in progress apply toward these requirements. Degree Works audits are unofficial and intended to serve as an academic planning resource, not replace meeting with an academic advisor. **myWestern > under Academic Planning Tools > Degree Works**

Degree Works is designed to aid and facilitate academic advising, but is not intended to replace face-to-face advising sessions.

How often should I look at my information in Degree Works?

You should review your Degree Works worksheet:

1. Before you register for classes to identify remaining requirements.
2. After you register to ensure that the classes you selected apply to your requirements as you thought they would.
3. After your grades are posted at the end of the quarter.
4. Any time you make a change to your schedule or program of study.
5. A quarter prior to applying to graduate.

For additional resources and information on Degree Works, including step-by-step student instructions, visit **registrar.wvu.edu > Students > Degree Works**.

Understanding Your Worksheet

Worksheets

Data refreshed 04/21/2022 1:21 AM

Student ID: W02233447 Name: Viking, Vic Degree: Bachelor of Arts

Advanced search

Level: Undergraduate Classification: Senior Major: Anthropology (BA) Minor: Spanish Program: BA-Humanities & Social Sciences

College: Humanities and Social Sciences Academic Standing: Good Standing Major Advisors: Judith Pine Student ID: W02233447

Academic What-If

Formal Student View

Degree progress Overall GPA: 3.06

☒ In-progress (Current Qtr) classes ☒ Preregistered (Future Qtr) classes PROCESS NEW AUDIT

Student Summary: In the top box of your worksheet, identifying information like W number, academic interest or declared major and class standing is listed. Advisors assigned after declaring majors and minors can also be seen here.

You can also view your academic standing and any holds that might prevent you from registering for classes here.

In-progress and Preregistered: Degree Works defaults to include in-progress and preregistered classes. These boxes can be unchecked and a new audit can be processed if you want to use only completed coursework.

What-If: If you have an academic interest listed or a pre-major declared, you can use the "What-If" feature to see how classes you have taken will count towards major and minor requirements.

Summary of Graduation Requirements: The third box on your worksheet shows your progress towards completing graduation requirements like the minimum 180 credits to graduate and defaults to include in-progress coursework.

Degree in Bachelor of Arts INCOMPLETE

Credits required: 180 Credits applied: 175 Catalog year: 2021-2022 GPA: 3.06

Must be registered for at least one Western Washington University course in the quarter in which degree is to be awarded.

<input type="radio"/> Minimum Total Credits Required	Still needed:	A minimum of 180 credits is required for this degree. You currently have 175 credits and need a minimum of 5 additional credits.
<input checked="" type="radio"/> Minimum Credits Earned From Western Washington University		
<input type="radio"/> Degree Application Status	Still needed:	See Degree Application Status section
<input checked="" type="radio"/> You meet the 2.0 minimum overall GPA requirement		
<input type="radio"/> General University Requirements - COM, QSR, SCI	Still needed:	See General University Requirements - COM, QSR, SCI section
<input checked="" type="radio"/> General University Requirements - HUM, SSC, CGM		
<input type="radio"/> Writing Proficiency	Still needed:	See Writing Proficiency section
<input type="radio"/> Major Requirements	Still needed:	See Major in Anthropology, BA section
		At least 50 percent of the credits required in a student's major must be earned at Western Washington University.
<input type="radio"/> Minor Requirements	Still needed:	See Minor in Spanish section
		At least 50 percent of the credits required in a student's minor must be earned at Western Washington University.
<input type="radio"/> Upper-Division	Still needed:	See Upper-Division section

GURs: Degree Works is a great place to check your progress in GURs. Categories are marked with

- ✓ a green checkmark if complete,
- ◐ a blue half circle if in-progress, and
- an open red circle if the requirement still needs to be completed.

You can also see a list of what is required to complete each category, such as specific course numbers and number of credits. If the credits are listed as "IP" this means the course is in-progress.

General University Requirements - COM, QSR, SCI INCOMPLETE						
Catalog year: 2021-2022 GPA: 3.38						
Course	Title	Grade	Credits	Term	Repeated	
☑ COMMUNICATION - BLOCK A						
☑ Writing Your Way Through WWU	ENG 101	Writing Your Way Through WWU	TS	5	Fall 2018	
Satisfied by: ENG104 - IB-English Exam - IB Intl Baccalaureate of N A						
☑ COMMUNICATION - BLOCK B or C						
☑ Communications Block B or Block C	ENG 297A	Intro To Professional Writing	A	5	Winter 2020	
○ QUANTITATIVE AND SYMBOLIC REASONING	Still needed: Choose from 1 of the following: Students selecting Option 1 must complete Math 107 or MATH 108 or MATH 112 and one course from the Additional Course list. MATH 107, 108, and 112 may only be counted once toward Option 1.					
○ QSR - OPTION 1	1 Class in MATH 107 or 108 or 112 and one additional class in ANTH 335 or CSCI 103 or 172 or ENVS 201 or 221 or DSCI 207 or FIN 216 or MATH 107 or 108 or 112 or MGMT 201 or PHIL 102 or SOC 304.					
○ QSR - OPTION 2	You must complete the following:					

Writing Proficiency (WP): Students need to earn three WP points to graduate. These points are earned in 300/400 level coursework, typically in your major. They can only be earned through coursework taken at Western.

Writing Proficiency INCOMPLETE		
Catalog year: 2021-2022 GPA: 0.00		
All students are required to complete courses at WWU that total a minimum of 3 Points. This can be done in one of three ways: * Take one course with the WP3 attribute; * Take one course with the WP2 attribute and a second course with either a WP1 or a WP2 attribute; or, * Take 3 courses with the WP1 attribute. Students must complete courses with a grade of C- or better.		
○ WRITING PROFICIENCY	Still needed:	Complete a minimum of three upper-division writing proficiency points in approved upper-division writing proficiency (WP) courses at WWU with a minimum grade of C-. Choose from one of the following:
○ 3 Point Course		One WP3 course at WWU

Major/Minor Requirements: Once you have declared a major and/or minor, Degree Works will show how your classes will complete requirements for those programs. Requirements for pre-majors and academic interests are not displayed. Prior to declaring, you can use the What-If feature to see requirements in programs of interest.

Major in Anthropology, BA

INCOMPLETE

Credits required: 65 Credits applied: 60 Catalog year: 2021-2022 GPA: 3.36

Courses in the major must be completed with a grade of C- or better.

...

Department/Advisor: Submit a Degree Works Note to approve this block for graduation pending remaining requirements.

	Course	Title	Grade	Credits	Term	Repeated
<input type="radio"/>	Minimum Major Credits Required	Still needed:	You currently have 60 credits. You need a minimum of 5 additional credits and to successfully complete all major requirements.			
<input checked="" type="radio"/>	Minimum Credits earned from Western Washington University					
<input checked="" type="radio"/>	Introduction to Cultural Anthropology	ANTH 201	Intro to Cultural Anthropology	A	5	Spring 2019
<input checked="" type="radio"/>	Introduction to Archaeology	ANTH 210	Introduction to Archaeology	C	5	Fall 2019
<input type="radio"/>	Senior Seminar in Anthropology	Still needed:	1 Class in ANTH 490			
<input type="radio"/>	Portfolio Assembly	Still needed:	1 Class in ANTH 496			
<input checked="" type="radio"/>	Methods Component	ANTH 472	Visual Anthropology	IP	(5)	Spring 2022

Upper-Division: Towards the bottom of the worksheet, you can check your progress towards the 60 upper division (300/400) level credits you need to graduate.

Minor in Spanish

INCOMPLETE

Credits required: 30

Credits applied: 25

Catalog year: 2021-2022

GPA: 2.66

Courses in the minor must be completed with a grade of C- or better. No more than 15 credits in Spanish may be taken at the 200-level.

Department/Advisor: Submit a Degree Works Note to approve this block for graduation pending remaining requirements.

	Course	Title	Grade	Credits	Term	Repeated
<input type="radio"/>	Minimum Minor Credits Required	Still needed:	You currently have 25 credits. You need a minimum of 5 additional credits and to successfully complete all minor requirements.			
<input checked="" type="radio"/>	Minimum Credits earned from Western Washington University					

Upper-Division INCOMPLETE						
Credits required: 60 Credits applied: 50 Catalog year: 2021-2022 GPA: 3.71						
You currently have completed or are registered for 50 upper-division credits.						
Course	Title	Grade	Credits	Term	Repeated	
○ Minimum 60 Upper-Division Credits Required (300- or 400-level at the institution where the course was taken)	Still needed: You currently have completed or are registered for 50 upper-division credits. You need 10 additional upper-division credits to reach 60 credits.					
○ Completed Upper-Division Credits	ANTH 301	Anthropological Theory	B	5	Spring 2021	
	ANTH 303	Qualitative Methods in Anth	A	5	Winter 2021	
	ANTH 335	Quantitative Methods in Anthro	A	5	Fall 2021	

Elective, Insufficient, In-progress (not shown): At the bottom of your worksheet you can see courses that count as electives and those that have insufficient grades to count as requirements along with a list of your in-progress coursework. The Legend explains symbols used throughout the worksheet.

Legend	
☑ Complete	○ Not complete
⑥ Complete (with classes in-progress)	◐ Nearly complete
⑥ Any subject and/or any course	(R) Repeated class

GUR CONTENTS

REMINDER: Not all classes are offered every quarter or year. Check TimeTable to see if/when a class will be offered.

17 | COMMUNICATION

ACOM, BCOM, CCOM

20 | QUANTITATIVE AND SYMBOLIC REASONING

QSR

24 | NATURAL SCIENCES

LSCI, SCI

30 | HUMANITIES

HUM

38 | SOCIAL SCIENCES

SSC

45 | COMPARATIVE, GENDER, AND MULTICULTURAL STUDIES

ACGM, BCGM



COMMUNICATION (ACOM, BCOM, CCOM)

REQUIRED: Complete **Block A** and one course from either **Block B** or **Block C**.

Block A and **Block C** are writing courses.

Communication is the foundation of your academic education and essential for your professional and personal success. These GURS develop your ability to generate, assess, and express ideas accurately, clearly, and creatively in a range of modalities and using a variety of technologies. Through ongoing learning and practice in different contexts, good communicators acquire skilled expertise in designing information effectively in different ways for different audiences. This area includes courses in writing, speaking, and information literacies.

REMINDER: Not all classes are offered every quarter or year. Check TimeTable to see if/when a class will be offered.

BLOCK A (ACOM)

Must be completed within first 45 credits with a C- or better

English (ENG)

- 101 Writing Your Way Through WWU (5)

Complete one course from **Block B** or **Block C**:

BLOCK B (BCOM)

Communication Studies (COMM)

- 101 Fundamentals of Speech (4)
- 224 Small Group Processes (4)
- 235 Exposition and Argumentation (4)

Computer Science (CSCI)

- 102 Computer-Mediated Communications (4)

Education (EDUC)

- 309 Storytelling: Oral Narrative in History, Culture, and Society (4)

English (ENG)

- 202 Writing about Literature (5)

Environmental Studies (ENVS)

- 321 GIS II: Computer Cartography (4)

Journalism (JOUR)

- 207 Newswriting (4)

Modern and Classical Languages

Arabic (ARAB)

- 103 Elementary Arabic (5)
- 201 Intermediate Arabic (5)

Chinese (CHIN)

- 103 First-Year Chinese (5)
- 104 Review of Elementary Chinese (5)
- 201 Second-Year Chinese (5)

French (FREN)

- 103 Elementary French (5)
- 104 Review of Elementary French (5)
- 201 Intermediate French (5)
- 301 Grammar Review and Composition (5)

German (GERM)

- 103 Elementary German: Language, Communication & Culture (5)
- 201 Intermediate German: Language, Communication & Culture (5)

Greek (GREK)

- 103 Elementary Greek (5)
- 201 Intermediate Greek I (5)
- 202 Intermediate Greek II (5)

Japanese (JAPN)

- 103 First-Year Japanese (5)
- 201 Second-Year Japanese (5)

Latin (LAT)

- 103 Elementary Latin (5)
- 201 Intermediate Latin (5)

Russian (RUSS)

- 120 Elementary Russian 2 (5)
- 201 Intermediate Russian I (5)

Spanish (SPAN)

- 103 Elementary Spanish (5)
- 104 Review of Elementary Spanish (5)
- 201 Intermediate Spanish (5)

Nursing (NURS)

Limited to students accepted into the RN-to-BSN program

- 301 Information Literacy to Support Academic Discourse (5)

Philosophy (PHIL)

- 107 Critical Thinking (3)

Complete one course from **Block B** or **Block C**:

BLOCK C (CCOM)

Dance (DNC)

- 231 Introduction to Dance History (3)

English (ENG)

- 201 Writing in Humanities (5)
- 203 Introduction to Writing for Public and Professional Audiences (5)

Library (LIBR)

- 201 Introduction to Research Strategies (4)
- 205 Co-Inquiry on Learning (3)

OR Complete **Block A** and one of the following sets:

Honors (HNRS)

Limited to students accepted into Western's Honors Program

- 103, 104, 105 (4 each)
- 103, 104, 106 (4 each)

BLOCK A (ACOM)**MUST BE COMPLETED WITHIN FIRST 45 CREDITS****ENG 101** Writing Your Way Through WWU (5)

A writing course designed to prepare students for college-level creative, critical, and reflective writing. Because writing looks and works differently in different contexts, this course teaches the rhetorical competencies that students need to write across multiple disciplines. The course introduces students both to the processes of building and analyzing ideas, and to ways of communicating those ideas in context-specific genres for targeted audiences. This course has the immediate goal of preparing students to succeed in their writing at Western, but it will also serve them personally and professionally. Students needing to satisfy Block A of the communication section of the General University Requirements, which ENG 101 does, are required to do so prior to the completion of 45 credits. Students with a 4 or 5 AP score are encouraged to take this class so they can learn to adapt their test-taking skills to college coursework.

- Must be completed with a grade of C– or better to satisfy GUR.
- Requirement is complete with an Advanced Placement English exam score of 4 or 5.
- May not be taken concurrently with ENG 100.

BLOCK B (BCOM)**COMM 101** Fundamentals of Speech (4)

Functional approach to effective communication. Emphasizes the application of principles to practical problems in speech for persons with little or no previous public speaking experience. Students with prior public speaking experience are advised to take COMM 235 to satisfy GUR requirements or communication major application requirements.

COMM 224 Small Group Processes (4)

Exploration of the dynamics of human interaction in small group settings. Group tasks include the development of problem-solving skills, utilizing topics of current interest.

COMM 235 Exposition and Argumentation (4)

Theory and practice of principles of reasoned discourse as applied to public discussion of controversial issues. Students with prior background or experience in public speaking should consider COMM 235 as an alternative to COMM 101.

CSCI 102 Computer-Mediated Communications (4)

Prerequisite: Basic computer literacy

This course teaches Internet skills, emphasizing the Internet as a medium of political, business communication, cultural and the basic

principles of effective web site organization and design. Students will learn how to create static pages and how to implement designs consistent with web standards and best practices. Students will also learn about tools and technologies of modern responsive web design using HTML5 and CSS3; an introduction to JavaScript. Lab.

EDUC 309 Storytelling: Oral Narrative in History, Culture, and Society (4)

Current trends and interdisciplinary applications of storytelling. Selection, adaptation and presentation of stories for various settings and audiences, with focus on the history of oral narrative traditions, cultural perspectives, and societal impact.

ENG 202 Writing About Literature (5)

Prerequisite: ENG 101

A writing course designed to help students develop the skills of close reading and careful analysis of literary texts, with particular attention to how language, style, and form contribute to a text's social or political claims. Introduces students to the challenge of situating themselves in relation to a literary text and the critical conversation about that text, and crafting multi-draft critical essays with a focused, arguable thesis supported by thoughtful sequence of claims and carefully selected textual evidence.

ENVS 321 GIS II: Computer Cartography (4)

Prerequisite: ENVS 320 or instructor permission

Map layout, design and production using computer techniques. Methods and limitations of graphic communication are emphasized.

JOUR 207 Newswriting (4)

Prerequisite: Basic word processing skills

Writing for news media; clarity in use of language, style and punctuation; sentence and paragraph structure and organization of stories; credibility of information and news judgment; basic methods of researching and writing. Weekly news discussions based on a major national newspaper as one of the texts.

MODERN AND CLASSICAL LANGUAGES

Arabic, Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish (5)

Prerequisite: Check ClassFinder for specific course prerequisite

See page 17 for specific course numbers. Check ClassFinder for specific course descriptions.

NURS 301 Information Literacy to Support Academic Discourse (5)

Prerequisite: ENG 101 and admission to RN-BSN program or permission of instructor

Focuses on developing the ability to utilize technologies to access and evaluate the credibility of information, consider the strength

of varied perspectives, and develop skills of academic discourse necessary for a reasoned analysis of current issues in health care and health care professions.

☐ **PHIL 107** Critical Thinking (3)

This course focuses on identifying, extracting, and assessing reasoning in everyday contexts by developing the skills involved in analytical reading, effective communication, and articulating the structure of inductive reasoning (i.e. reasoning where the truth of the premises does not guarantee the truth of the conclusion).

BLOCK C (ccom)

☐ **DNC 231** Introduction to Dance History (3)

This writing course employs an historical and cultural overview, from the primitive to the contemporary, of the development of dance as an art form.

☐ **ENG 201** Writing in Humanities (5)

Prerequisite: ENG 101 or 4/5 AP English Language Exam

Advanced instruction and practice in writing using ideas, texts and questions from a specified topic in the humanities. Areas and focus vary with section.

☐ **ENG 203** Introduction to Writing for Public and Professional Audiences (5)

Prerequisite: ENG 101

A writing course introducing writers to rhetorical practices and basic principles of visual rhetoric in genres written for public and professional audiences.

☐ **LIBR 201** Introduction to Research Strategies (4)

Prerequisite: ENG 101 or equivalent

Introduction to the nature of research and the interpretation of information. Emphasizes information literacy, including: carrying out inquiry, locating both print and online resources, analyzing and interpreting a variety of sources for authority and authenticity, and incorporating material from sources into writing.

☐ **LIBR 205** Co-Inquiry on Learning (3)

This course examines the relationship between multiple academic literacies: research, writing, speaking, and listening. Together we will explore the value of dialogue as a form of research. The primary goal is to determine the connection between research on learning through sustained discourse.

Alternative: Honors Sets

☐ **HNRS 103** Navigating the Human Experience – Pre-modernity (4)

Prerequisite: Admission to Honors program

Analysis, interpretation, and discussion of a wide range of texts from ancient times to the 5th century, with emphasis on the Western traditions.

☐ **HNRS 104** Navigating the Human Experience – Modernity (4)

Prerequisite: Admission to Honors program

Analysis, interpretation, and discussion of a wide range of texts from the 6th to the close of the 19th century, with emphasis on the Western traditions.

☐ **HNRS 105** Navigating the Human Experience – Post-modernity A (4)

Prerequisite: Admission to Honors program

Analysis, interpretation, and discussion of a wide range of sources from the contemporary world, with major emphasis on a culture outside North America or Europe.

☐ **HNRS 106** Navigating the Human Experience – Post-modernity B (4)

Prerequisite: Admission to Honors program

Analysis, interpretation, and discussion of a wide range of sources from the contemporary world, with major emphasis on a North American culture.



Tom Otterness, *Feats of Strength*
South Campus

QUANTITATIVE AND SYMBOLIC REASONING (QSR)

REQUIRED: One of five options

GURs in Quantitative and Symbolic Reasoning help you improve your ability to critically evaluate and effectively communicate numerical and symbolic information. You will gain skill in understanding the logic and validity of an argument by analyzing numerical and causal relationships. As an accomplished quantitative and symbolic reasoner, you will develop a sense of the relative size of numbers, be able to read and present graphs and charts, feel confident determining whether a conclusion involving data is sound, and understand how to model situations in order to make decisions and predictions. You should note that symbolic reasoning and numerical “know how” are required skills in a range of academic disciplines, not just math, and critically important in many professions.

Initial enrollment in beginning mathematics courses is based upon the results of the Math Placement Assessment. This assessment must be taken prior to registration. Refer to the Mathematics Department for more information on academic placement and advanced standing.

It is recommended that students complete the QSR requirement by the time they have accumulated 90 credits.

REMINDER: Not all classes are offered every quarter or year. Check TimeTable to see if/when a class will be offered.

Complete one of the following five options:

OPTION 1

One course from:

Math (MATH)

- 107 Mathematical Reasoning and Its Applications (4)
- 108 Math Applications and Reasoning (4)
- 112 Functions and Algebraic Methods (5)

AND one additional course from:

Anthropology (ANTH)

- 335 Quantitative Methods in Anthropology (5)

Computer Science (CSCI)

- 103 Introduction to Computer Game Development (4)
- 172 Introduction to Robotics (4)

Decision Sciences (DSCI)

- 207 Introduction to Sport Analytics (4)

Environmental Studies (ENVS)

- 201 Understanding Environmental Data and Information (3)
- 221 Geographic Information Science Survey (3)

Finance (FIN)

- 216 Personal Investing (4)

Management (MGMT)

- 201 Introduction to Business (4)

Math (MATH)

- 107 Mathematical Reasoning and Its Applications (4)
- 108 Math Applications and Reasoning (4)
- 112 Functions and Algebraic Methods (5)

Philosophy (PHIL)

- 102 Introduction to Logic (3)

Sociology (SOC)

- 304 Statistics for Sociology (5)

OPTION 2

One transfer course with an MPAR attribute

AND one additional course from:

Anthropology (ANTH)

- 335 Quantitative Methods in Anthropology (5)

Computer Science (CSCI)

- 103 Introduction to Computer Game Development (4)
- 172 Introduction to Robotics (4)

Decision Sciences (DSCI)

- 207 Introduction to Sport Analytics (4)

Environmental Studies (ENVS)

- 201 Understanding Environmental Data and Information (3)
- 221 Geographic Information Science Survey (3)

Finance (FIN)

- 216 Personal Investing (4)

Management (MGMT)

- 201 Introduction to Business (4)

Math (MATH)

- 107 Mathematical Reasoning and Its Applications (4)
- 108 Math Applications and Reasoning (4)
- 112 Functions and Algebraic Methods (5)

Philosophy (PHIL)

- 102 Introduction to Logic (3)

Sociology (SOC)

- 304 Statistics for Sociology (5)

Quantitative and Symbolic Reasoning continued

OPTION 3

One course from:

Math (MATH)

- 114 Precalculus I (5)
- 115 Precalculus II (5)
- 118 Accelerated Precalculus (5)
- 124 Calculus and Analytic Geometry I (5)
(Only one of MATH 124 and MATH 134 may be taken for credit)
- 134 Calculus I Honors (5)
(Only one of MATH 134 and MATH 124 may be taken for credit)
- 156 Algebra with Applications to Business and Economics (4)
- 157 Calculus with Applications to Business and Economics (4)
- 160 Mathematics and Art (4)
- 240 Introduction to Statistics (4)

Computer Science (CSCI)

- 138 Programming Fundamentals in Visual Basic (4)
- 140 Programming Fundamentals in C++ (4)

- 141 Computer Programming I (4)
- 145 Computer Programming and Linear Data Structures (4)

OPTION 4

One transfer course with an MSAT attribute

OPTION 5

One of the following sequences:

Math (MATH)

- 371 Teaching P-3 Mathematics I (4) **and**
- 372 Teaching P-3 Mathematics II (4)
- OR**
- 381 Teaching K-8 Mathematics I (4) **and**
- 382 Teaching K-8 Mathematics II (4)

□ ANTH 335 Quantitative Methods in Anthropology (5)

Prerequisite: ANTH 201 or 210 or 215 or HNRS 203

Mathematics and statistics as applied to anthropological problems.

□ CSCI 103 Introduction to Computer Game Development (4)

Prerequisite: Basic computer literacy, use of keyboard and mouse

An introduction to computer game development for students with no programming background. Students use game development software to develop games of varying complexity, including graphics and sound, and extend to more complex games through the use of scripts.

□ CSCI 138, 140 Programming Fundamentals (4 each)

- 138 Programming Fundamentals in Visual Basic
- 140 Programming Fundamentals in C++

Prerequisite: MATH 112 or higher or suitable math assessment score or instructor permission

Intended for students wishing to acquire programming skills in connection with natural science or technology. Basic concepts of computer programming using an object-oriented programming language. Topics include introduction to development environment, introduction to computer architecture, and language elements such as control structures, functions, basic I/O, one-dimensional and parallel arrays, text file I/O, and user-interface design. Emphasis on algorithm development, program solving, and software engineering. Programming is required in implementation of concepts. Lab.

□ CSCI 141 Computer Programming I (4)

Prerequisite: One of the following courses: MATH 112, 114, 115, 118, 124, 125, 134, 138, or 156 or suitable math assessment score

Intended for students majoring in computer science. Basic concepts of computer programming using an object oriented programming language. Topics covered: introduction to the development environment, introduction to algorithms, elements of a programming language, including data types, packages, control structures, procedures and functions, basic input and output, arrays and records, text files, strings, variant records. Algorithm development, problem solving and software engineering are emphasized. Programming is required in implementation of concepts. Lab.

□ CSCI 145 Computer Programming and Linear Data Structures (4)

Prerequisite: CSCI 141 or equivalent; any of MATH 115, 118, or 124 or suitable math assessment score

Abstract data types, generics, access or pointer types, dynamic memory allocation, recursion, concurrent programming and linear data structures, including stacks, lists and queues. Programming is required in implementation of concepts. Lab.

□ CSCI 172 Introduction to Robotics (4)

An introduction to robotics for students with no programming background. Lego Mindstorms Team Challenge Set is used to build the robots. Students will learn to construct, control and program these robots. Students will gain first-hand experience in quantitative and symbolic reasoning through the course of learning.

□ DSCI 207 Introduction to Sport Analytics (4)

Prerequisite: MATH 112 with a C- or better or a college precalculus course with a C+ or better or suitable math assessment score

An introduction to the use of mathematical and statistical tools to analyze and understand data from sporting events.

❑ **ENVS 201** Understanding Environmental Data and Information (3)

Prerequisite: MATH 112 with a C- or better or suitable math assessment score

This class will help students navigate the complicated intersection of peer-reviewed scientific literature and the popular news media outlets that often report on environmental research and news. The intention of the class is to introduce the basic logical, statistical, and analytical tools necessary for broad participation in environmental fields including both physical and social sciences.

❑ **ENVS 221** Geographic Information Science Survey (3)

Prerequisite: MATH 112 with a C- or better or suitable math assessment score

Introduction to computer-based tools for describing, analyzing and providing decision making on geographical issues. Provides a survey of computer- and Web- based tools such as GIS, electronic atlases, thematic mapping systems, computer cartography and remote sensing through lectures and hands-on activities.

❑ **FIN 216** Personal Investing (4)

Introduction to stocks, bonds, and other financial assets, risk and return, and basics of trading securities. Discussion of portfolios, diversification, asset allocation, mutual funds, risk tolerance, life cycle investing, tax issues, gender issues and behavioral finance.

❑ **MGMT 201** Introduction to Business (4)

A survey of the field. Introduction to the major functional areas comprising business or organizations. Recommended for students not intending to major in the College of Business and Economics.

❑ **MATH 107** Mathematical Reasoning and Its Applications (4)

Prerequisite: MATH 99 or MATH 112 or college intermediate algebra course with a C- or better or suitable math assessment score

Assessing quantitative information, reasoning, personal finance, data display and summary; making quantitative decisions about personal and public issues; understanding linear and exponential growth models; using basic probability techniques. Students interested in taking higher level mathematics courses should instead take an appropriate course from MATH 112, 114, 118, 124, 156, 157 or 240.

- This course is not an acceptable prerequisite for MATH 112

❑ **MATH 108** Math Applications and Reasoning (4)

Prerequisite: MATH 99 or MATH 112 or college intermediate algebra course with a C- or better or suitable math placement assessment score

Assessing quantitative information, dimensional analysis and proportional reasoning; simple mathematical models; graphical representations; geometry; voting. Students interested in taking higher level mathematics courses should instead take an appropriate course from MATH 112, 114, 118, 124, 156, 157 or 240.

- This course is not an acceptable prerequisite for MATH 112

❑ **MATH 112** Functions and Algebraic Methods (5)

Prerequisite: MATH 99 or college intermediate algebra course with a C- or better or suitable math assessment score. Note: Neither MATH 106, 107 nor 108 is an acceptable prerequisite for this course

Pattern recognition and generalization, building mathematical models and problem solving are emphasized. Supporting topics include polynomials, linear and quadratic equations, inequalities, graphs, rational expressions, radicals and functions. Graphing calculator required. Cannot be counted toward majors or minors in mathematics or computer science.

❑ **MATH 114** Precalculus I (5)

Prerequisite: MATH 112 with a C- or better or suitable math assessment score

Data analysis, functions as mathematical models, functions and their graphs. Graphing calculators are required. Cannot be counted toward majors or minors in mathematics or computer science. Students needing math for GUR purposes only should consider MATH 107 instead of MATH 114.

❑ **MATH 115** Precalculus II (5)

Prerequisite: MATH 114 with a C- or better at Western

Data analysis, modeling, trigonometry, inverse functions. Graphing calculator required. Cannot count toward major or minor in math or computer science.

❑ **MATH 118** Accelerated Precalculus (5)

Prerequisite: Suitable math assessment score

Functions as mathematical models, functions and their graphs, inverse functions, trigonometry. Graphing calculator required. Cannot be counted toward majors or minors in mathematics or computer science.

- Not open to students who have taken a lower-numbered mathematics course at Western

❑ **MATH 124** Calculus and Analytic Geometry I (5)

Prerequisite: MATH 115 or MATH 118 with a C- or better or a grade of 2.3 or higher in a culminating college pre-calculus course or suitable math assessment score

Average and instantaneous rates of change, interpretation, computation, and application of derivatives to optimization, rates, graphing, and anti-derivative problems. Graphing calculator required.

- Only one of MATH 124 and MATH 134 may be taken for credit

❑ **MATH 134** Calculus I Honors (5)

Prerequisite: Suitable math assessment score or an A in MATH 115 or MATH 118, instructor permission

Intended for particularly strong students. Average and instantaneous rates of change, interpretation, computation, and application of derivatives to optimization, rates, graphing, and anti-derivative

problems. Frequent writing assignments. Graphing calculator required.

- Only one of MATH 134 and MATH 124 may be taken for credit

❑ **MATH 156** Algebra with Applications to Business and Economics (4)

Prerequisite: MATH 112 with a C- or better or a suitable math assessment score

Equations and inequalities, graphs and functions, exponential and logarithmic functions, applications to finance. This course is designed for business students continuing on to MATH 157.

❑ **MATH 157** Calculus with Applications to Business and Economics (4)

Prerequisite: MATH 114 or MATH 118 or MATH 156 or grade of 2.3 or higher in a college pre-calculus course or suitable math assessment score

Limits, rates of change, differentiation, graphing and optimization, integration, business applications, partial differentiation. Math 124 may be substituted for Math 157 but not vice versa. Cannot be taken for credit by a student who has already completed another college-level calculus course.

❑ **MATH 160** Mathematics and Art (4)

Prerequisite: MATH 112 with a C- or better or a suitable math assessment score

An investigation of the connections between mathematics, art, and design with emphasis on mathematical inquiry and discovery. This problem solving course includes topics from a variety of mathematical disciplines such as: pattern and proportion, geometric constructions and proofs, symmetry and groups, polyhedral and origami, graphs and colorings, formal perspective, fractals and iterative processes, conics and curves.

❑ **MATH 240** Introduction to Statistics (4)

Prerequisite: MATH 112 with a C- or better or a college precalculus course with a C+ or better or a suitable math assessment score

Types of data, measures of center/spread, z-scores, graphical descriptions of data, the normal distribution, 1- and 2- sample hypothesis tests and confidence intervals for means and proportions, sample size calculations, chi-square tests, and one-way analysis of variance. Use of a statistical software package such as SPSS. Cannot be counted toward any major in the Department of Mathematics.

❑ **MATH 371** Teaching P-3 Mathematics I (4)

Prerequisite: Suitable math assessment score, or a grade of C or better in MATH 111 or MATH 112, or college intermediate or higher level course in mathematics

Foundations of mathematics education for pre-kindergarten to grade three, including early number and counting, development of number sense, meaning for the operations, basic facts, place value and appropriate number theory. This course emphasizes problem solving, use of models, and appropriate technology. This is the first of a sequence of three courses and all are required to ensure a comprehensive and necessary background for teaching pre-kindergarten to grade three.

❑ **MATH 372** Teaching P-3 Mathematics II (4)

Prerequisite: A grade of C or better in MATH 371 or MATH 381

Foundations of mathematics education for pre-kindergarten to grade three, including development of invented and standard whole number algorithms for all four operations, a conceptual approach to fractions and early decimals, a practicum experience and an overview of the development of proportional reasoning. This course emphasizes problem solving, use of models, and appropriate technology. This is the second of three courses required to ensure a comprehensive and necessary background for teaching pre-kindergarten to grade three.

❑ **MATH 381** Teaching K-8 Mathematics I (4)

Prerequisite: MATH 111 or MATH 112 or college intermediate algebra course with a C or better or suitable math assessment score; a C or better in one of ELED 305, ELED 372, SPED 420, ECE 391; prerequisites must have been met within the last 5 years.

Investigations of mathematics topics that focus on logical reasoning, number concepts, and number operations. Emphasis on problem solving, the use of manipulatives and computing technologies, remediation and resource materials, and optimal pedagogical techniques that help students learn quality mathematics.

❑ **MATH 382** Teaching K-8 Mathematics II (4)

Prerequisite: MATH 381 with a C or better

Investigations of mathematics topics that focus on proportional thinking, rational numbers and probability. Emphasis on problem solving, the use of manipulatives and computing technologies, remediation and resource materials, and optimal pedagogical techniques that help students learn quality mathematics.

❑ **PHIL 102** Introduction to Logic (3)

This course focuses on identifying, extracting, and assessing reasoning in everyday contexts by developing an artificial symbolic language to provide a clear representation of deductive reasoning (i.e. reasoning where the truth of the premises guarantees the truth of the conclusion).

❑ **SOC 304** Statistics for Sociology (5)

Prerequisite: MATH 107, MATH 108 or MATH 112 or equivalent; Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271 or instructor permission.

An applied statistics course that introduces students to two important aspects of statistics: (1) graphical and numerical procedures for describing and summarizing data; and (2) quantitative analysis of data to make decisions and predictions and draw inferences. This course also involves the use of computers for statistical analysis and introduces students to the most common statistics used by sociologists.

NATURAL SCIENCES (LSCI, SCI)

REQUIRED: Complete three of the following courses. At least two of the courses must be from the **LSCI** list; the third course may be from either the **LSCI** list or **SCI** list.

How does the natural world work? Natural Sciences GURs explore the physical and living world around us. These classes focus on scientific investigation of the processes that explain the patterns we observe in systems ranging in scale from a single molecule to the individual organism, from planet earth to our solar system and beyond. This GUR introduces you to the ways in which scientific inquiry is used to describe, explain, and predict natural phenomena. You will gain an understanding of the basic concepts and theories of scientific disciplines, and will practice using scientific principles to critically evaluate conclusions drawn from observations, experimentation, and theoretical models.

REMINDER: Not all classes are offered every quarter or year. Check TimeTable to see if/when a class will be offered.

LSCI

Complete at least two courses with a laboratory component.

Students with an interest in elementary or middle school teaching, including special education, are recommended to complete their Natural Science GUR requirements through SCED 201-204. Admission to Woodring College of Education is not required.

Anthropology (ANTH)

- 215 Introductory Biological Anthropology (5)

Biology (BIOL)

- 101 Introduction to Biology (4)
(Only one of BIOL 101 and HNRS 213 may be taken for credit.)
- 102 Biological Diversity: Evolution and Systems (4)
- 204 Introduction to Evolution, Ecology and Biodiversity (5)
- 205 Introduction to Cellular and Molecular Biology (5)
- 206 Introduction to Organismal Biology (5)

Chemistry (CHEM)

- 101 Chemical Concepts (4)
- 161 General Chemistry I w/ Lab (5)
- 162 General Chemistry II w/ Lab (5)
- 163 General Chemistry III w/ Lab (5)
- 175 General Chemistry I, Honors (5)
- 176 General Chemistry II, Honors (5)
- 225 General Chemistry III, Honors (5)
- 251 Elementary Organic Chemistry (5)

Communication Sciences and Disorders (CSD)

- 253 Speech and Hearing Sciences for the Liberal Arts (4)

Environmental Studies (ENVS)

- 203 Physical Geography (4)
(Only one of ENVS 203 and HNRS 215 may be taken for credit.)

Geology (GEOL)

- 101 Introduction to Geology (4)
- 110 Natural Hazards and Disasters (4)
- 211 Physical Geology (5)
(Only one of GEOL 211 and HNRS 212 may be taken for credit.)
- 212 Historical Geology (4)
- 252 The Earth and Its Weather (4)

Honors (HNRS)

Limited to students accepted into Western's Honors program

- 211 Colloquium in Physics (4)
(Only one of HNRS 211 and PHYS 101 may be taken for credit.)

- 212 Colloquium in Geology (5)
(Only one of HNRS 212 and GEOL 211 may be taken for credit.)
- 213 Colloquium in Biology (4)
(Only one of HNRS 213 and BIOL 101 may be taken for credit.)
- 215 Colloquium in Physical Geography (4)
(Only one of HNRS 215 and ENVS 203 may be taken for credit.)

Physics (PHYS)

- 101 Physics Analysis (4)
(Only one of PHYS 101 and HNRS 211 may be taken for credit.)
- 104 Physics Applications (4)
- 115 Principles of Physics II (5)
- 116 Principles of Physics III (5)
- 161 Physics with Calculus I (5)
- 162 Physics with Calculus II (5)
- 163 Physics with Calculus III (5)

Science Education (SCED)

- 201 Matter and Energy in Physical Systems (4)
- 202 Matter and Energy in Earth Systems (4)
- 203 Matter and Energy in Life Systems (4)
- 204 Matter and Energy in Chemical Systems (4)

SCI

Complete a third natural science course from the SCI list or LSCI list. Courses without a laboratory component:

Astronomy (ASTR)

- 103 Introduction to Astronomy (4)
- 113 Sun, Moon, and Planets (3)

Biology (BIOL)

- 140 The Ecology and Economics of Salmon Recovery (4)
(Also taught as ECON 140)

Economics (ECON)

- 140 The Ecology and Economics of Salmon Recovery (4)
(Also taught as BIOL 140)

Energy (ENRG)

- 101 Energy and Society (3)

Environmental Science (ESCI)

- 101 Environmental Studies: A Scientific Approach (3)
- 204 The Oceans: Topics in Marine Science (4)
- 225 Beginning Ecology (4)

Natural Sciences continued

Geology (GEOL)

- 103 Life, the Universe and Everything (3)
- 204 Geology and Society (3)
- 303 Dinosaurs and Their Environment (3)
- 308 Earthquakes (3)
- 315 Minerals, Energy, and Society (4)
- 340 Geological Oceanography (3)

Linguistics (LING)

- 207 Language and Brain (5)

Materials Science (MSCI)

- 101 The Materials Revolution (4)

Physics (PHYS)

- 102 Physics and Contemporary Issues (3)
- 114 Principles of Physics I (5)

LSCI

COURSES WITH A LAB COMPONENT

☐ ANTH 215 Introductory Biological Anthropology (5)

The biological side of anthropology; human osteology, primate paleontology, human variation, human evolution, and primate behavior.

☐ BIOL 101 Introduction to Biology (4)

Major ideas and processes of modern biological science at molecular, cellular, organismic and community levels; stresses qualitative and quantitative dimensions of the discipline in lecture, laboratory, field and discussion settings. Lab included. Intended for non-science majors.

- Only one of BIOL 101 and HNRS 213 may be taken for credit

☐ BIOL 102 Biological Diversity: Evolution and Systems (4)

Prerequisite: BIOL 101

A consideration of biodiversity; adaptations and life cycles of plants and animals; organismal biology; science as a way of knowing; the relevance of the above-mentioned topics for the educated citizen. Lecture, discussion, field and lab included.

☐ BIOL 204 Introduction to Evolution, Ecology and Biodiversity (5)

Prerequisite: CHEM 161 or CHEM 175 or concurrent

Introduction to evolutionary and ecological processes involved in the generation of our planet's biodiversity, including review of patterns and processes that influence the origin, evolution, distribution, and abundance of living things. Includes lab.

☐ BIOL 205 Introduction to Cellular and Molecular Biology (5)

Prerequisite: BIOL 204; CHEM 161 or CHEM 175; CHEM 162 or CHEM 176 or concurrent

Structure and function of biomolecules and cells, membrane structure and function, photosynthesis and respiration, molecular

origin of life, phylogenetic and metabolic diversity of prokaryotes, molecular genetics and genomics. Includes lab.

☐ BIOL 206 Introduction to Organismal Biology (5)

Prerequisite: BIOL 205; CHEM 162 or CHEM 176; CHEM 163 or CHEM 225 or concurrent

Study of the many ways that eukaryotic organisms perform basic functions and cope with varying environmental conditions. Phylogenetic organismal diversity and organ system structural and functional diversity studied in lecture and lab.

☐ CHEM 101 Chemical Concepts (4)

Prerequisite: MATH 107 or MATH 112

A course for non-science students. Emphasizes the process of building scientific models for how matter behaves through the collection and interpretation of evidence. Applications to important societal issues will also be discussed. Lab included.

☐ CHEM 161 General Chemistry I w/ Lab (5)

Prerequisite: MATH 114 or a suitable math assessment score

Matter, measurement, dimensional analysis, stoichiometry, atomic and molecular structure, periodic trends, and molecular interactions. Lab included.

☐ CHEM 162 General Chemistry II w/ Lab (5)

Prerequisite: CHEM 161

Solutions, types of chemical reactions, gas laws, thermochemistry, thermodynamics, and kinetics. Includes lab.

☐ CHEM 163 General Chemistry III w/ Lab (5)

Prerequisite: CHEM 162

Equilibrium, acids and bases, solubility equilibria, and electrochemistry. Includes lab.

☐ **CHEM 175** General Chemistry I, Honors (5)

Prerequisite: One year of high school chemistry or equivalent; *MATH 114* or suitable math assessment score; or instructor permission

An accelerated survey of fundamental chemical principles, including atomic and molecular structure, bonding, solution chemistry, and gas laws. Lab included.

☐ **CHEM 176** General Chemistry II, Honors (5)

Prerequisite: *CHEM 175*

An accelerated survey of chemical thermodynamics, equilibria, kinetics, and solution chemistry. Lab included.

☐ **CHEM 225** General Chemistry III, Honors (5)

Prerequisite: *CHEM 176*

An accelerated survey of fundamental chemical principles, including atomic and molecular structure, bonding, chemical thermodynamics, equilibria, kinetics, solution chemistry, nuclear chemistry, and analytical methods. Lab included.

☐ **CHEM 251** Elementary Organic Chemistry (5)

Prerequisite: *CHEM 161* or *175*

Reactions, nomenclature and uses of carbon compounds; an abbreviated course in organic chemistry primarily for persons not requiring the CHEM 351-354 series.

☐ **CSD 253** Speech and Hearing Sciences for the Liberal Arts (4)

Basic concepts of speech production, speech acoustics, hearing and speech perception. Includes lab.

☐ **ENVS 203** Physical Geography (4)

Prerequisite: Minimum of one university-level natural science GUR

Principles and techniques in analysis of areal distributions in the natural environment; landforms, water, climate, soils, vegetation.

- Only one of ENVS 203 and HNRS 215 may be taken for credit

☐ **GEOL 101** Introduction to Geology (4)

Prerequisite: *MATH 107* or *MATH 112* with concurrency or higher or a suitable math assessment score

Major ideas of modern geoscience; the study of rocks and minerals, plate tectonics, geologic time, the hydrologic cycle; processes that have produced the Earth and its landforms. Some lecture sections will be focused on specific topics within the geological sciences, such as planetary geology, climate and climate change, or National Parks. Includes lab. Prospective geology majors and those considering a major in natural science or computer science, and those considering a major in science education should take GEOL 211.

☐ **GEOL 110** Natural Hazards and Disasters (4)

Prerequisite: *MATH 112* with concurrency or suitable math placement score

Introduction to natural hazards, including earthquakes, volcanic eruptions, landslides, climate change, hurricanes, floods and tornados. Events are framed in the geologic context of plate tectonics, and the cultural context of population growth. Weekly labs are based on real data.

☐ **GEOL 211** Physical Geology (5)

Prerequisite: *MATH 114* with concurrency, or higher or a suitable math assessment score

Course for science and geology majors, in which the origin, composition and structure of earth are explored. Identification of common rocks and minerals; the evolution of the surface features and structures of continents and interpretation of landforms from maps are emphasized. Will include substantial quantitative work. Prospective geology majors, those considering a major in natural science, environmental science, or computer science, and those considering a major in science education should take GEOL 211. Successful completion of both GEOL 101 and GEOL 211A may substitute for GEOL 211 in all Geology Department requirements.

- Only one of GEOL 211 and HNRS 212 may be taken for credit

☐ **GEOL 212** Historical Geology (4)

Prerequisite: *GEOL 211* or *GEOL 211A* or *SCED 202*; and *MATH 114* or higher

Evolution of the major features of the earth's surface and of life; history of the ocean basins, continents and mountain belts related to the theory of plate tectonics; geologic history of North America and the Pacific Northwest. Includes lab.

☐ **GEOL 252** The Earth and Its Weather (4)

Prerequisite: *MATH 112*

An introduction to meteorology from a global viewpoint. A study of the earth's atmosphere, including weather observation and forecasting. Measurement and description of atmospheric properties. Includes lab.

☐ **HNRS 211** Colloquium in Physics (4)

Prerequisite: Admission to Honors program; *MATH 107* or equivalent or higher

An introduction to the basic concepts and practice of physics. In-depth study of one or more subjects such as: the laws of motion, conservation of energy and momentum, gravitation, electricity and magnetism, sound and light waves, radioactivity, or nuclear physics. The class includes a lab, and students will have an opportunity to study an area of interest in depth.

- Only one of HNRS 211 and PHYS 101 may be taken for credit

☐ **HNRS 212** Colloquium in Geology (5)

Prerequisite: MATH 114 or concurrent or higher, or suitable math assessment score

Study of the earth including its origins, composition, and evolution of its continents and ocean basins through time. Processes such as plate tectonics, rock formation, climate change, and mountain building, and their effects on surface and subsurface evolution will be studied. The interplay between these Earth processes and human activity is also examined, in topics such as volcanology, earthquakes and flooding. The class includes a laboratory in which identification of minerals and rocks, as well as interpretation of landforms and maps is emphasized. Students will have the opportunity to study a particular area of geology in depth.

- Only one of HNRS 212 and GEOL 211 may be taken for credit

☐ **HNRS 213** Colloquium in Biology (4)

Prerequisite: Admission to Honors program; MATH 106 or equivalent or higher

An introduction to the study of biology, including molecular and evolutionary processes, the energetics of living systems with emphasis on photosynthesis and respiration in relation to the first and second laws of thermodynamics, and the study of the physical structure of DNA and its involvement in the information flow in the cell. The class includes a laboratory, and students will have an opportunity to explore a specific, selected area of inquiry.

- Only one of HNRS 213 and BIOL 101 may be taken for credit

☐ **HNRS 215** Colloquium on Physical Geography (4)

Prerequisite: Admission to the Honors Program

Physical geography is the science that studies the processes, forms and spatial components of natural systems operating at or near the surface of the earth. This course is concerned with the geographic characteristics of natural processes that interact to produce the Earth's varying physical environments.

- Only one of HNRS 215 and ENVS 203 may be taken for credit

☐ **PHYS 101** Physics Analysis (4)

Prerequisite: MATH 107 or higher or suitable math assessment score

In-depth analysis of physical phenomena such as the motion of objects and conditions for equilibrium; development and application of conceptual models that account for observations and have predictive power. Instruction seeks to actively engage students in scientific reasoning. Lab.

- Only one of PHYS 101 and HNRS 211 may be taken for credit

☐ **PHYS 104** Physics Applications (4)

Prerequisite: MATH 107 or higher or suitable math assessment score

A study of physics as a human endeavor to understand everyday phenomena and the development of technology. Exploration of basic concepts from physics relevant to phenomena such as weather, music or sports; investigation of the effects of technology and the causes of disasters; new advances in applied physics. Lab.

☐ **PHYS 115** Principles of Physics II (5)

Prerequisite: PHYS 114

Fluids, kinetic theory, heat and thermodynamics, principles of electricity and magnetism. Lab.

☐ **PHYS 116** Principles of Physics III (5)

Prerequisite: PHYS 115

Waves and sound, geometrical and physical optics, relativity and modern physics. Lab.

☐ **PHYS 161** Physics with Calculus I (5)

Prerequisite: MATH 124 or concurrent, OR MATH 134 or concurrent, OR MATH 138 or concurrent

Kinematics and dynamics of particles; work and energy; gravitation; collisions and conservation of momentum. Includes lab.

☐ **PHYS 162** Physics with Calculus II (5)

Prerequisite: PHYS 161; MATH 124 and MATH 125 or MATH 134 and MATH 135 or concurrent, or MATH 138

Electrostatics; DC circuits; magnetic fields; electromagnetic induction. Includes labs.

☐ **PHYS 163** Physics with Calculus III (5)

Prerequisite: PHYS 162; MATH 124 and MATH 125 or MATH 134 and MATH 135 or MATH 138

Rigid body kinematics and dynamics; rotation and oscillation; waves in elastic media; light as a wave; interference and diffraction of light; geometric optics. Includes lab.

☐ **SCED 201** Matter and Energy in Physical Systems (4)

Prerequisite: MATH 111 or MATH 112 or college intermediate algebra course with a C or better or a suitable math assessment score.

This course is the first in a 4 course series designed for prospective elementary teachers but open to all students. The course uses a student-oriented pedagogy with an integrated content focus to help students develop important ideas in physical science.

☐ **SCED 202** Matter and Energy in Earth Systems (4)

Prerequisite: SCED 201 or instructor permission

This course is one of a 4 course series designed for prospective elementary teachers but open to all students. The course uses a student-oriented pedagogy with an integrated content focus to help students develop important ideas in earth science.

☐ **SCED 203** Matter and Energy in Life Systems (4)

Prerequisite: SCED 201 or instructor permission

This course is one of a 4 course series designed for prospective elementary teachers but open to all students. The course uses a student-oriented pedagogy with an integrated content focus to help students develop important ideas in life science.

☐ **SCED 204** Matter and Energy in Chemical Systems (4)

Prerequisite: SCED 201 or permission of instructor

This course is one of a 4 course series designed for prospective elementary teachers but open to all students. The course uses a student-oriented pedagogy with an integrated content focus to help students develop important ideas in chemical science.

SCI

COURSES WITHOUT A LAB COMPONENT

☐ **ASTR 103** Introduction to Astronomy (4)

Prerequisite: MATH 107 or higher or a suitable math assessment score

A survey of astronomy including stars, galactic structure and cosmology. Not recommended for science, math or computer science majors.

☐ **ASTR 113** Sun, Moon, and Planets (3)

Prerequisite: MATH 107 or higher or a suitable math assessment score

Introduction to the Solar System. Topics include the motion of objects in the sky, seasons, phases of the Moon and eclipses, and the properties of the Sun, planets, and moons with discussion of recent results from space missions. Some class sessions will be held in the planetarium. Open to all students.

☐ **BIOL 140** The Ecology and Economics of Salmon Recovery (4)

Prerequisite: MATH 112 or equivalent or a suitable math assessment score

Focus on the four causes of salmon decline (Habitat, Hydropower, Harvest, and Hatcheries). We will use quantitative skills to critically evaluate the interactions between ecology and economics in salmon restoration. The course involves lecture, reading, problem sets, field trips, and a class project.

- Also taught as ECON 140

☐ **ECON 140** The Ecology and Economics of Salmon Recovery (4)

Prerequisite: MATH 112 or equivalent or a suitable math assessment score

Focus on the four causes of salmon decline (Habitat, Hydropower, Harvest, and Hatcheries). We will use quantitative skills to critically

evaluate the interactions between ecology and economics in salmon restoration. The course involves lecture, reading, problem sets, field trips, and a class project.

- Also taught as BIOL 140

☐ **ENRG 101** Energy and Society (3)

Modern society is completely dependent on vast amounts of cheap energy, but the costs are high. Will we have enough usable energy for a planet of nine billion people? How do our choices in energy production impact the global and local environment? We will address these and other questions surrounding human energy use and try to understand the science, technology, and policy of energy use in the 21st century.

☐ **ESCI 101** Environmental Studies: A Scientific Approach (3)

An introduction to environmental studies which stresses a scientific approach toward understanding the nature and scope of contemporary problems in man's environment. The course reflects application of physical, chemical, biological and geologic principles to define ecological change, natural and man-made.

☐ **ESCI 204** The Oceans: Topics In Marine Science (4)

Prerequisite: MATH 112 or ENVIS 201; one lab science GUR or instructor permission

We will follow the marine food chain from phytoplankton to orca whales. Students will also learn about the roles of marine physics and chemistry in regulating marine productivity.

☐ **ESCI 225** Beginning Ecology (4)

Prerequisite: MATH 112 with a C- or better

This class serves as an introduction to ecological concepts, principles, and applications with a focus on conservation.

☐ **GEOL 103** Life, the Universe and Everything (3)

Is Earth one of many planets in an inhabited Universe, or is it the result of a low-probability accident? What does the answer to that question tell us about humans' relationship to our planet? This course investigates the steps of planetary evolution and their significance to our current relationship to Earth. We will examine topics that range from the formation of the universe, galaxies, stars, our solar system, and Earth; the origin and function of Earth's continents, oceans, and atmosphere; and how the Earth remained habitable through time.

☐ **GEOL 204** Geology and Society (3)

Prerequisite: GEOL 101 or BIOL 101 or CHEM 101 or PHYS 101 or permission of instructor

Thematic approach to geology, with different themes exploring the relationship between scientific ways of knowing, and geology in particular, with society. Repeatable once as an elective with different topics. May be taken only once for GUR credit.

❑ **GEOL 303** Dinosaurs and Their Environment (3)

Prerequisite: GEOL 101; or GEOL 211; or SCED 202 and GEOL 211A; or BIOL 101; or BIOL 204

Dinosaurs and their world; their biology, behavior, evolution, and what the world was like during their reign.

❑ **GEOL 308** Earthquakes (3)

Prerequisite: GEOL 211 or GEOL 211A or SCED 202; and MATH 114 or higher

This course is a qualitative survey of the causes, effects and dynamics of local and global earthquakes. Topics include wave propagation, earth structure, the global distribution of earthquakes, faulting mechanisms, earthquake magnitude, earthquake prediction and seismic hazard. Emphasis is placed on the investigation of earthquake behavior through case studies of historical earthquakes.

❑ **GEOL 315** Minerals, Energy and Society (4)

Prerequisite: GEOL 101 or GEOL 211; or GEOL 101 and GEOL 211A; or SCED 202 and GEOL 211A

Mineral resources are vital to society, and yet they are nonrenewable, expensive to find, unevenly distributed and their extraction and consumption can be environmentally damaging. Can we make economically and environmentally sound decisions regarding land-use planning, development versus conservation, mining versus environmental protection, recycling versus waste?

❑ **GEOL 340** Geological Oceanography (3)

Prerequisite: GEOL 101 and GEOL 211A; or GEOL 211 or SCED 202

Students will gain an understanding of the nature and origin of oceanic crust and lithosphere. Large scale chemical and geological processes associated with ocean basins and seawater-rock interactions, and the role of oceanic circulation in climate and climate change will be studied. Additional topics will be included based on student interest, which will be explored via independent reading assignment.

❑ **LING 207** Language and Brain (5)

This course will address some of the fundamental topics underlying human language including: (1) how different components of language are processed by and represented in our brains; (2) how language is acquired and processed throughout the life span; (3) the relationship between language and thought; (4) the effects of music and multilingualism on language networks; and (5) how neuroimaging and computational modeling techniques are used to examine the processing, representation, and acquisition of language.

❑ **MSCI 101** The Materials Revolution (4)

Prerequisite: First-year/freshman status

An introductory course designed to facilitate a basic understanding of the materials science fundamentals behind the development of today's most important and innovative materials. Topics include: nanomaterials, smart materials, advanced composite materials, and semiconductors. Other important basics such as building materials from atoms, structures, synthesis, materials failures, and sustainability will also be covered.

❑ **PHYS 102** Physics and Contemporary Issues (3)

Prerequisite: MATH 107 or higher or a suitable math assessment score

Exploration of the relationships between basic physics concepts and broader social issues such as the generation of energy or global climate change; using scientific evidence to judge claims and construct arguments.

❑ **PHYS 114** Principles of Physics I (5)

Prerequisite: MATH 115 or MATH 118 or a suitable math assessment score

Kinematics and dynamics of particles; force, momentum, energy; rotational dynamics and equilibrium; gravity and oscillations. Recommended to students in science and pre-professional programs not requiring physics with calculus.



Tom Otterness, *Feats of Strength*
South Campus

HUMANITIES (HUM)

REQUIRED: 12 credits minimum

- **Option 1:** Completion of 3 or more courses from at least **two** departments
- **Option 2:** Completion of an approved set

Whenever you tell a story, see a film or a work of art, or ponder an ethical question, you are encountering the humanities. The humanities include academic disciplines that use critical, historical, and aesthetic approaches to explore how people experience and document their lives, examine and question the values of their societies, and creatively engage with their world. Currently, our courses in the humanities address the languages, literatures, fine arts, history, philosophies, and religions of Western cultural traditions. (You will find other courses that take a humanistic approach in the ACGM and BCGM GURs).

REMINDER: Not all classes are offered every quarter or year. Check TimeTable to see if/when a class will be offered.

OPTION 1

Select courses from the following departments:

* Art and Art History are considered one department. All foreign languages are considered one department. Humanities and Religion are considered one department.

Art and Art History*

Art (ART)

- 109 Visual Dialogue (3)

Art History (A/Hi)

- 210 History of Architecture: Prehistory to Modernity (3)
- 220 Visual Culture in the Ancient World (3)
- 221 Visual Culture in Medieval Europe (3)
- 230 Visual Culture in 15th and 16th Century Europe (3)
- 231 Visual Culture in 17th and 18th Century Europe (3)
- 240 Visual Culture in Western Europe in the 19th Century (3)
- 241 Visual Culture in Western Europe and America in the 20th Century (3)

Canadian-American Studies (C/AM)

- 277 Canada: A Historical Survey (5)
(Also taught as HIST 277)

Classical Studies (CLST)

- 117 The Ancient Legacy (5)
- 350 Greek Mythology (5)
- 360 Masterworks of Ancient Greek Literature (5)
- 370 Literature of Rome and Empire (5)

Communication Studies (COMM)

- 220 Communication Theory (5)
- 230 Rhetoric and Social Change (5)

Dance (DNC)

- 108 Introduction to the Arts (3)

Design (DSGN)

- 111 Design View (3)
- 211 Foundations of Visual Communication (3)

English (ENG)

- 214 Shakespeare (5)
- 215 British Literature (5)
- 216 American Literature (5)
- 238 Society through Its Literature (5)
(May only be taken once for GUR credit)
- 282 Global Literatures (5)
- 332 Literature and Philosophy (5)

- 339 Mythology and Literature (5)
- 397K Cultural Disability Studies (5)

Fairhaven (FAIR)

- 334S Holocaust Film (5)
(Also taught as INTL 338)

Global Humanities and Religions*

Humanities (HUMA)

- 110 What are the Humanities (5)
- 121 Ancient Mediterranean (5)
- 122 Medieval and Early Modern Europe (5)
- 123 Modern Europe (5)
- 243 Arts and Ideas (5)
- 290 Approaches to Cultural History (5)
(May only be taken once for GUR credit)
- 321 Between Renaissance and Inquisition: Censorship and Religious Conflict in Spain's Golden Age (5)
- 323 The Romantic Paradox: Love, Life, and Death (5)
- 325 Surveillance, Voyeurism, and the Culture of Suspicion (5)
- 329 The Epic in Ancient Roman Culture (5)
- 390 Topics in Cultural History (5)
(May only be taken once for GUR credit)

Religion (REL)

- 232 Myth and Folklore (5)
- 265 Science and Religion in American Culture (5)
- 333 Religion in America (5)
- 336 New Testament and Early Christianity (5)

History (HIST)

- 103 Introduction to American Civilization: American History to 1865 (5)
- 104 Introduction to American Civilization: American History since 1865 (5)
- 111 Introduction to Western Civilization: Prehistory to 476 (5)
- 112 Introduction to Western Civilization: 476-1713 (5)
- 113 Introduction to Western Civilization: 1713 to Present (5)
- 121 World History to 500 (5)
- 123 World History, 1500 to the Present (5)
- 131 Going to College in America (5)
- 151 Communities of the Ancient World (5)
- 277 Canada: A Historical Survey (5)
(Also taught as C/AM 277)
- 314 The American and European Enlightenment (5)

Humanities continued

Honors (HNRS)

Limited to students accepted into Western's Honors program

- 103 Navigating the Human Experience – Pre-modernity (4)
- 104 Navigating the Human Experience – Modernity (4)
- 201 Colloquium in Philosophy (4)
- 205 Colloquium in History (5)

International Studies (INTL)

- 338 Holocaust Film (5)
(Also taught as FAIR 334S)

Journalism (JOUR)

- 340 History of U.S. Journalism (4)

Modern and Classical Languages*

French (FREN)

- 202 Intermediate French (5)
- 203 Intermediate French (5)

German (GERM)

- 202 Intermediate German: Language, Communication & Culture (5)
- 203 Intermediate German: Language, Communication & Culture (5)
- 301 High Intermediate German: Contexts & Culture (5)
- 302 Advanced German: Contexts & Cultures I (5)

Latin (LAT)

- 202 Intermediate Latin (5)
- 203 Intermediate Latin (5)

Portuguese (PORT)

- 304 Portuguese for Spanish Speakers (5)

Russian (RUSS)

- 202 Intermediate Russian II (5)
- 203 Intermediate Russian III (5)

Spanish (SPAN)

- 202 Intermediate Spanish (5)
- 203 Intermediate Spanish (5)
- 301 Grammar Review and Composition (5)
- 302 Grammar Review and Composition (5)

Music (MUS)

- 104 The Art of Listening to Music (3)
- 105 Survey of Popular and Rock Music (3)
- 106 Introduction to Hip-Hop (3)
- 107 Introduction to Country Music (3)
- 108 Survey of Video Game Music (3)

- 109 Iconic Music in Iconic Films (3)
- 110 Electronic Music and Technology (3)
- 202 History of Jazz (3)
- 301 Music and Sustainability (4)

Nursing (NURS)

Limited to students accepted into the RN-to-BSN program

- 305 Social Justice and Healthcare (5)

Philosophy (PHIL)

- 112 Introduction to Philosophy: Moral Issues (3)
- 113 Introduction to Philosophy: Philosophy of Religion (3)
- 114 Introduction to Philosophy: Knowledge and Reality (3)
- 115 Environmental Ethics (3)
- 340 Philosophy of Science (3)
- 350 Political Philosophy (3)
(Only one of PHIL 350 and PLSC 261 may be taken for GUR credit)
- 355 Aesthetics and the Philosophy of Art (3)
- 360 Society, Law and Morality (3)

Political Science (PLSC)

- 261 Introduction to Political Theory (5)
(Only one of PLSC 261 and PHIL 350 may be taken for GUR credit)

Recreation (RECR)

- 301 Work and Leisure Through the Ages (4)

Theatre Arts (THTR)

- 101 Introduction to the Art of the Theatre (3)
- 201 Introduction to the Cinema (3)
- 202 Film Genre (3)
(May only be taken once for GUR credit)
- 380 Theatre History I (4)
- 381 Theatre History II (4)
- 382 Theatre History III (4)

OPTION 2

Select from the following sets:

History (HIST)

- 111, 112, 113 (5 each)

Global Humanities and Religions*

Humanities (HUMA)

- 121, 122, 123 (5 each)

❑ ART 109 Visual Dialogue (3)

Open to all students with the exception of a number of seats reserved for art majors each quarter. Art studio pre-majors are advised to take ART 109 in their first or second quarter concurrently with ART 110. Introduction to ideas and artists in 20th century art with an emphasis on the contemporary. Examines concepts of content, meaning, and cultural interrelationships in art, and questions the nature, function, and importance of art in contemporary society.

❑ A/HI 210 History of Architecture: Prehistory to Modernity (3)

History of Architecture: Prehistory to Modernity

❑ A/HI 220 Visual Culture in the Ancient World (3)

Art, archeology, and visual culture from prehistory to antiquity, c. 5000 BCE – c. 500 CE.

❑ A/HI 221 Visual Culture in Medieval Europe (3)

Art and visual culture from the sixth to 14th centuries in Europe.

❑ **A/HI 230** Visual Culture in 15th and 16th Century Europe (3)

Art and visual culture in Western Europe 1400-1550.

❑ **A/HI 231** Visual Culture in 17th and 18th Century Europe (3)

Art and visual culture in Western Europe, 1550-1700.

❑ **A/HI 240** Visual Culture in Western Europe in the 19th Century (3)

Issues and topics in art, 19th century.

❑ **A/HI 241** Visual Culture in Western Europe and America in the 20th Century (3)

Issues and topics in art, 20th century.

❑ **C/AM 277** Canada: A Historical Survey (5)

Canadian History from aboriginal occupation to the present.

- Also taught as HIST 277

❑ **CLST 117** The Ancient Legacy (5)

An introduction to the contributions made by Greece and Rome to the European cultural tradition. Five thematic questions and the answers offered by the ancients will be examined: God or Mortal; Citizen and State; the Great Individual; the life of philosophy and the life of political activity; the Burden of Immortality.

❑ **CLST 350** Greek Mythology (5)

A study of Greek myths as a vital and evolving feature of Greek religious and intellectual life, from Homer through Hesiod and Aeschylus to Euripides.

❑ **CLST 360** Masterworks of Ancient Greek Literature (5)

Survey of the major Greek texts – epic, dramatic and narrative – in translation with emphasis on those works which have shaped the classical tradition.

❑ **CLST 370** Literature of Rome and Empire (5)

A survey of highly influential works of Latin literature which serve to define the Roman character and Empire along with discussion of major lines of interpretation of these works and the continuous influence they exercised on the literature of the next two millennia.

❑ **COMM 220** Communication Theory (5)

Survey of human communication focuses on communication theories, concepts and principles ranging from intrapersonal to interpersonal, group, organizational, rhetorical, intercultural, international and mass communication.

❑ **COMM 230** Rhetoric and Social Change (5)

Students are introduced to rhetorical theories and modes of criticism that inform the study and pursuit of social change. Emphasis is placed on the important role plays in contemporary public disclosure and democratic citizenship.

❑ **DNC 108** Introduction to the Arts (3)

An introduction to the fine and performing arts. Through an exploration of art forms such as music, art, theatre and dance, students will develop a more personal relationship with the arts. Students will learn to describe and evaluate the arts and investigate ways in which they interrelate.

❑ **DSGN 111** Design View (3)

Introduction to design thinking and how design practice affects everyday life in a diversity of cultures (graphic, industrial, architectural). Course will be a mixture of lectures with guest speakers as well as exams and assignments. Lecture format.

❑ **DSGN 211** Foundations of Visual Communication (3)

Issues and topics related to the development of visual communication/graphic design with emphasis on the development of typographic and print culture.

❑ **ENG 214** Shakespeare (5)

Analysis, interpretation and discussion of a selected number of Shakespeare's plays: histories, comedies, tragedies and romances.

❑ **ENG 215** British Literature (5)

Analysis, interpretation and discussion of a range of texts in British literature with attention to cultural contexts.

❑ **ENG 216** American Literature (5)

Analysis, interpretation and discussion of a range of texts in American literature with attention to cultural contexts.

❑ **ENG 238** Society Through Its Literature (5)

A thematic approach to literature, with different themes exploring the relationship between literary forms and society. Repeatable once as an elective with different topics.

- May be taken only once for GUR credit

❑ **ENG 282** Global Literatures (5)

Analysis, interpretation, and discussion of a range of texts in global literatures with attention to cultural contexts.

□ **ENG 332 Literature and Philosophy (5)**

Prerequisite: ENG 101

Comparative study of the concepts, techniques and concerns of philosophical inquiry and literary analysis as they arise in the philosophical essay and the literary forms of poetry, drama, fiction, creative nonfiction, film and electronic art in English and translation.

□ **ENG 339 Mythology and Literature (5)**

Prerequisite: ENG 202

Comparative study of the patterns, motifs and techniques in world mythologies as they recur and evolve in poetry, drama, fiction, creative nonfiction, film and electronic media in English and translation.

□ **ENG 397K Cultural Disability Studies (5)**

Prerequisite: ENG 101

This course offers an introduction to the key philosophies and scholarly approaches of Disability Studies in the humanities. Students will study literature, film, and everyday texts to understand the concept of "disability" as a social and cultural phenomenon. Through their work in this class, students will develop an increased understanding of disability as a valuable form of diversity. Students will leave prepared to apply Disability Studies ideas and approaches to their future courses in almost any field in the social sciences, humanities, education, and beyond. This course will also provide a comprehensive basis for students interested in pursuing more advanced work in future Disability Studies courses.

□ **FAIR 334S Holocaust Film (5)**

Prerequisite: FAIR 201A or ENG 101 or INTL 201

Focuses on cinematic treatments and complex issues surrounding the representation of the Holocaust. Highlights the representation in films of how the victims attempted to hide; how the Germans rounded them up, took them to camps and killed them, as well acts of courage and resistance by victims, perpetrators and bystanders. Examines how cinematic 'kitsch' and the voyeurism of uninformed audiences around the world have adulterated public memory of the Holocaust.

- Also taught as INTL 338

□ **HIST 103 Introduction to American Civilization: American History to 1865 (5)**

From ancient America to the end of the Civil War.

□ **HIST 104 Introduction to American Civilization: American History Since 1865 (5)**

From the end of the Civil War to the present.

□ **HIST 111, 112, 113 (5 each)**

Need not be taken in sequence. All three of HIST 111, 112, and 113 may be taken to satisfy the Humanities GUR. Human development

in the Western world; emphasis upon ideas, institutions, forces and movements shaping contemporary life.

□ **HIST 111 Introduction to Western Civilization: Prehistory to 476 (5)**

Survey of the political, social and cultural history of Western civilization from prehistory to the collapse of the Roman empire.

□ **HIST 112 Introduction to Western Civilization: 476-1713 (5)**

Survey of the cultural, political, social and economic history of Europe from the early Middle Ages to the signing of the Treaty of Utrecht.

□ **HIST 113 Introduction to Western Civilization: 1713-Present (5)**

Survey of the political, social, economic and diplomatic history of Europe from the opening of the Enlightenment to the present.

□ **HIST 121 World History to 500 (5)**

Survey of major topics in World History from the origins of civilization to 500 AD.

□ **HIST 123 World History, 1500 to the Present (5)**

Survey of major topics in World History from 1500 to the present.

□ **HIST 131 Going to College in America (5)**

This course offers students an historical overview of the development of the American college and an exploration of current questions facing the future of college education.

□ **HIST 151 Communities of the Ancient World (5)**

Examines both the development of ideas of community in the ancient world, and the ways in which the writing of histories of ancient communities affects the modern construction of identity. Involves analysis of primary documents from antiquity as well as discussions of the methods used in historical studies. We will focus on the related topics of the developments of civilization in Mesopotamia, Egypt, Greece, and Rome, and the transmission of ideas in the ancient world.

□ **HIST 277 Canada: A Historical Survey (5)**

Canadian history from aboriginal occupation to the present.

- Also taught as C/AM 277

□ **HIST 314 The American and European Enlightenment (5)**

Prerequisite: One of: HIST 103, 104, 111, 112, 113, 152, 363, or HUMA 123

An intellectual and cultural exploration of the major ideas about human nature and society in the trans-Atlantic American and European Enlightenment.

❑ **HNRS 103** Navigating the Human Experience – Pre-modernity (4)

Prerequisite: Admission to Honors program

Analysis, interpretation, and discussion of a wide range of texts from ancient times to the 5th century, with emphasis on the Western traditions. May be offered as a study abroad course.

❑ **HNRS 104** Navigating the Human Experience – Modernity (4)

Prerequisite: Admission to Honors program

Analysis, interpretation, and discussion of a wide range of texts from the 6th to the close of the 19th century, with emphasis on the Western traditions.

❑ **HNRS 201** Colloquium in Philosophy (4)

Prerequisite: Admission to Honors program

An introduction to philosophical methods and to the branches of philosophical inquiry. The class will concentrate on a specific subject or topic in each colloquium, and the area of emphasis will therefore vary from year to year.

❑ **HNRS 205** Colloquium in History (5)

Prerequisite: Admission to Honors program

The study of history as a discipline, including an introduction to primary sources, source criticism, basic techniques of historical research, and historical writing. Students will study a specific historical issue or event in some depth.

❑ **HUMA 110** What are the Humanities (5)

An interdisciplinary, conceptual and historical introduction to the humanities and to questions animating multiple disciplines of humanistic study (for example, literature, history, philosophy, art history, religious studies, etc.). Course themes and case studies will vary depending on faculty expertise.

❑ **HUMA 121, 122, 123** (5 each)

Interdisciplinary introduction to significant cultural themes from art, music, history, philosophy, literature in the Western tradition. (All three of these courses may be counted toward the GUR humanities requirement; they need not be taken in sequence.)

HUMA 121 Ancient Mediterranean (5)

This course studies the Near Eastern and Mediterranean origins of Western culture through an examination of Mesopotamian, Hebrew, Greek and Roman sources. It considers ancient world views and conceptions of what it meant to be human. Sections explore such varied topics as debates about knowledge and ideas about justice, gender, mortality and immortality; they treat the organization of ancient societies and their production of visual arts and architecture. Readings often include selections from the Epic of Gilgamesh and the Hebrew Bible, Greek plays, the Iliad or Odyssey, Plato, and Virgil's Aeneid.

HUMA 122 Medieval and Early Modern Europe (5)

This course is an introduction to the cultural history of medieval and early modern Europe (from the 4th to the 18th centuries) through an analysis of a wide variety of sources. It examines works of visual art, philosophy, rhetoric, literature, history, and religion, and considers a range of themes, from pilgrimage and the interaction between the sacred and the profane to disputes about authority, religious conflict, and imperial expansion. Readings may include works by Augustine, Marie de France, Christine de Pizan, Erasmus, Camões, Shakespeare or Cervantes; all sections include Dante.

HUMA 123 Modern Europe (5)

This course explores the construction of modernity. As an introduction to modern Western culture from the 18th century to the present, it examines such modern ideologies as feminism, Romanticism, and nationalism. This course considers a spectrum of views of the individual, of progress, and of the alienation and integration of the individual in society. Many sections include study of films and other material from the visual arts. Readings often include novels, and the writings of Freud, Marx, Nietzsche, Mill, Baudelaire, and Rousseau.

❑ **HUMA 243** Art and Ideas (5)

A study of the humanities in European societies through pairing the visual arts (sculpture, painting and architecture) with written texts (poetry, prose) of the same period. Exploration of the values expressed through choices of style and subject matter in select case studies. Emphasis on the cultural history of Europe from the medieval to the modern periods; evolving ideas about art and the place of artists in society.

❑ **HUMA 290** Approaches to Cultural History (5)

A thematic and interdisciplinary introduction to the field of cultural history. Course themes vary, with different themes exploring the cultural history of European and North American societies through an interdisciplinary introduction to the humanities (combining such areas of study as literature, history, art history, philosophy, and/or religious studies). The subject of each individual course will be announced in the Timetable of Classes. Repeatable with different topics up to 10 credits, including original course. May only be taken once for GUR credit.

❑ **HUMA 321** Between Renaissance and Inquisition: Censorship and Religious Conflict in Spain's Golden Age (5)

Prerequisite: One HUMA or REL course or HIST 112 or HNRS 104; or instructor permission

Early modern Spain has simultaneously been perceived as an artistic Golden Age (which saw a flourishing production of plays, verse, and prose) and as an era in which censorship and religious intolerance closed off Spain and its empire to the wider world. The course explores this central paradox in Spanish religious, cultural and intellectual history, through an interdisciplinary examination of various literary genres, trial records, painting and architecture. It examines the

foundation of the Spanish Inquisition in a society which included Christians, Muslims, and Jews; it traces the development of Catholic laws and courts both in European contexts and in Spain's American colonies.

❑ **HUMA 323** The Romantic Paradox: Love, Life, and Death (5)

Prerequisite: Junior status; or instructor permission

Study of Romanticism as a complex, international cultural movement originating in the late 18th century with continuing vitality and influence into the present. Exploration of characteristic Romantic tensions: the desire for unity, harmony, infinity and beauty versus the experience of fragmentation, limitation and loss. Analysis of texts and films representing various facets of the Romantic mind.

❑ **HUMA 325** Surveillance, Voyeurism, and the Culture of Suspicion (5)

Prerequisite: Junior status; or instructor permission

This course will trace the concept of surveillance and its connection to voyeurism as the primordial desire to see from the 18th Century to the present. Through careful reading of primary and secondary sources of literature, sociology, philosophy, history, journalism, and film studies and analysis of visual material, this course will examine the paradox within the concept of surveillance which can be understood as a means to implement security and insure peace as well as constitute a threat to private and civic rights and freedoms. Formally, the course will alternate between the analysis of visual material and printed material. Class time is divided into lecture, organized class discussion and student presentations.

❑ **HUMA 329** The Epic in Ancient Roman Culture (5)

Prerequisite: Junior or senior status; or instructor permission

Beauty and horror, order and chaos, glory and squalor: this is a course on the representation and critique of gods, love, death, and power in ancient Rome. We pursue a sustained, detailed study of a select group of Latin epics—each read in its entirety (in English translation)—in order to advance our understanding of ethical, political, religious, and aesthetic aspects of ancient Roman culture. Expect to read Virgil's *Aeneid*, and at least two other epics chosen from the following list: Lucretius' *On the Nature of Things*, Ovid's *Metamorphoses*, Lucan's *Civil War*, and Statius' *Thebaid*; each epic is studied in relation to a variety of contextual sources. There is abundant class discussion in which informed participation is very welcome; required work includes presentations, papers, and exams.

❑ **HUMA 390** Topics in Cultural History (5)

Prerequisite: Junior status; or instructor permission

Special topics in cultural history. Course themes vary, with different specialized themes in the cultural history of European and North American societies, drawing on multiple humanities disciplines (such as literature, history, art history, philosophy, and/or religious studies). The subject of each individual course will be announced in

the Timetable of Classes. Repeatable with different topics up to 10 credits, including original course. May be taken only once for GUR credit.

❑ **INTL 338** Holocaust Film (5)

Prerequisite: FAIR 201A or ENG 101 or INTL 201

Focuses on cinematic treatments and complex issues surrounding the representation of the Holocaust. Highlights the representation in films of how the victims attempted to hide; how the Germans rounded them up, took them to camps and killed them, as well acts of courage and resistance by victims, perpetrators and bystanders. Examines how cinematic 'kitsch' and the voyeurism of uninformed audiences around the world have adulterated public memory of the Holocaust.

- Also taught as FAIR 334S

❑ **JOUR 340** History of U.S. Journalism (4)

Prerequisite: Junior standing

An examination of how U.S. journalism has influenced U.S. history from the works that inspired the revolution to the coverage of 9/11. A poster presentation offers students the opportunity to research the role of the news media in shaping a specific event or issue in U.S. history.

❑ **MODERN AND CLASSICAL LANGUAGES**

French, German, Latin, Portuguese, Russian, Spanish (5 credits)

Prerequisite: Check ClassFinder for specific course prerequisite

See page 31 for specific course numbers. Check ClassFinder for specific course descriptions.

❑ **MUS 104** The Art of Listening to Music (3)

Open to all students. Nontechnical basis for enjoyable listening to music; performance practices relating to symphony orchestras, instrumental ensembles, opera, choral groups and solo performance.

❑ **MUS 105** Survey of Popular and Rock Music (3)

Open to all students. An introduction to the genres, forms and composers of popular music within the framework of a study of its historical and cultural context.

❑ **MUS 106** Introduction to Hip-Hop (3)

Study of the major works of Hip-Hop, including the history, culture, and influence of the art form from its onset in the 70's to its place in the popular music of the 21st century.

❑ **MUS 107** Introduction to Country Music (3)

Explore the country music genre, including major performers, songwriters, songs, and impact on culture from the early times on the radio to the twenty-first century.

❑ **MUS 108** Survey of Video Game Music (3)

A critical overview of the history, development, and current state of music and audio in video games and interactive media and surrounding issues.

❑ **MUS 109** Iconic Music in Iconic Films (3)

Case studies in iconic film scores, and their impact on the overall cinematic experience. This course explores a select variety of soundtracks throughout the history of films, including Planet of the Apes, Psycho, Star Wars, Lord of the Rings, and others. Foreign films that use folk influenced scores will also be explored.

❑ **MUS 110** Electronic Music and Technology (3)

An introduction to analog and digital audio recording/editing, MIDI, analog and digital synthesis, and the history of electronic musics.

❑ **MUS 202** History of Jazz (3)

Open to all students. Personalities, styles and social/cultural influences on jazz from its beginning to the present day.

❑ **MUS 301** Music and Sustainability (4)

This course is designed to investigate the relationships of music and sound with concepts of environmental and cultural sustainability. We will explore these concepts in local and global contexts through literary research, class discussions and lectures, fieldwork and sonic mapping, and sonic archive creation. This course is open to all students, regardless of major.

❑ **NURS 305** Social Justice and Healthcare (5)

Prerequisite: Admission to the RN-to-BSN program or permission of instructor

Explores the principal themes and issues relating to social justice and health disparities. Examines how oppression, racism and privilege shape patient care. Provides opportunities to support social justice in healthcare using increased self-awareness, theories of justice, and research findings to promote equitable patient care.

❑ **PHIL 112** Introduction to Philosophy: Moral Issues (3)

Introduction to philosophical thinking about moral problems. Seeks to understand central moral concepts such as good, right, duty, etc., in the context of contemporary issues.

❑ **PHIL 113** Introduction to Philosophy: Philosophy of Religion (3)

Special attention is given to questions about the nature and existence of God. Also examined are such topics as the problem of evil, concepts of faith, religious experience, miracles, etc.

❑ **PHIL 114** Introduction to Philosophy: Knowledge and Reality (3)

Emphasis is given to the nature and possibility of knowledge, to related concepts such as truth, belief and evidence, and to selected metaphysical problems.

❑ **PHIL 115** Environmental Ethics (3)

This course examines a broad range of environmental issues. Primary emphasis is given to how theoretical frameworks in ethics have been applied in substantive thinking about the rightful treatment of animals, biotic communities, species in danger of extinction, and the protection, conservation, and preservation of natural resources. Emphasis may also be given to how ethical thinking intersects with issues addressed in economics, conservation biology, and other academic disciplines or how ethical perspectives have influenced social movements, public debate, and law.

❑ **PHIL 340** Philosophy of Science (3)

Prerequisite: PHIL 102; PHIL 114 or HNRS 256; or instructor permission

An examination of the basic methods and concepts of the sciences through the study of such topics as explanation, confirmation, causality, probability, laws of nature, theories, revolution, reduction and realism.

❑ **PHIL 350** Political Philosophy (3)

Prerequisite: one course in PHIL or HNRS 201

The nature of the state, and of the institutions and practices of which it is comprised; the basis and scope of political obligation, the proper role of political activity; considerations of concepts of sovereignty, legitimacy, limits of state power, representation, social justice, oppression and the like.

- Only one of PHIL 350 or PLSC 261 may be taken for GUR credit

❑ **PHIL 355** Aesthetics and the Philosophy of Art (3)

Prerequisite: One course in PHIL

Examination of the concept of art and related concepts, and also of aesthetic evaluation and interpretation as they apply to nature and to human artifacts.

❑ **PHIL 360** Society, Law and Morality (3)

Prerequisite: One course in philosophy or HNRS 255 or HNRS 256

Concepts and principles involved in analysis and appraisal of social institutions with attention to freedom, rights, justice, and the relation between laws and morality.

❑ **PLSC 261** Introduction to Political Theory (5)

Major concepts of Western political theory — thematic or historical approach.

- Only one of PLSC 261 or PHIL 350 may be taken for GUR credit

❑ **RECR 301** Work and Leisure Through the Ages (4)

Prerequisite: PSY 101, or SOC 221, 251, 255, 260, 268, 269 or any 100-level HIST course

A historical survey of the evolution of work and leisure from antiquity to the present, examining developments from social, cultural, political, and economic perspectives. The course also explores how work and leisure have affected societies throughout history. The central goal of the course is to use the past as a means for students to examine beliefs, values, and practices regarding work and leisure in the present and the future.

❑ **REL 232** Myth and Folklore (5)

Introduction to the study of myth and folklore and its cultural impact.

❑ **REL 265** Science and Religion in American Culture (5)

Introduction to issues in the relationship between science and religion in American culture over the past 200 years.

❑ **REL 333** Religion in America (5)

Prerequisite: Junior or Senior status; or instructor permission

Religious traditions, values and institutions in American culture; focus on pluralism; attention to contemporary issues and events; interdisciplinary perspective.

❑ **REL 336** New Testament and Early Christianity (5)

Prerequisite: Junior or Senior status; or instructor permission

A survey of the New Testament and related early Christian literature. The texts are analyzed as expressions of the ways in which groups or individuals understood themselves, their world, and God. The historical and cultural contexts in which the texts were written are emphasized with attention to the variety of early Christian traditions and their development under changing historical circumstances.

❑ **THTR 101** Introduction to the Art of the Theatre (3)

An introduction to the nature of the theatre, to plays and the way they work, and to the arts of the theatre and the activities of those who perform them.

❑ **THTR 201** Introduction to the Cinema (3)

Training eye and ear to appreciate the work of the filmmaker. Analysis of the basic conventions of technique with an emphasis on critical exposition.

❑ **THTR 202** Film Genre (3)

Exploring the development, structure, conventions, aesthetics, historical and cultural facets that comprise a specific genre in film. Examples include Film Noir, Western, Horror, etc.

- May only be taken once for GUR credit

❑ **THTR 380** Theatre History I (4)

Prerequisite: THTR 228; THTR 101 recommended

Development of theatre to the Renaissance.

❑ **THTR 381** Theatre History II (4)

Prerequisite: THTR 228; THTR 101 and 380 recommended

Development of theatre from the Renaissance to the beginning of realism.

❑ **THTR 382** Theatre History III (4)

Prerequisite: THTR 228; THTR 101, 380, and 381 recommended

Development of theatre from the beginnings of realism to contemporary theatre.



SOCIAL SCIENCES (SSC)

REQUIRED: 12 credits minimum. Completion of 3 or more courses from at least **two** departments.

Even when we are alone, we cannot escape the influence of others. The social sciences provide knowledge and understanding of human behavior and the ways we live our lives individually and collectively. Together, these disciplines develop and test theories based on empirical observation that help us better understand how we think and act in the world, form and maintain relationships, organize into groups and create institutions to achieve goals and interests, and relate to and interact with the physical environment.

REMINDER: Not all classes are offered every quarter or year. Check TimeTable to see if/when a class will be offered.

Select courses from the following departments:

Anthropology (ANTH)

- 102 Introduction to Human Origins (5)
- 201 Introduction to Cultural Anthropology (5)
(Only one of ANTH 201 and HNRS 203 may be taken for credit)
- 210 Introduction to Archaeology (5)
- 247 Introduction to Linguistic Anthropology (5)
(Only one of ANTH 247, LING 201 and HNRS 217 may be taken for credit)

Canadian-American Studies (C/AM)

- 200 Introduction to Canadian Studies (5)

Communication Sciences and Disorders (CSD)

- 210 Communication and the Mind (3)
- 251 Introduction to Communication Disorders (3)

Communication Studies (COMM)

- 228 Organizational Communication (5)
- 240 Media Studies (5)

Economics (ECON)

- 101 Markets and Society (4)
- 206 Introduction to Microeconomics (4)
(Only one of ECON 206 and HNRS 209 may be taken for credit)
- 207 Introduction to Macroeconomics (4)

Education (EDUC)

- 109 Scholarship of Teaching and Learning (4)
- 115 Introduction to Contemporary Education Issues (4)

Environmental Studies (ENVS)

- 110 Ecogastronomy: The Art and Science of Food (2)
(Also taught as UEPP 110)
- 111 Ecogastronomy: Topics/Discussion (1)
(Also taught as UEPP 111)
- 115 Hope, Agency, Climate (3)
- 202 Introduction to Sustainability and Society (3)
(Also taught as UEPP 202)
- 204 Human Geography (4)
- 240 Geography and World Affairs (2)
- 342 Geography of the World Economy (4)
- 361 Introduction to Planning (3)
(Only one of ENVS/UEPP 361 and UEPP 261 may be taken for credit)

Fairhaven (FAIR)

- 311B The United States Legal System (5)
(Only one of FAIR 311B, MGMT 271, PLSC 311 may be taken for GUR credit)

- 312F Globalizations Since 1870 (5)
(Also taught as INTL 312)

Finance (FIN)

- 215 Personal Finance (4)

Health Education (HLED)

- 201 Perspectives of Human Lifestyle and Wellness (2)
- 210 Introduction to Public Health (4)

Honors (HNRS)

Limited to students accepted into Western's Honors Program

- 203 Colloquium in Anthropology (5)
(Only one of HNRS 203 and ANTH 201 may be taken for credit)
- 204 Colloquium in Psychology (5)
(Only one of HNRS 204 and PSY 101 may be taken for credit)
- 206 Colloquium in Political Science (5)
(Only one of HNRS 206 and PLSC 101 may be taken for credit)
- 209 Colloquium in Microeconomics (4)
(Only one of HNRS 209 and ECON 206 may be taken for credit)
- 217 Colloquium in Linguistics (5)
(Only one of HNRS 217, ANTH 247 and LING 201 may be taken for credit)
- 221 Interdisciplinary Colloquium in Science and Social Science (4)
- 252 Colloquium in Sociology (5)

International Studies (INTL)

- 312 Globalizations Since 1870 (5)
(Also taught as FAIR 312F)

Journalism (JOUR)

- 190 Introduction to Mass Media (5)

Leadership Studies (LDST)

- 100 Leading Responsibly (2)
- 101 Introduction to Leadership Studies (5)

Linguistics (LING)

- 201 Introduction to Language and Linguistics (5)
(Only one of LING 201, ANTH 247 and HNRS 217 may be taken for credit)
- 204 Language and Society (5)

Management (MGMT)

- 271 Law and the Business Environment (4)
(Only one of MGMT 271, FAIR 311B, PLSC 311 may be taken for GUR credit)

Social Sciences continued

Nursing (NURS)

Limited to students accepted into the RN-to-BSN program

- 412 Policy, Leadership and U.S. Healthcare (5)

Political Science (PLSC)

- 101 Government and Politics in the Modern World (5)
(Only one of PLSC 101 and HNRS 206 may be taken for credit)
- 250 The American Political System (5)
- 271 Introduction to International Relations (5)
- 291 Introduction to Comparative Politics (5)
- 311 Introduction to Law and the Legal System (5)
(Only one of PLSC 311, MGMT 271, FAIR 311B may be taken for GUR credit)
- 372 International Political Economy (5)

Psychology (PSY)

- 101 Introduction to Psychology (5)
(Only one of PSY 101 and HNRS 204 may be taken for credit)
- 116 Human Sexuality (5)
- 117 The Psychology of Identity (5)
- 278 Psychology of Trauma (5)
- 341 Psychology and Culture (5)

Recreation (RECR)

- 210 Leisure in Contemporary Society (4)

Sociology (SOC)

- 221 Introduction to Population Issues (5)
- 234 Special Topics in Sociology (5)
- 251 Sociology of Deviant Behavior (5)
- 255 Social Organization of Criminal Justice (5)
- 260 The Family in Society (5)
- 271 Immigration (5)
- 342 Sociology of Religion (5)

Urban and Environmental Planning and Policy (UEPP)

- 110 Ecogastronomy: The Art and Science of Food (2)
(Also taught as ENVS 110)
- 111 Ecogastronomy: Topics/Discussion (1)
(Also taught as ENVS 111)
- 170 Building Sustainable Futures (1)
- 202 Introduction to Sustainability and Society (3)
(Also taught as ENVS 202)
- 261 Planning the American City (3)
(Only one of UEPP 261 and ENVS/UEPP 361 may be taken for credit)
- 270 Cities, Nature and Society (3)
- 361 Introduction to Planning (3)
(Only one of ENVS/UEPP 361 and UEPP 261 may be taken for credit)

□ ANTH 102 Introduction to Human Origins (5)

Description of scientific evidence for the evolution of the human lineage from its primitive primate ancestors to the origins of civilization. Emphasis on analytical methods employed to reconstruct history from fossils, geological context and cultural remains.

□ ANTH 201 Introduction to Cultural Anthropology (5)

Introduction to the concepts, methods and practical application of cultural anthropology. The focus is on explanations for social and cultural variation around the world and over time and the significance of holistic and comparative understanding.

- Only one of ANTH 201 and HNRS 203 may be taken for credit

□ ANTH 210 Introduction to Archaeology (5)

The historical roots and current goals of archaeology. Principles of archaeological inference, including formation of the archaeological record, data collection and analysis, and interpretive frameworks.

□ ANTH 247 Introduction to Linguistic Anthropology (5)

The study of language from an anthropological perspective. Includes an introduction to the structure and patterning of language, the study of language as it is used in daily life, and the role of language in human evolution.

- Only one of ANTH 247, LING 201 and HNRS 217 may be taken for credit

□ C/AM 200 Introduction to Canadian Studies (5)

A broad interdisciplinary survey course which introduces students to the study of the territory presently known as Canada. Topics include human-environment relationships; Indigenous peoples and settler colonialism; the development of present-day cultural, political, and economic systems; and the impact of US-Canada relations. An understanding of Canada is valuable not only to provide a better understanding of a nearby neighbor, but also to gain a better understanding of the U.S. itself.

□ CSD 210 Communication and the Mind (3)

This course will provide a basic overview of our knowledge of language and what it can tell us about the nature of the mind, and vice versa. It will explore relevant theories of cognitive and language development. Students will view pre-recorded lectures about the structure of sentences (syntax), words (morphology), and sound shape (phonetics, phonology), and how these are typically acquired, mentally represented, and processed by humans. Lectures will cover the relationships between early social interactions, social cognition (theory of mind), language, and social competence ("inter-subjectivity model" of language and executive functioning). Lectures will also include discussion of communication disorders and differences, and the social cognitive effects of communication disorders on children and adults at a national and global scale. This course will include readings, video analyses of typical and clinical populations, online demonstration activities, a final paper, and on-line discussion board activities and reflections.

❑ **CSD 251** Introduction to Communication Disorders (3)

An introduction to communication sciences and disorders. This course provides a basic overview of our knowledge and understanding about language, speech, hearing, and cognitive processes underlying communication. The course also includes discussion about communication disorders and differences, and highlights how neurodiversity, disorders, and differences impact social and cultural interactions across the lifespan.

❑ **COMM 228** Organizational Communication (5)

Survey of research and theories in organizational communication. Introduces students to communication theories and concepts relating to workplace practices and processes.

❑ **COMM 240** Media Studies (5)

This course develops students' ability to think critically about mass media. Media messages and images are examined, as well as the social, political, and historical significance of media.

❑ **ECON 101** Markets and Society (4)

An introduction to the U.S. economy and its role in the world economy. Analysis of current economic controversies at home and abroad. Issues may include overall economic performance, problems of hunger and poverty, and the issues of economic insecurity, inequality, and sustainability. Examines the emergence of globalization and regionalism, and their implications for workers and the environment.

❑ **ECON 206** Introduction to Microeconomics (4)

Prerequisite: MATH 112 or equivalent or suitable math assessment score

An overview of the modern market economy as a system for dealing with the problem of scarcity. Operation and decision-making of economic units; supply, demand and resource allocation; analysis of various market and industry structures; shortages, controls, social costs and benefits; international trade; comparative systems.

- Only one of ECON 206 and HNRS 209 may be taken for credit

❑ **ECON 207** Introduction to Macroeconomics (4)

Prerequisite: ECON 206 or HNRS 209 or ECON 446 or ECON 101; MATH 112 or equivalent or suitable math assessment score

An overview of the modern market economy as a system for dealing with the problem of scarcity. The analysis of relationships among such variables as national income, employment, inflation and the quantity of money. The roles of government expenditure, taxation and monetary policy; international finance; economic development.

❑ **EDUC 109** Scholarship of Teaching and Learning (4)

Survey of concepts foundational to effective teaching and learning from history, sociology, psychology, political science, communication arts and law. Explores the interdependent and

synergistic relationship between various academic disciplines and the scholarship of teaching and learning.

❑ **EDUC 115** Introduction to Contemporary Education Issues (4)

Prerequisite: Acceptance as a Woodring Future Scholar or permission of instructor

Introduction to contemporary social, political, and policy issues in education and related fields. Exploration of education-related careers and career pathways. Independent field study or service-learning fieldwork required.

❑ **ENVS 110** Ecogastronomy: The Art and Science of Food (2)

An introduction to the art and science of food production through scholarly and journalistic critiques of food systems and cultures. Topics include the Slow Food movement and gastronomical sciences, ecological agriculture, sensory taste science, and the political economy of food.

- Also taught as UEPP 110

❑ **ENVS 111** Ecogastronomy: Topics/Discussion (1)

This is a discussion-oriented class to accompany ENVS 110: An introduction to the art and science of food. The class will include discussion of the regional geography of agriculture and consumption patterns, Slow Food as a social movement, and ideas for sensible food systems in a university setting.

- Also taught as UEPP 111

❑ **ENVS 115** Hope, Agency, Climate (3)

This course flips the climate change narrative by focusing on hope and agency. Students will learn how communities around the world are addressing climate change while also supporting justice and well-being. Students will develop their own case study narratives of hope. The course also provides space for students to process and reflect on eco-grief, and to make a personal climate change action plan.

❑ **ENVS 202** Introduction to Sustainability and Society (3)

A basic overview of environmental issues in the United States and globally. Emphasis on environmental and human sustainability in a social science context.

- Also taught as UEPP 202

❑ **ENVS 204** Human Geography (4)

This course explores regional patterns of population and settlement across the globe and introduces students to concepts and techniques in the spatial analysis of economic, cultural, and political organizations.

❑ **ENVS 240** Geography and World Affairs (2)

Geographical analysis of selected demographic, economic, political and social problems of the contemporary world.

❑ **ENVS 342** Geography of the World Economy (4)

Prerequisite: ENVS 204 or ECON 206 or HNRS 209 or instructor permission

Location analysis of the geography of global economic activities; interrelationships of resources, development, industry, trade, transportation, culture, demographics, and migration.

❑ **ENVS 361** Introduction to Planning (3)

Principles and practices in urban development and public planning in the United States. Concepts of planning as a community process and professional activity. Evolution of planning ideas in response to changing social, economic, and environmental conditions within the American political framework. Survey of the specialized fields in planning practice, emphasizing the emerging field of environmental planning.

- Only one of ENVS/UEPP 361 and UEPP 261 may be taken for credit

❑ **FAIR 311B** The United States Legal System (5)

An in-depth look at the legal system in the United States and how it affects individuals and society, with coverage of legal vocabulary, sources of law, the structure of the government, the Supreme Court and the judicial system. Case analysis skills will be stressed, including identifying the issue, procedural history, facts, reasoning and holding of each case. Students will engage in a mock trial and writing a legal memorandum. S/U grading.

- Only one of MGMT 271, PLSC 311, or FAIR 311B may be taken for GUR credit

❑ **FAIR 312F** Globalizations Since 1870 (5)

Prerequisite: FAIR 203A or INTL 201 required; FAIR 212C or ECON 206 or HNRS 209 recommended

Overview of the global political economy and the expansions of the capitalist system from the late nineteenth century to the early twenty-first, from the era of globalization before World War I to our current era of globalization since 1973, via Two World Wars, the Great Depression, decolonization, and the Cold War. Examines facets of the history, politics, economics, sociology, and culture of globalization, the increased mobility of goods, people, capital, and ideas around the world. S/U grading.

- Also taught as INTL 312

❑ **FIN 215** Personal Finance (4)

(Not intended for students who plan to be finance majors.) Sources of personal income, saving and consumer spending patterns. Development of techniques for planning and budgeting consumption expenditures and saving, with special emphasis on the use of saving allocations to achieve personal goals; real property, insurance, financial investment, retirement, estate and tax planning.

❑ **HLED 201** Perspectives of Human Lifestyle and Wellness (2)

Overview and analysis of the role and place lifestyle and wellness play in society (past, present and future). Issues in health, fitness, and lifestyle choices.

❑ **HLED 210** Introduction to Public Health (4)

A survey of public health principles, history, philosophy, services, ethics, tools, systems, interventions, and applications to current events.

❑ **HNRS 203** Colloquium in Anthropology (5)

Prerequisite: Admission to Honors program

Introduction to the concepts, methods and practical application of cultural anthropology. The focus is on explanation for social and cultural variation around the world and over time and the significance of holistic and comparative understanding. Class will concentrate on discussion and also will provide students with an opportunity to explore one or more areas of the discipline in some depth.

- Only one of HNRS 203 and ANTH 201 may be taken for credit

❑ **HNRS 204** Colloquium in Psychology (5)

Prerequisite: Admission to Honors program

An introduction to the basic concepts and methods of the discipline of psychology utilizing the results of research investigations. Students will have an opportunity to perform independent work.

- Only one of HNRS 204 and PSY 101 may be taken for credit

❑ **HNRS 206** Colloquium in Political Science (5)

Prerequisite: Admission to Honors program

An introduction of the concept of politics and the types of governments and political issues in the contemporary world, with an emphasis on the comparative study of political ideas and systems. The class will focus on discussion and students will have an opportunity to study one or more areas in depth.

- Only one of HNRS 206 and PLSC 101 may be taken for credit

❑ **HNRS 209** Colloquium in Microeconomics (4)

Prerequisite: Admission to Honors program and MATH 112 or higher or equivalent or suitable math placement assessment score

An introduction to the principles of microeconomics, including the role of the market in allocating scarce resources, the decision making of economic agents, market and regulatory failures, strategic thinking, and behavioral responses. Students will have the opportunity for extensive discussion and to explore one or more areas of the discipline.

- Only one of HNRS 209 and ECON 206 may be taken for credit

❑ **HNRS 217** Colloquium in Linguistics (5)

Prerequisite: Admission to Honors program

Introduction to the scientific study of language and the various subfields of linguistics, including how language is acquired, how it varies across time and space and how it is used in different social context.

- Only one of HNRS 217, ANTH 247 and LING 201 may be taken for credit

❑ **HNRS 221** Interdisciplinary Colloquium in Science and Social Science (4)

Prerequisite: Admission to the Honors program

An examination of the relationship between science and technology and the social and cultural milieu in which they are actually done. Individual classes may center on a single science or deal with a number of case studies dealing with different sciences.

❑ **HNRS 252** Colloquium in Sociology (5)

Prerequisite: Admission to Honors program

An introduction to the principles of sociology, including the study of social change, social institutions, and social organizations. The class will also provide an opportunity for concentrated study in one or more areas of the discipline.

❑ **INTL 312** Globalizations Since 1870 (5)

Prerequisite: INTL 201; ECON 206 or HNRS 209 recommended

Overview of the global political economy and the expansions of the capitalist system from the late nineteenth century to the early twenty-first, from the era of globalization before World War I to our current era of globalization since 1973, via Two World Wars, the Great Depression, decolonization, and the Cold War. Examines facets of the history, politics, economics, sociology, and culture of globalization, the increased mobility of goods, people, capital, and ideas around the world.

- Also taught as FAIR 312F

❑ **JOUR 190** Introduction to Mass Media (5)

Introduction to basic issues and problems facing journalists and the public as recipients of mass media messages in national and international society; nature, theory and effects of communication; media systems, structure and support; world news flow; media controls; First Amendment rights; ethical considerations.

❑ **LDST 100** Leading Responsibly (2)

Introduction to and critical examination of select virtues and character strengths associated with leading responsibly. Topics studied in class will be applied in a service learning experience.

❑ **LDST 101** Introduction to Leadership Studies (5)

Introduction to leadership theory, research and practice in small groups, organizational and societal contexts.

❑ **LING 201** Introduction to Language and Linguistics (5)

Introduction to the scientific study of language and the various subfields of linguistics, including how language is acquired, how it varies across time and space, and how it is used in different social contexts.

- Only one of LING 201, ANTH 247 and HNRS 217 may be taken for credit

❑ **LING 204** Language and Society (5)

A thematic approach to the study of language use in society; topics might include language and social identity, dialect variation, language contact, endangered languages, language ideology and attitudes in education and the media.

❑ **MGMT 271** Law and the Business Environment (4)

Historical development of legal institutions, the judicial process, and impact of the law upon individual and business decision making.

- Only one of MGMT 271, PLSC 311, or FAIR 311B may be taken for GUR credit

❑ **NURS 412** Policy, Leadership and U.S. Healthcare (5)

Prerequisite: Admission into the RN-to-BSN program

Examines health care policy, finance and regulatory environments that directly and indirectly influence the health care system. Utilizes a systems-leadership approach in advocacy for patients, families, communities and healthcare professionals to promote social justice and equity in our system of care.

❑ **PLSC 101** Government and Politics in the Modern World (5)

Introduction to concepts of politics; types of governments and political problems in the world today.

- Only one of PLSC 101 and HNRS 206 may be taken for credit

❑ **PLSC 250** The American Political System (5)

Consideration of the system and process of American politics and government with primary focus on the national level.

❑ **PLSC 271** Introduction to International Relations (5)

The politics of war, peace, and international economic relations.

❑ **PLSC 291** Introduction to Comparative Politics (5)

Basic structures, functions and sociocultural environments of foreign political systems; methods of comparative study.

❑ **PLSC 311** Introduction to Law and the Legal System (5)

Prerequisite: PLSC 250

This course gives students a basic understanding of the structure and operation of legal systems in the U.S. by introducing key legal principles, doctrines, and procedures common to U.S. jurisdictions. Students will read and discuss cases to learn legal reasoning and writing—applying general rules to specific cases to make judgements based on relevant facts.

- Only one of PLSC 311, MGMT 271 or FAIR 311B may be taken for GUR credit

❑ **PLSC 372** International Political Economy (5)

Prerequisite: PLSC 271 or PLSC 291 and any ECON course; IBUS 370

The politics of international trade, investment, lending and economic development.

❑ **PSY 101** Introduction to Psychology (5)

Examination of basic psychological processes utilizing results of research investigations: participation in at least two experiments or equivalent activities is expected.

- Only one of PSY 101 and HNRS 204 may be taken for credit

❑ **PSY 116** Human Sexuality (5)

This course examines human sexual behavior from biological, psychological, social, and cultural perspectives. Course content includes issues pertaining to sexual anatomy, the sexual response cycle, sexual orientation, sexuality across the lifespan, the reproductive process, variations in sexual behavior, sexual health, romantic relationship processes, and sexual violence.

❑ **PSY 117** The Psychology of Identity (5)

This course examines the development of identity throughout the lifespan, with consideration of gender, social class, ethnicity, culture, autobiographical memory, social roles, and self-presentation.

❑ **PSY 278** Psychology of Trauma (5)

This course is an introduction to the psychology of trauma. You will learn about trauma and its potential biopsychosocial impacts, the diagnosis and psychotherapeutic treatment of trauma-related conditions, and the importance of the sociocultural contexts in which trauma unfolds. Course assignments, discussions, readings, and media will spotlight psychology research and theory on interpersonal violence. Finally, as part of an evidence-based, trauma-informed teaching approach, self-care practice and self-reflection will be built collaboratively into the curriculum.

❑ **PSY 341** Psychology and Culture (5)

Prerequisite: PSY 240 and PSY 305. Available to Sport Psychology students with instructor permission

Cultural and ecological factors and their effect on perception,

thinking, language, intelligence, sexuality and other psychological variables. An examination of the “universality” of traditional Euro-American psychological theories.

❑ **RECR 210** Leisure in Contemporary Society (4)

This course is to enhance students’ understanding of leisure in contemporary society by examining the beliefs, values, and social structures of their own leisure and comparing and contrasting them with the individual and social considerations, including race/ethnicity, sex/gender, sexuality, age, economic status, ability, religion and other socio/cultural influences.

❑ **SOC 221** Introduction to Population Issues (5)

Processes determining population growth—fertility, mortality and migration—and their influence on economic development in the more- and less-developed countries of the world; population policies in various countries and their implications for population growth and future development.

❑ **SOC 234** Special Topics in Sociology (5)

This course investigates a range of sociological issues by focusing on a specific topic over the course of one term. Topics may be offered A) based on unique areas of faculty expertise and/or B) in order to address emerging social issues in a timely fashion that are not covered by courses in the current catalog. Students’ learning will include exposure to theoretical perspectives in the discipline, discussion of various methodological approaches to social inquiry, and the opportunity to apply key concepts. Repeatable with different topics to a maximum of 10 credits, including original course.

❑ **SOC 251** Sociology of Deviant Behavior (5)

A broad overview of concepts, issues and research findings in the sociological study of deviant behavior; how deviance is defined, reacted to and punished in American society. Emphasis on contemporary theoretical perspectives, along with current issues in deviance.

❑ **SOC 255** Social Organization of Criminal Justice (5)

A survey of basic concepts, problems and issues in the sociological study of social organizations applied to the criminal justice system.

❑ **SOC 260** The Family in Society (5)

Introduction to the study of family as a social institution in society. Overview of social theories on the family and methodological underpinnings of the field of family study. Emphasis on the family as agent of stratification in society, changing roles of men and women in the context of the American family, contemporary issues relating to family social policy today, and the interplay between family and society across time and cultures.

☐ **SOC 271** Immigration (5)

This course will explore sociological approaches to immigration. We will think about why people immigrate, where they go, and the consequences of immigration for both the home and host society. This will help students understand current events.

☐ **SOC 342** Sociology of Religion (5)

Prerequisite: Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271 or instructor permission.

Explores the sociological perspective on religion. Focuses on religion's persistent relevance to societies and to smaller groups and the effects of secularization. Assesses the social patterns of religious participation, by race, class, immigrant status, age, gender. Investigates the connections between religion and other social institutions such as the economic, educational and political systems.

☐ **UEPP 110** Ecogastronomy: The Art and Science of Food (2)

This course is an introduction to the art and appreciation of “good” food as it is produced and consumed in various social, cultural, economic, political, and physical environmental settings. Over the course of the quarter, we will consider such topics as the loss of kitchen literacy, the rise of the Slow Food movement -- and

gastronomic sciences that focus on taste and sensory awareness, as well as clean and just food production.

- Also taught as ENVS 110

☐ **UEPP 111** Ecogastronomy: Topics/Discussion (1)

This course is a discussion section to the art and appreciation of “good” food to accompany ENVS 110: An Introduction to the Art and Science of Food. The class will include discussion of the regional geography of agriculture and consumption patterns, Slow Food as a social movement, gastronomic sciences that focus on taste and sensory awareness, clean and just food production and the co-optation of “sustainable” and “organic” agriculture.

- Also taught as ENVS 111

☐ **UEPP 170** Building Sustainable Futures (1)

A survey of professions and research fields working to develop urban and environmental planning and policy solutions to contemporary local and global problems.

☐ **UEPP 202** Introduction to Sustainability and Society (3)

A basic overview of environmental issues in the United States and globally. An emphasis will be placed on environmental and human sustainability in a social science context.

- Also taught as ENVS 202

☐ **UEPP 261** Planning the American City (3)

This course will address the principles and practices in urban development and public planning in the United States as well as the concepts of planning as a community process and professional activity. Students will also touch on evolution of planning ideas in response to changing social, economic, and environmental conditions within the American political framework, survey of the specialized fields in planning practice, and emphasizing the emerging field of environmental planning.

- Only one of UEPP 261 and ENVS/UEPP 361 may be taken for credit

☐ **UEPP 270** Cities, Nature and Society (3)

A survey of environmental, social, economic and political issues facing urban populations in North America and around the world.

☐ **UEPP 361** Introduction to Planning (3)

Principles and practices in urban development and public planning in the United States. Concepts of planning as a community process and professional activity. Evolution of planning ideas in response to changing social, economic, and environmental conditions within the American political framework. Survey of the specialized fields in planning practice, emphasizing the emerging field of environmental planning

- Only one of UEPP/ENVS 361 and UEPP 261 may be taken for credit



COMPARATIVE, GENDER, AND MULTICULTURAL STUDIES (ACGM, BCGM)

REQUIRED: Complete two courses, one from **Block A** and one from **Block B**

Understanding different perspectives is crucial as societies and cultures become increasingly diverse and global. ACGM/BCGM courses help you develop this understanding. Comparative courses deal with the history and culture of societies beyond the Western tradition. Courses on gender explore the social construction of gender and its consequences. Multiculturalism courses deal with the experiences and cultural expressions of minority groups. ACGM courses focus on areas outside of Europe and North America. BCGM courses focus on Europe and North America.

REMINDER: Not all classes are offered every quarter or year. Check TimeTable to see if/when a class will be offered.

BLOCK A (ACGM)

Provides an introduction to civilizations of Asia, Africa, the Middle East and Latin America. **Select one course from the following:**

Anthropology (ANTH)

- 362 Anthropological Perspectives on Asia (5)
- 365 Latin American Perspectives (5)
- 366 Perspectives on Africa (5)

Art and Art History

Art History (A/HI)

- 201 Zen and the Art of Tea (3)
- 202 Zen and the Art of Tea II (3)
- 250 Arts of Africa pre-1900 (3)
- 251 Arts of Africa after 1900 (3)
- 270 Visual Culture in South and Southeast Asia (3)
- 271 Visual Culture in East Asia (3)
(Also taught as EAST 271)
- 297E Contemporary Art in Asia (3)

Dance (DNC)

- 232 Movement and Culture (3)

East Asian Studies (EAST)

- 201 Introduction to East Asian Civilizations (5)
(Also taught as HIST 280)
- 202 East Asian History in the Early-Modern and Modern Eras (5)
(Also taught as HIST 281)
- 230 Modern Chinese Society and Language (3)
- 271 Visual Culture in East Asia (3)
(Also taught as A/HI 271)
- 333 East Asia: Society and Environment (4)
(Also taught as ENV 333)
- 360 China and the Emerging World Economy: From Antiquity to the Early Modern (5)
(Also taught as HUMA 360)
- 375 Buddhism (5)
(Also taught as REL 375)
- 380 Religion and Society in China (5)
(Also taught as REL 380)
- 382 Religion and Society in Japan (5)
(Also taught as REL 382)

Energy (ENRG)

- 340 Energy and Climate in Rural Development (4)

English (ENG)

- 335 Literary and Creative Expressions Across Asia, Africa, the Middle East and Latin America (5)
- 336 Scriptural Literatures (5)

Environmental Studies (ENVS)

- 333 East Asia: Society and Environment (4)
(Also taught as EAST 333)
- 334 South Asia: Society and Environment (3)
- 335 The Middle East: Society and Environment (3)

Eurasian Studies (EUS)

- 210 Nomads of Eurasia (5)

Exceptionalities (EXCE)

- 101 Elementary ASL/Culture (5)

Fairhaven (FAIR)

- 210A World Issues (5)
- 312D Global Culture and World Society (5)
- 334H Human Rights in Africa (5)
- 334K Human Trafficking and Smuggling (5)
(Also taught as INTL 335)

Global Humanities and Religions

Humanities (HUMA)

- 271 Humanities of India (5)
- 273 Art and Society in China and Japan (5)
- 275 Humanities of Japan (5)
- 276 Humanities of Africa (5)
- 277 Humanities of China (5)
- 278 Islamic Civilization (5)
- 360 China and the Emerging World Economy: From Antiquity to the Early Modern (5)
(Also taught as EAST 360)
- 362 Islam in the Indian Ocean World (5)
- 372 Postcolonial Novels: Art, Rhetoric, and Social Context (5)

Religion (REL)

- 231 Introduction to the Study of Religion (5)
(Only one of REL 231 and HNRS 219 can be taken for credit)
- 233 Women and Religion (5)
- 283 Religion and Globalization (5)
- 290 Religion, Culture and Society (5)
- 332 World Religions (5)
- 334 Hebrew Bible and the Religion of Ancient Israel (5)
- 338 Mystical Traditions (5)
- 340 Sufism: Islamic Mysticism (5)

Continued on next page

BLOCK A (ACGM) continued

- 341 Women in Islam (5)
- 342 Islam in Africa (5)
- 345 Fierce Goddesses of India (5)
- 375 Buddhism (5)
(Also taught as EAST 375)
- 378 Religion and Society in India (5)
- 380 Religion and Society in China (5)
(Also taught as EAST 380)
- 382 Religion and Society in Japan (5)
(Also taught as EAST 382)
- 390 Topics in Religion (5)
- 397A Religion and Violence (5)

History (HIST)

- 220 Introduction to South Asian History (5)
- 273 Latin America: 1492-1824 (5)
- 274 Latin America: 1824 to the Present (5)
- 280 Introduction to East Asian Civilizations (5)
(Also taught as EAST 201)
- 281 East Asian History in the Early-Modern and Modern Eras (5)
(Also taught as EAST 202)
- 285 African History to 1800 (5)
- 286 African History 1800 to Present (5)
- 287 Introduction to Islamic Civilization (5)
- 288 History of the Modern Middle East (5)
- 290 The Early Modern Atlantic World (5)
- 359 America and Vietnam (5)

Honors (HNRS)

Limited to students accepted into Western's Honors program

- 105 Navigating the Human Experience – Post-modernity A (4)
- 216 Colloquium in Art History (5)
- 219 Colloquium in Religious Studies (5)
(Only one of HNRS 219 and REL 231 can be taken for credit)
- 220 Global Humanities Colloquium (5)

International Studies (INTL)

- 201 Introduction to Global Studies (5)
- 335 Human Trafficking and Smuggling (5)
(Also taught as FAIR 334K)
- 397C Transnational Migration, Global Diasporas Identity (5)

Modern and Classical Languages**Arabic (ARAB)**

- 202 Intermediate Arabic (5)
- 203 Intermediate Arabic (5)

Chinese (CHIN)

- 202 Second-Year Chinese (5)
- 203 Second-Year Chinese (5)
- 301 Third-Year Chinese (5)
- 302 Third-Year Chinese (5)
- 303 Third-Year Chinese (5)
- 304 Chinese Grammar and Composition (5)

Japanese (JAPN)

- 202 Second-Year Japanese (5)
- 203 Second-Year Japanese (5)
- 301 Third-Year Japanese (5)
- 302 Third-Year Japanese (5)

- 303 Third-Year Japanese (5)
- 305 Japanese Conversation (3)

Music (MUS)

- 205 Survey of World Musical Cultures (3)

Nursing (NURS)

Limited to students accepted into the RN-to-BSN program

- 452 Global Health Inequities and Interventions (5)

Political Science (PLSC)

- 346 Politics of Inequality (5)

Sociology (SOC)

- 334 Contemporary Chinese Society (5)
- 348 Global Health (5)
- 366 Colonialism, Slavery, and Links to Contemporary Racism (5)
- 390 Globalization and Families (5)

Women, Gender & Sexuality Studies (WGSS)

- 213 Introduction to Sexuality and Queer Studies (5)
- 310 Race, Ethnicity, and Indigeneity (5)
- 314 Gender Across Borders (5)

BLOCK B (BCGM)

Provides an introduction to multicultural experience and to gender studies inside North America and Europe.

Select one course from the following:

American Cultural Studies (AMST)

- 202 Introduction to American Indian Studies (4)
- 203 Introduction to Latinx Studies (4)
- 204 Introduction to African American Studies (4)
- 205 Introduction to Asian-American Studies (4)
- 206 The Jewish-American Experience (4)
- 242 The Lesbian, Gay, Bisexual, Transgender Experience (4)
- 252 Introduction to Arab American Studies (4)
- 301 Comparative Cultural Studies (4)
- 344 Asian-American Psychology (4)
(Also taught as FAIR 344P)
- 362 Asian-American History (5)

Anthropology (ANTH)

- 104 American Mosaic: The Cultures of the United States (4)
- 353 Sex and Gender in Culture (5)
- 361 American Indian Perspectives (5)

Canadian-American Studies (C/AM)

- 331 Canada: Society and Environment (4)
(Also taught as ENV 331)
- 369 Settler Cities (4)
(Also taught as UEPP 369)

Communication Studies (COMM)

- 225 Communication, Diversity and Controversy (4)
- 260 Communication, Identity and Difference (5)

Elementary Education (ELED)

- 310 Education, Culture, and Equity (5)

English (ENG)

- 227 Queer Literature (5)
- 234 African-American Literature (5)

BLOCK B (BCGM) continued

- 235 Native and Indigenous Literatures of North America (5)
- 236 Asian-American Literatures (5)
- 239 Latina/o Literatures (5)
- 334 Literary and Creative Expression Across North America and Europe (5)
- 338 Women and Literature in North America and Europe (5)

Environmental Studies (ENVS)

- 331 Canada: Society and Environment (4)
(Also taught as C/AM 331)

Eurasian Studies (EUS)

- 201 Russian Civilization (5)

Exceptionalities (EXCE)

- 205 Disability, Diversity, and the Mass Media (4)

Fairhaven (FAIR)

- 334L The Holocaust (5)
(Also taught as INTL 336)
- 344P Asian-American Psychology (4)
(Also taught as AMST 344)

Global Humanities and Religions**Humanities (HUMA)**

- 281 Representations of Otherness (5)
- 327 Ireland: A Cultural History (5)

Religion (REL)

- 234 Religion and the Environment (5)
- 330 Religion and Disability (5)
- 331 Religious Communes in America (5)

History (HIST)

- 141 History of the American West (5)
- 158 Race and Identity in Modern America (4)
- 232 History of the Jews before the Modern Era (5)
- 233 History of the Jews in the Modern Era (5)
- 262 African American History to 1865 (5)
- 263 African Americans Since 1865 (5)
- 265 LGBTQ+ in the United States (5)
- 268 Introduction to Asian-American History (5)
- 275 The Indian in American History (5)
- 278 Multiculturalism in Canada (5)
- 353 Latinas/os in the US West (5)

Honors (HNRS)

Limited to students accepted into Western's Honors program

- 106 Navigating the Human Experience – Post-modernity B (4)
- 218 Colloquium in Women, Gender, and Sexuality Studies (5)

International Studies (INTL)

- 336 The Holocaust (5)
(Also taught as FAIR 334L)

Journalism (JOUR)

- 375 Diversity, Mass Media and Social Change (4)

Music (MUS)

- 302 Music and Social Justice (4)

Nursing (NURS)

Limited to students accepted into the RN-to-BSN program

- 432 Community-Based Care for Vulnerable Populations (3)

Psychology (PSY)

- 119 Psychology of Gender (4)

Salish Seas Studies (SALI)

- 201 Introduction to the Salish Seas (4)

Sociology (SOC)

- 268 Gender and Society (5)
- 269 Race and Ethnic Relations (5)
- 339 Women, Sexuality, and Society (5)
(Also taught as WGSS 339)
- 365 Gender, Bodies, and Sports (5)
- 368 Gender and Education (5)

Special Education (SPED)**Compass 2 Campus (C2C)**

- 203 Compass 2 Campus: Youth Mentoring Toward Social Justice (5)
- 310 Education, Culture and Equity (5)

Urban and Environmental Planning and Policy (UEPP)

- 369 Settler Cities (4)
(also taught as C/AM 369)

Women, Gender & Sexuality Studies (WGSS)

- 211 Introduction to Women, Gender and Sexuality Studies (5)
- 212 Introduction to Feminist Theory (5)
- 320 Topics in Women, Gender, and Sexuality Studies (3-5)
- 339 Women, Sexuality and Society (5)
(Also taught as SOC 339)



Tom Otterness, *Feats of Strength*
South Campus

BLOCK A (ACGM)**□ ANTH 362 Anthropological Perspectives on Asia (5)***Prerequisite: ANTH 201 or HNRS 203*

Ethnographic survey of the region, with attention to the diversity of human experience.

□ ANTH 365 Latin American Perspectives (5)*Prerequisite: ANTH 201 or HNRS 203*

Ethnographic survey of the region, with attention to the diversity of human experience.

□ ANTH 366 Perspectives on Africa (5)*Prerequisite: ANTH 201 or HNRS 203*

Ethnographic survey of the region, with attention to the diversity of human experience.

□ A/HI 201 Zen and the Art of Tea (3)

Chado allows a glimpse of Japanese culture from the perspective of a variety of different artistic media and a long historic tradition. The course will focus on the background of the Way of Tea, Japanese aesthetics and learning the most basic tea procedure. Through this course, students will gain insight into the many arts and crafts, architecture styles, Japanese aesthetic values, literature and the importance of the seasons associated with Chado as well as basic Japanese customs.

□ A/HI 202 Zen and the Art of Tea II (3)*Prerequisite: A/HI 201*

This course continues a study of Japanese culture from the perspective of a variety of different artistic media and delves deeper into the history and context surrounding the evolution of the Way of Tea. It expands the student's understanding of the Japanese appreciation of utensils: their form, function and beauty; excellence in craftsmanship; and the practice of "copying." Repeatable up to six credits including the original course. Can only be used for GUR credit once.

□ A/HI 250 Arts of Africa pre-1900 (3)

An introduction to key issues and themes in African art from prehistoric rock art to the implementation of colonial rule. Case studies include brasscasting, sculpture, masquerade, textiles, and photography. Specifically, the course will explore how these traditions express various aspects of human experience, and how these traditions change over the course of history.

□ A/HI 251 Arts of Africa after 1900 (3)

Introduction to key issues and themes in African art from 1900 to the present, including the entire continent and its diaspora. Through these local and global traditions, the problems of human

existence are communicated and problematized before, during, and after colonialism.

□ A/HI 270 Visual Culture in South and Southeast Asia (3)

Issues and topics in South and Southeast Asian art and visual culture, from ancient to contemporary.

□ A/HI 271 Visual Culture in East Asia (3)

Issues and topics in Chinese, Korean, and Japanese visual culture, from ancient to contemporary.

- Also taught as EAST 271

□ A/HI 297E Contemporary Art in Asia (3)

This course will examine contemporary, visual practices in Asia, considering both continuing historical as well as ground-breaking art forms. It will introduce artists who are responding to their contemporary environment in a variety of innovative ways. Through image analysis and discussion of reading material, artistic forms will be explored that correspond with the social, political, religious and economic contexts within which they were made and within a broader global context.

□ DNC 232 Movement and Culture (3)

An investigation of movement and dance as a vehicle for understanding culture through movement labs, readings, films and discussion.

□ EAST 201 Introduction to East Asian Civilizations (5)

The origins and evolution of the political, economic, cultural and social aspects of East Asian civilization through the early-modern period.

- Also taught as HIST 280

□ EAST 202 East Asian History in Early-Modern and Modern Eras (5)

Examines political, cultural and social aspects of East Asian civilizations with attention to the early-modern and modern periods.

- Also taught as HIST 281

□ EAST 230 Modern Chinese Language and Society (3)

Survey of the characteristics of the Chinese language. Study of the relationships among Chinese culture, contemporary society and language variation.

□ EAST 271 Visual Culture in East Asia (3)

Issues and topics in Chinese, Korean, and Japanese visual culture, from ancient to contemporary.

- Also taught as A/HI 271

□ **EAST 333** Asia: Society and Environment (4)

Prerequisite: One course from: ENVS 203, ENVS 204, ENVS 221, EAST 201, or EAST 202; or instructor permission

Survey of physical environment, sustainability, peoples, regions and resources of East Asia; problems and prospects.

- Also taught at ENVS 333

□ **EAST 360** China and the Emerging Economy: From Antiquity to the Early Modern (5)

Prerequisite: Junior status or instructor permission

The focus of this course will be the early stages of the unfolding of globalization in Eurasia, from antiquity into the early modern period, with particular attention given to China's important role in these developments, and how it was affected in turn.

- Also taught as HUMA 360

□ **EAST 375** Buddhism (5)

Prerequisite: Junior or senior status; or instructor permission

Beginning with a broad overview of the teachings of Buddhism and its core beliefs and practices, this course will then turn to detailed study of the doctrines and institutions of particular Buddhist traditions.

- Also taught as REL 375

□ **EAST 380** Religion and Society in China (5)

Prerequisite: Junior or senior status; or instructor permission

A detailed examination of the major religious and philosophical traditions of pre-modern China: the native traditions of Confucianism, Daoism, ancestor worship and popular religion, as well as Buddhism, which came to East Asia from India. Particular attention is given to the interaction and intertwining of these traditions, and of the ways they shaped and supported the lives of individuals and communities.

- Also taught as REL 380

□ **EAST 382** Religion and Society in Japan (5)

Prerequisite: Junior or senior status; or instructor permission

A detailed examination of the major religious and philosophical traditions of Japan: the agrarian religion of Shintoism, the Confucian system of ethics, imported from China, and Buddhism, which though originally from India also came to Japan through China. Particular attention is given to the interaction and intertwining of these traditions, and of the ways they shaped and supported the lives of individuals and communities.

- Also taught as REL 382

□ **ENG 335** Literary and Creative Expressions Across Asia, Africa, the Middle East and Latin America (5)

Prerequisite: ENG 101 or equivalent

Analysis primarily of texts of Asia, Africa, the Middle East and Latin America. Repeatable once as an elective with different topics.

□ **ENG 336** Scriptural Literatures (5)

Prerequisite: ENG 101

Analysis of literary texts in one or more religious traditions primarily of Asia, Africa, the Middle East and/or Latin America; study of scriptural literature as a source of cultural paradigms.

□ **ENRG 340** Energy and Climate in Rural Development (4)

This course covers issues related to energy, agriculture, the environment, and social and economic development in rural areas of developing countries. Energy, climate change, and rural development are inextricably linked, and access to energy impacts the economic opportunities and environmental conditions of people around the world. As nations get wealthier, they use more energy, and the impacts of climate change will fall disproportionately on the poor and rural parts of the world. The course explores the complex linkages tying these issues together in the context of developing countries using principles from natural science, technology, and economics. Students also learn how to approach and understand the values and viewpoints of other cultures in a respectful manner.

□ **ENVS 333** East Asia: Society and Environment (4)

Prerequisite: One course from: ENVS 203, ENVS 204, ENVS 221, EAST 201, or EAST 202; or instructor permission

Survey of physical environment, sustainability, peoples, regions and resources of East Asia; problems and prospects.

- Also taught as EAST 333

□ **ENVS 334** South Asia: Society and Environment (3)

Prerequisite: ENVS 204 or permission of instructor

Systematic analysis of the physical and human environments of South Asia; emphasis on developmental problems.

□ **ENVS 335** The Middle East: Society and Environment (3)

Prerequisite: ENVS 204 or permission of instructor

Environments, economies and societies of Southwest Asia and North Africa; emphasis on current problems.

□ **EUS 210** Nomads of Eurasia (5)

Surveys the origins, cultures, and languages of the pastoral peoples of Eurasia, including the Mongols, Turks, Arabs, peoples of Iran and Afghanistan, as well as the native tribes of Siberia and the North Pacific Rim.

❑ **EXCE 101** Elementary ASL/Culture (5)

This course provides practice in ASL conversational skills, regarding learning and giving signs as well as receiving signs and basic signs for everyday living. In addition, this course focuses upon worldwide deaf culture, historical aspects of deafness and the development of a variety of supports for the deaf community, especially in developing countries. ASL is the primary sign language used in North America, West Africa, and Southeast Asia. The course also provides for exploration of other systems of sign communication used internationally.

❑ **FAIR 210A** World Issues (5)

Exploration of the complex dynamics of our globalized world from a holistic, inter-disciplinary and cross-border perspective. Examination of multiple world issues such as global inequality and poverty, food security, human rights, water, energy, population growth, migration, cultural change and public health, and of our individual and community roles as agents of social change on local and global levels. This course is connected to the World Issues Forum speaker series. S/U grading. Repeatable up to 10 credits.

❑ **FAIR 312D** Global Culture & World Society (5)

Explores topics in global culture and world society. Linked to World Issues Forum speaker series. Examples of topics include global popular culture in music or cinema, global health practices, transnational social movements, the diffusion of human rights, and borderlands cultures & literatures. Repeatable with various topics. S/U grading.

❑ **FAIR 334H** Human Rights in Africa (5)

Prerequisite: FAIR 203A or FAIR 334C or SSC GUR course or instructor permission

This course examines the state and contemporary practice of human rights in Africa. It reviews efforts aimed at human rights promotion and protection, in the context of colonialism and neo-colonialism, apartheid, the authoritarianism of the post-colonial African State and recent public health challenges that threaten the welfare and dignity of individual Africans. Topics to be covered include the role of the African Charter on Human and People's Rights; human rights and democracy; the NEPAD initiative; economic, social, and cultural rights; the public health challenge -- HIV/AIDS, malaria and other diseases; human rights of women, children, and other vulnerable groups; human rights and armed conflict in Africa; challenges to and future prospects for human rights in Africa. S/U grading.

❑ **FAIR 334K** Human Trafficking and Smuggling (5)

Prerequisite: FAIR 203A or INTL 201

Interdisciplinary examination of the various manifestations of human trafficking and human smuggling: human trafficking, bonded labor, forced labor, worst forms of child labor, organ trafficking, prostitution and sexual slavery. Examines the rise and growth, and the cross-sectoral consequences of trafficking and smuggling.

Examines the challenges of addressing human trafficking and human smuggling, and the appropriate policy responses to the problem by State and non-State actors around the world.

- Also taught as INTL 335

❑ **HIST 220** Introduction to South Asian History (5)

This course provides an introduction to the history of South Asia.

❑ **HIST 273** Latin America: 1492-1824 (5)

Political, economic and sociocultural trends from the Spanish conquest through the independence movements.

❑ **HIST 274** Latin America: 1824 to the Present (5)

Political, economic and sociocultural trends from the post-independence period to the 1990s.

❑ **HIST 280** Introduction to East Asian Civilizations (5)

The origins and evolution of the political, economic and social aspects of East Asian civilizations through early-modern period.

- Also taught as EAST 201

❑ **HIST 281** East Asian History in the Early-Modern and Modern Eras (5)

Examines political, cultural and social aspects of East Asian civilizations in the early-modern and modern periods.

- Also taught as EAST 202

❑ **HIST 285** African History to 1800 (5)

An introduction to the debates and topics concerning the early history of Africa. This course will highlight the movement of people, ideas, and commodities, as well as the development of African political economy, states, and culture from antiquity to 1800.

❑ **HIST 286** African History 1800 to Present (5)

This course focuses on Africa's history since 1800. The course will address the following major themes: emancipation, colonization, development, medicine, gender, tradition, nationalism, independence, neo-liberalism, poverty, and public health.

❑ **HIST 287** Introduction to Islamic Civilization (5)

A thematic approach to religious and cultural aspects of Middle Eastern society; the development of Islam as a body of religious thought and practice; and major cultural movements in the Middle East.

❑ **HIST 288** History of the Modern Middle East (5)

This class introduces students to the broad contours of Middle Eastern history since the eighteenth century. It covers the late

Ottoman empire; European imperialism and colonialism; regional anti-colonialism, nationalism and decolonization; the Palestinian-Israeli conflict; the impact of the Cold War; the rise of Islamism; and postwar U.S. policy in the region.

❑ **HIST 290** The Early Modern Atlantic World (5)

This course examines the Atlantic system in an attempt to integrate the normally national histories of European, African, and American nation states. Topics in this course include maritime explorations imperial expansion and colonization, the establishment of an Atlantic economy and the growth of merchant capitalism, European-Native American encounters and relations, slavery and the Transatlantic Slave Trade, piracy, the maturation of Euro-American colonial societies, and the Age of Revolution.

❑ **HIST 359** America and Vietnam (5)

Prerequisite: Instructor permission. The study abroad co-requisite for this course, HIST 337O, requires a trip to Vietnam.

This course will look at the relationship between the United States and Vietnam from 1945 to the present, and examine the role this relationship has played in cultural developments in both countries as well as the emergence of a transnational Vietnamese/American culture. It will provide students with an introduction to postcolonial theory, transnational history, ideas about collective memory, the history of the globalization of culture, and the history of the Vietnamese Diaspora.

❑ **HNRS 105** Navigating the Human Experience – Post-modernity A (4)

Prerequisite: Admission to Honors program

Analysis, interpretation, and discussion of a wide range of sources from the contemporary world, with major emphasis on a culture outside North America or Europe.

❑ **HNRS 216** Colloquium in Art History (5)

Prerequisite: Admission to the Honors College

This course focuses on the artistic domains of non-European human diaspora, from ancient times to the present. It considers the historical circumstances of migration and displacement, for example from the transatlantic slave trade and colonial rule, through latter-day immigration and contemporary multi-cultural societies. Students examine the implications of geographic borders and national as well as ethnic identities. We will question the validity and/or durability of those borders in the post-colonial and globalization eras. Central to our approach will be notions and constructions of non-European identity as expressed through art and culture beyond the continents of origin and within new homelands.

❑ **HNRS 219** Colloquium in Religious Studies (5)

Prerequisite: Admission to the Honors Program

This course provides an introduction to the academic study of religion. As you will find out, religious studies is comparative and

interdisciplinary in nature.

- Only one of HNRS 219 and REL 231 may be taken for credit

❑ **HNRS 220** Global Humanities Colloquium (5)

Prerequisite: Admission to the Honors College

An interdisciplinary, conceptual and historical introduction to Global humanities and to questions animating multiple disciplines of humanistic study (for example, literature, history, philosophy, art history, religious studies, etc.). Course themes and case studies will vary depending on faculty expertise.

❑ **HUMA 271** Humanities of India (5)

The development of Indian civilization through classical and modern literature, religion, art, and history.

❑ **HUMA 273** Art and Society in China and Japan (5)

Studies of aesthetic traditions of East Asia, courtly and popular, secular and religious; the impact of foreign ideas and the role of art in recent propaganda, architecture and industrial design as well as in traditional modes of expression.

❑ **HUMA 275** Humanities of Japan (5)

Interdisciplinary introduction to Japanese civilization, both traditional and modern, with particular emphasis on religions; historical, artistic, and literary patterns; and societal and cultural ideals.

❑ **HUMA 276** Humanities of Africa (5)

Introduction to the cultural heritage of sub-Saharan Africa and to the contemporary civilization that draws upon it; emphasis on the process by which Africans currently build and use coherent accounts of their heritage.

❑ **HUMA 277** Humanities of China (5)

Interdisciplinary introduction to Chinese civilization, traditional and modern. Emphasis on religions; intellectual, artistic and literary patterns; and societal and cultural ideals.

❑ **HUMA 278** Islamic Civilization (5)

Interdisciplinary introduction to Islamic civilizations with an emphasis on shared religious, cultural, and societal ideals and their adaptation in various historical and geographic contexts.

❑ **HUMA 360** China and the Emerging World Economy: From Antiquity to the Early Modern (5)

Prerequisite: Junior or senior status; or instructor permission

The focus of this course will be the early stages of the unfolding of globalization in Eurasia, from antiquity into the early modern period, with particular attention given to China's important role in these developments, and how it was affected in turn.

- Also taught as EAST 360

❑ **HUMA 362** Islam in the Indian Ocean World (5)

Prerequisite: Junior or senior status; or instructor permission

Explores cross cultural contacts in the Indian Ocean world from East Africa, Arabia and the Persian Gulf to South and Southeast Asia, and the history and role of Islam and Muslims from the 14th century to the present. Focuses on texts by or about Muslim travelers—Sufis, pilgrims, scholars, and merchants—and their creation networks, identities, and “Muslim spaces,” to show that some aspects of globalization have a long history in the Indian Ocean.

❑ **HUMA 372** Postcolonial Novels: Art, Rhetoric and Social Context (5)

Prerequisite: Junior or Senior status; or instructor permission

Critical readings of postcolonial novels. Close attention to how they have been shaped as artistic wholes, and how they try to shape emotions and beliefs of readers. Reading beyond the novels about contexts they assume and incompletely express: change and the absence of change in postcolonial societies.

❑ **INTL 201** Introduction to Global Studies (5)

Introduces students to the interdisciplinary field of Global Studies. Critically examines global political, economic, and social interconnections. Explores global inequalities, questions of social justice, and pathways for creating sustainable change. Key topics may include multi-dimensional poverty, global health, global economy, food security, environment, transnational migration, human trafficking, gender and family, human rights, and sustainable development. Students will develop a critical lens to evaluate global issues as well as their own place in our interdependent world.

❑ **INTL 335** Human Trafficking and Smuggling (5)

Prerequisite: FAIR 203A or INTL 201

Interdisciplinary examination of the various manifestations of human trafficking and human smuggling: human trafficking, bonded labor, forced labor, worst forms of child labor, organ trafficking, prostitution and sexual slavery. Examines the rise and growth, and the cross-sectoral consequences of trafficking and smuggling. Examines the challenges of addressing human trafficking and human smuggling, and the appropriate policy responses to the problem by State and non-State actors around the world.

- Also taught as FAIR 334K

❑ **INTL 397C** Transnational Migration, Global Diasporas Identity (5)

Prerequisite: INTL 201 or instructor permission

An interdisciplinary exploration of the causes, characteristics and consequences of contemporary transnational migration. Examines types of migration, migrant integration into host societies and continued ties to homelands. Course will weave theory, research and debates in transnational migration with personal narratives and short stories about the migrant and diaspora experience. Students will identify patterns of behavior and experience attached to the process of migration. Questions of global social justice and global citizenship will be addressed.

❑ **MODERN AND CLASSICAL LANGUAGES**

Arabic, Chinese and Japanese (3-5)

Prerequisite: Check ClassFinder for specific course prerequisite

See page 46 for specific course numbers. Check ClassFinder for specific course descriptions.

❑ **MUS 205** Survey of World Musical Cultures (3)

Open to all students. A general introduction to the musical styles of major non-Western cultures, including those of Africa, India, Asia, Indonesia and Eastern Europe. Focus on the role played by music in each society.

❑ **NURS 452** Global Health Inequities and Interventions (5)

Prerequisite: NURS 432 or permission of instructor

Examines major problems and policy issues in global health from multiple perspectives. Focuses on understanding the historical, political, social, cultural, environmental and economic determinants of adverse health conditions in developing countries. Provides a knowledge base for healthcare professionals to promote social justice by improving global health disparities.

❑ **PLSC 346** Politics of Inequality (5)

Prerequisite: PLSC 250

Survey of the causes and consequences of inequality, particularly economic inequality, and the political, social and economic institutions and processes supporting group subordination, racism, sexism and poverty.

❑ **REL 231** Introduction to the Study of Religion (5)

Introduction to the academic study of religion. An exploration of beliefs, practices and institutions through case studies drawn from religions around the world. Introduction to scholarly perspectives and theories of religion.

- Only one of REL 231 and HNRS 219 may be taken for credit

❑ REL 233 Women and Religion (5)

This introductory course focuses on the roles, views, and experiences of women in multiple religious traditions, both contemporary and historical. It considers efforts in the discipline of Religious Studies to promote less androcentric ways to study the past and present. Specific case studies and themes will vary; emphasis on religious traditions of non-Western societies, the globalization of religious traditions, and/or comparative study of religious traditions.

❑ REL 283 Religion and Globalization (5)

Focus on religious responses to globalization through case studies of modern religious movements. Case studies will be chosen to explore cultural interaction and religious change in a world shaped by technological revolutions and increased communication, information, and migration.

❑ REL 290 Religion, Culture and Society (5)

A thematic and interdisciplinary introduction to the field of religious studies. Course themes vary, with different themes exploring the role of religion in human societies, historically and in the contemporary world; emphasis on religious traditions of non-Western societies, the globalization of religious traditions, and/or comparative study of religious traditions. The subject of each individual course will be announced in the Timetable of Classes. Repeatable with different topics up to 10 credits, including original course. May be taken once for GUR credit

❑ REL 332 World Religions (5)

Prerequisite: Junior status; or instructor permission

Beliefs and practices of major world religions; development of religious traditions; historical and phenomenological approaches; religion in modern society

❑ REL 334 Hebrew Bible and the Religion of Ancient Israel (5)

Prerequisite: Junior or senior status; or instructor permission

A survey of representative sections of the Hebrew Bible (the Old Testament for Christians) and related literature. Biblical texts are analyzed as expressions of the ways in which groups or individuals understood themselves, their world, and God. The historical and cultural contexts in which the texts were originally written are emphasized with attention to the ways that elements of the Biblical tradition developed under changing historical circumstances.

❑ REL 338 Mystical Traditions (5)

Prerequisite: Junior or senior status or instructor permission

An interdisciplinary exploration of the nature and variety of mystical traditions around the world. Theoretical debates concerning the psychology roots and cultural conditioning of mysticism. Includes an examination of important mystics in the Christian, Islamic and East Asian traditions along with their significance for their respective societies.

❑ REL 340 Sufism: Islamic Mysticism (5)

Prerequisite: Junior or Senior status; and one course from: HUMA 273, HIST 287, or HIST 288; or instructor permission

This course explores the Islamic mystical tradition, or Sufism. For long centuries Sufism has contributed to the development of Islamic religious thought, to the global diffusion of the faith, and to the shaping of religious experiences and practices of Muslims in the Middle East, Africa and Asia. It has also enriched the creative and aesthetic aspects of Islamic civilization, most notably music and poetry. We will examine Sufi devotional practices and rituals, teachings of some spiritual masters, and the historical development and growth of Sufism and Sufi orders.

❑ REL 341 Women in Islam (5)

Prerequisite: Junior or senior status; or instructor permission

This course provides an overview of Muslim views on the status and rights of women in the family and society as they have evolved from the rise of Islam to the present, including the emergence of Islamic feminism.

❑ REL 342 Islam in Africa (5)

Prerequisite: Junior or senior status; or instructor permission

A broad comparative and historical exploration of Islam and Muslim societies in Africa, in all their diversity, and with particular emphasis on the period from ca. 1750 to the present. Major themes include the process of the spread of Islam to African societies, most importantly the interplay between Islam and African traditional religions and customs and the emergence of local African Muslim cultures. We also examine the development and dynamics of Sufism in Africa, Muslim responses to European colonial domination, questions of gender, Christian – Muslim encounters, and expressions of art, music and popular culture. In addition, we draw attention to a variety of current issues relating to Islam in contemporary Africa, including the development of reformist, revivalist and jihadi movements such as Boko Haram (Nigeria) and al-Shabaab (Somalia) and their ideologies.

❑ REL 345 Fierce Goddesses of India (5)

Prerequisite: Junior or senior status; or instructor permission

An analysis of South Asian goddess traditions, with an emphasis on the frequently misunderstood 'fierce' goddesses. Students will engage with these traditions through historical sketches, analysis of art, scriptures, and devotional poetry, and ethnographic studies of contemporary goddess worship. The course is grounded with readings and lectures on feminism and the historical biases which have undercut study and representation of goddess traditions.

❑ REL 375 Buddhism (5)

Prerequisite: Junior or senior status; or instructor permission

Beginning with a broad overview of the teachings of Buddhism and its core beliefs and practices, this course will then turn to detailed study of the doctrines and institutions of particular Buddhist traditions.

- Also taught as EAST 375

❑ REL 378 Religion and Society in India (5)

Prerequisite: Junior or senior status; or instructor permission

Examination of major Indian religious traditions, including Hinduism, Islam, Buddhism, Jainism, and Sikhism. Emphasis on ritual systems, belief and value systems, and systems of social identification; emphasis on the relation of religion to social and gender identities, communal politics, and social change, in the classical and modern periods.

❑ REL 380 Religion and Society in China (5)

Prerequisite: Junior or senior status; or instructor permission

A detailed examination of the major religious and philosophical traditions of pre-modern China: the native traditions of Confucianism, Daoism, ancestor worship and popular religion, as well as Buddhism, which came to East Asia from India. Particular attention is given to the interaction and intertwining of these traditions, and of the ways they shaped and supported the lives of individuals and communities.

- Also taught as EAST 380

❑ REL 382 Religion and Society in Japan (5)

Prerequisite: Junior or senior status; or instructor permission

A detailed examination of the major religious and philosophical traditions of Japan: the agrarian religion of Shintoism, the Confucian system of ethics, imported from China, and Buddhism, which though originally from India also came to Japan through China. Particular attention is given to the interaction and intertwining of these traditions, and of the ways they shaped and supported the lives of individuals and communities.

- Also taught as EAST 382

❑ REL 390 Topics in Religion (5)

Prerequisite: Junior or Senior status; or instructor permission

Special topics in religion. Course themes vary, with different specialized themes, exploring the role of religion in human societies, historically and in the contemporary world. Emphasis on religious traditions of non-Western societies, the globalization of religious traditions, and/or cross-cultural, comparative study of religious traditions. The subject of each individual course will be announced in the Timetable of Classes. Repeatable with different topics up to 10 credits, including original course. May be taken once for GUR credit.

❑ REL 397A Religion and Violence (5)

Prerequisite: Junior status or instructor permission

Conflict and violence persist as major challenges on both the global and local levels. Often religion arises in discussions of peace and violence. Do religious traditions promote violence? Do they strive for conflict resolution and a re-humanizing peace? This course offers students the opportunity to explore a wide range of religious traditions (e.g., Christianity, Islam, Judaism, Sikhism, Hinduism, and Japanese religion), with a specific focus on religious violence and responses to violence by religious communities (e.g., liberation theologies, non-violent resistance, and commemoration).

❑ SOC 334 Contemporary Chinese Society (5)

Prerequisite: Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271 or instructor permission

This course provides an overview of various aspects of contemporary Chinese society since the establishment of the People's Republic of China in 1949. Students will gain basic literacy in the historical, social, cultural, and political domains within contemporary China. In particular, the course will focus on on-going social changes in Reform-era China (1987–present) related to the party-state regime, civil society, population growth and urbanization, environmental issues, family, kinship, marriage, sexuality, and related topics.

❑ SOC 348 Global Health (5)

Prerequisite: Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271 or instructor permission

Introduces students to the main concepts of global health, with a particular emphasis on sociological determinants of health. Focuses on the demographic and epidemiological transitions, gender and reproductive health, human rights, and the global burden of disease. Evaluates the role of international institutions, such as the World Bank and non-governmental organizations, in the organization and delivery of health services in underdeveloped countries. Understanding the root causes of health disparities and strategies for the achievement of health equity is central to the course. Please note: this course includes an engaging group project that requires students to hold several out-of-class meetings. Please take this into consideration before you enroll.

❑ SOC 366 Colonialism, Slavery, and Links to Contemporary Racism (5)

Prerequisite: Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271 or instructor permission

A seminar course to analyze the precursors of contemporary racism using a sociological perspective of racial inequality in the United States and in western, eastern, and southern Africa. There is a specific examination of the historical record of colonialism, slavery, and interethnic rivalry with a particular emphasis on the lasting effects of slavery for people of color in many parts of Africa and the United States.

❑ **SOC 390** Globalization and Families (5)

Prerequisite: Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271 or instructor permission

An examination of the phenomenon of globalization and a review of the literature on how globalization is affecting families around the world. Included is a consideration of impacts on relationship formation, marriage, parenting, childhood and later life families.

❑ **WGSS 213** Introduction to Sexuality and Queer Studies (5)

This course introduces students to the interdisciplinary field of Sexuality Studies with a focus on the insights of the field of Queer Studies. Students will draw upon intellectual approaches to sexuality ranging from the arts and humanities to the social and natural sciences. Course addresses different permutations of the desires, identities, and practices that constitute sexuality in the US, the Arab Middle East, and Filipino diaspora.

❑ **WGSS 310** Race, Ethnicity, and Indigeneity (5)

Prerequisite: WGSS 211 or 212 or 213 with concurrency or instructor permission

Examines how race, ethnicity, and indigeneity shape and inform local and global understandings of sex, gender, and sexuality. Students will address intersectional and de-colonial feminist and gender studies and question how settler colonialism and racism impact possibilities and strategies for gender justice.

❑ **WGSS 314** Gender Across Borders (5)

Prerequisite: WGSS 211 or 212 or 213 with concurrency or 5 credits of 300 level WGSS

Examines transnational feminism and examines the strategies women develop to resist global patriarchal structures, how definitions of gender and sexuality are reproduced, negotiated, and deployed, and forms of organization and mobilization in the context of globalization and transnational flows.

BLOCK B (BCGM)

❑ **AMST 202** Introduction to American Indian Studies (4)

This course serves as an introduction to a diverse group of people with thousands of years of history utilizing primary and secondary sources. There are over 500 distinct Indigenous nations in the United States, each of them with unique culture, history, and contemporary problems. Students will gain an interdisciplinary understanding of the diversity and complexity of Indigenous experiences in what becomes the United States. In addition, students will learn a chronological overview of Native American History, including a basic timeline of federal policies such as treaties, removal, assimilation, termination, and self-determination, and understand key concepts such as sovereignty and settler colonialism. Furthermore, students will consider these issues and concepts from the perspective of Indigenous authors, scholars and activists.

❑ **AMST 203** Introduction to Latinx Studies (4)

This course provides students with a critical overview of some of the most central themes and issues that have shaped the experiences of Latinx populations in the U.S. The main areas of inquiry that this course will address include: the history of ethnic labels; migration and the formation of transnational communities and identities; the politics of language and bilingualism; race, class, and ethnicity; gender and sexuality; political and social movements; geographic space and localities; media and popular culture; and religion and faith. In order to foster an interdisciplinary and hemispheric approach to Latinx Studies, course materials will draw from the social sciences and the humanities, as well as from U.S. and Latin American scholarship and cultural traditions. This course will serve as a general introduction to the more focused areas of study developed in intermediate and upper level courses.

❑ **AMST 204** Introduction to African American Studies (4)

This course examines and explores the social, political, intellectual and cultural history of African Americans from the development of slavery to the present. In ten weeks this class will help create a learning environment that encourages appreciation of the history and culture of African Americans; teach the economic, psychological, and social situation of African American communities past and present; and explore the diversity and range of thought in the African Diaspora.

❑ **AMST 205** Introduction to Asian-American Studies (4)

The history of Asians in the United States, the development of communities and the effects of the encounter between Asian cultures and the developing American cultural context.

❑ **AMST 206** The Jewish-American Experience (4)

An overview of the Jewish experience in America, past and present Jewish American marginalization, encounters with anti-Semitism and impact on the national scene. Study of Jewish Americans as a secular community, a community of faith, and an American minority ethnic group.

❑ **AMST 242** The Lesbian, Gay, Bisexual, Transgender Experience (4)

The development of lesbian, gay, bisexual, transgender communities in the United States, with emphasis on identity formation, and the historical and sociological influences of these communities on American society and culture.

❑ **AMST 252** Introduction to Arab American Studies (4)

This course provides an overview of the Arab American experience since the early twentieth century: immigration and racism, gender and sexuality, religious affiliations, popular culture, and politics and political activism. This is an interactive course which incorporates current events into class discussions as appropriate. Students will engage with interdisciplinary materials from social media and film

to ethnography, history, sociology, and cultural and literary texts to engage questions such as: What are the major factor influencing Arab immigration to the US? Is there a difference between anti-Arab racism and Islamophobia? Can the Arab American experience be separated from the Palestinian struggle? How did 9/11 impact Arab Americans?

❑ **AMST 301** Comparative Cultural Studies (4)

Prerequisite: ANTH, HIST, or SOC introductory course or equivalent

This class takes a critical look at the social constructions of race, class, gender, and sexuality in American culture, both historically and in contemporary society, with an emphasis on subjugated / colonized peoples in the United States. We will examine ethnic/racial/indigenous and dominant group dynamics, focusing on institutional constructs such as education, the judicial and legal systems, and immigration patterns. The concepts of classism, racism, white supremacy, as well as the connections between them, will be examined in light of societal and economic stratification as well as their corresponding ideologies (colorblindness, privilege, meritocracy, etc.). We will look at the intersections of racialized identities in light of sexuality, gender, economic class, and whiteness. Finally, instead of thinking about race or racialized communities as isolated or singular, we will examine the intersecting processes, histories and institutions of colonialism, slavery, migration, and capitalism as they inform lived experiences of identity and social location, including race, ethnicity, nationhood, gender, sexuality, class, and (dis)ability.

❑ **AMST 344** Asian-American Psychology (4)

Prerequisite: AMST 205 or FAIR 215F or PSY 101

This course examines the current psychological research on Asian-American individuals and the community, with an emphasis on social psychological research. Topics will include the model minority myth, stereotypes of unassimilation, multicultural identities, perceived exemplary family values, and stigma and mental health.

- Also taught as FAIR 344P

❑ **AMST 362** Asian-American History (5)

Prerequisite: Junior standing

Contributions Asian Americans have made to the development of the United States, with emphasis on immigration, adaptation, settlement and their struggle for justice and equality.

❑ **ANTH 104** American Mosaic: The Cultures of the United States (4)

The study of the cultures of the United States from the perspectives of ethnicity, race, gender and class. Special emphasis on anthropological methods and approaches to enhance understanding of contemporary socio-cultural lifeways.

❑ **ANTH 353** Sex and Gender in Culture (5)

Prerequisite: ANTH 201 or HNRS 203

Cross-cultural study of gender stereotypes, gender and language, gender and work roles, gender and religion.

❑ **ANTH 361** American Indian Perspectives (5)

Prerequisite: ANTH 201 or HNRS 203

Ethnographic survey of the peoples and cultures.

❑ **C/AM 331** Canada: Society and Environment (4)

Prerequisite: One course from: ENVS 203, ENVS 204, HIST 277, C/AM 277, or C/AM 200; or instructor permission.

This course explores relationships between people and the environment in the territory that has come to be known as Canada; emphasis is placed upon the history of such relationships. Topics include: physical geography, Aboriginal geographies, Native-Newcomer interactions, evolving and contested political boundaries, resource use and ecological crisis, and urban development.

- Also taught as ENVS 331

❑ **C/AM 369** Settler Cities (4)

Prerequisite: One course from: ENVS 204, UEPP 261, UEPP 270, SALI 201, C/AM 331, ENVS 331, ENVS 343 or UEPP 343; or instructor permission.

Settler Cities represent settler futures, settler ideals, and settler fantasies while attempting to erase Indigenous presence and Indigenous futures. Many North American cities were built upon Indigenous villages, actively removing Indigenous peoples to create settler spaces. As this class will demonstrate, the ongoing project of settler urbanization has not been successful, highlighting the resurgence of Indigenous communities across Turtle Island and the geopolitical extents of the North American settler-state. The course provides a cross-border assessment of Settler Cities between Canada and the United States demonstrating the pervasive systems of settler colonialism and the shared project of Indigenous Futures.

- Also taught as UEPP 369

❑ **C2C 203** Compass 2 Campus: Youth Mentoring Toward Social Justice (5)

Introduction to critical and cultural issues in education through service learning in local participating school districts. Required field work experiences are integrated into academic studies that connect multi-cultural civic engagement to structure their research, reflection, and discussion. This integrated service learning approach promotes the development of new social perspectives and broadens students' world views.

❑ **COMM 225** Communication, Diversity, and Controversy (4)

This course is designed to foster the skills necessary for civil engagement and effective dialogue on controversial issues. Students will learn to appreciate, integrate, and effectively challenge diverse perspectives on a number of traditionally-divisive topics.

❑ **COMM 260** Communication, Identity and Difference (5)

This course introduces students to communication theories that explore the ways discourses produce, reinforce, and challenge our understandings of identity – as well as how these identities interact with discourses of difference. By critically engaging the politics of representation, intersectionality, materialism, and power, this course questions identity and difference from hybrid perspectives rather than taking up isolated categories (such as race, gender, sexuality, disAbility, and class) as distinct particulars. The course will particularly emphasize debates within Communication Studies that problematize contemporary discourses and practices of multiculturalism. Students will be encouraged to understand how communication works to oppress certain populations while privileging others.

❑ **ELED 310** Education, Culture, and Equity (5)

Issues of culture and social justice as they impact education, schools, and teaching. Includes a services learning component.

❑ **ENG 227** Queer Literature (5)

Analysis, interpretation and discussion of a range of texts by queer authors.

❑ **ENG 234** African-American Literature (5)

Analysis, interpretation and discussion of written, spoken and visual texts by African-American men and women from the 18th century to the present.

❑ **ENG 235** Native/Indigenous Literatures (5)

Analysis, interpretation and discussion of written, spoken and visual texts in English and translation by native and indigenous writers and storytellers of North America.

❑ **ENG 236** Asian-American Literatures (5)

Analysis, interpretation and discussion of written and visual texts in English and translation by and about Asian-Americans.

❑ **ENG 239** Latina/o Literatures (5)

Analysis, interpretation and discussion of a range of texts in English and in translation by Latina/o authors.

❑ **ENG 334** Literary and Creative Expression Across North America and Europe (5)

Prerequisite: ENG 101 or equivalent

Analysis primarily of North American and European texts with engagement in issues of multiculturalism and cultural diversity. Repeatable once as an elective with different topics. May be taken only once for GUR credit.

❑ **ENG 338** Women and Literature in North America and Europe (5)

Prerequisite: ENG 101

Study of women's texts in various cultures, including thematic and stylistic development within cultural context.

❑ **ENVS 331** Canada: Society and Environment (4)

Prerequisite: One course from: ENVS 203, ENVS 204, HIST 277, C/AM 277, or C/AM 200; or instructor permission

This course explores relationships between people and the environment in the territory that has come to be known as Canada; emphasis is placed upon the history of such relationships. Topics include: physical geography, Aboriginal geographies, Native-Newcomer interactions, evolving and contested political boundaries, resource use and ecological crisis, and urban development.

- Also taught as C/AM 331

❑ **EUS 201** Russian Civilization (5)

Survey of the history and culture of the Russian people from the earliest times to the present, with comparisons to other Western societies.

❑ **EXCE 205** Disability, Diversity, and the Mass Media (4)

Introduction to the experience and perspective of those with disabilities in the context of diversity and how that experience is understood by the general public. Students will learn about disabilities from a historical view and how the media both reflects and influences the narrative. Media throughout the past century will be used to examine critical issues.

❑ **FAIR 334L** The Holocaust (5)

Prerequisite: FAIR 203A or INTL 201 or instructor permission

Interdisciplinary examination of the origins, course, and aftermath of the Nazi Holocaust. Situates the Holocaust within the multiple genocides around the world in the twentieth century. Examines the responses of targeted groups, survivor accounts (including the impact on children of the victims and perpetrators), and issues of memorialization, politicization, representation, and sacralization of the Nazi Holocaust.

- Also taught as INTL 336

❑ **FAIR 344P** Asian-American Psychology (4)

Prerequisite: AMST 205 or FAIR 215F or PSY 101

This course examines the current psychological research on Asian-American individuals and the community, with an emphasis on social psychological research. Topics will include the model minority myth, stereotypes of unassimilation, multicultural identities, perceived exemplary family values, and stigma and mental health.

- Also taught as AMST 344

❑ HIST 141 History of the America West (5)

This course provides an introduction to the history of the place that we now know as the U.S. West. Stretching from the Great Plains to the Pacific Ocean, the West has both been characterized by its diversity and bound together by a shared regional identity and history. Beginning with the eve of European expansion in the seventeenth century, but concentrating on the nineteenth and twentieth centuries, this course will focus on the historical processes that have defined the West and its place within the United States. Debates over access to land, natural resource management, federal power, racial and ethnic diversity, and the public good are central to western history. Using films, monographs, memoirs, letters, and articles, we will explore the struggles for land, resources, identity, and power which have characterized the West and its role in the nation, as well as the relationship between the western past and the myths and stories that have secured the region's prominent place in the American imagination.

❑ HIST 158 Race and Identity in Modern America (4)

Prerequisite: First-year/freshman status

Explores the ways in which race and identity have been formulated in American history and investigates the practice of history and its relationship to other disciplines. Involves examinations of primary documents as well as discussions of methods used in historical analysis. Topical coverage spans the last century and a half of American history.

❑ HIST 232 History of the Jews before the Modern Era (5)

An analysis of Jewish History and culture from the biblical times up to Jewish Enlightenment.

❑ HIST 233 History of the Jews in the Modern Era (5)

An analysis of Jewish History and culture from the Jewish Enlightenment to the present day, with a particular focus on the Jews of Europe, Jewish emancipation, and migration.

❑ HIST 262 African American History to 1865 (5)

The history of people of African descent in American and U.S. history from the beginnings of the trans-Atlantic Slave trade through the Civil War.

❑ HIST 263 African Americans since 1865 (5)

Introduces students to the experience of African American women and men since the Civil War, with special emphasis on the Civil Rights and Black Power movements.

❑ HIST 265 LGBTQ+ History in the United States (5)

Examines the experiences of lesbians, gay men, bisexuals, and transgendered people in U.S. history from the mid-nineteenth century to the present, with emphasis on identity and community formation and civil rights and liberation movements.

❑ HIST 268 Introduction to Asian-American History (5)

Contributions Asian Americans have made to the development of the United States with emphasis on immigrations, adaptation, settlement and their struggle for justice and equality.

❑ HIST 275 The Indian in American History (5)

Events and persons critical to history of North American Indians; review of interpretations of Indian cultures and history.

❑ HIST 278 Multiculturalism in Canada (5)

Historical development and current issues of multiculturalism in Canada through the lenses of immigration, acculturation, policies, critiques, and the lives of hosts and newcomers.

❑ HIST 353 Latinas/os in the US West (5)

Examines Spanish colonization of the region that became the western United States, the Mexican social, political, and cultural order, the impact of U.S. conquest on Spanish-speaking people, the emergence of new ethnic and racial identities, and immigration from Mexico and Central America.

❑ HNRS 106 Navigating the Human Experience – Post-modernity B (4)

Prerequisite: Admission to Honors program

Analysis, interpretation, and discussion of a wide range of sources from the contemporary world, with major emphasis on a North American culture.

❑ HNRS 218 Colloquium in Women, Gender, and Sexuality Studies (5)

Prerequisite: Admission to Honors program; first-year Honors sequence recommended

An introduction to central concepts and methods in women, gender, and sexuality studies. Course may include thematic focus on: postcolonialism, the body and culture, aesthetics, science, state/nation, among other topics.

❑ HUMA 281 Representation of Otherness (5)

Examination of images of and narratives of the Other in major works of modern literature, art and film from the 19th century to the present. Themes include the roles of the unconscious, languages, gender and politics in the construction and destruction of self and others.

❑ HUMA 327 Ireland: A Cultural History (5)

Prerequisite: Junior or senior status; and one HUMA or REL course; or instructor permission

An advanced course on the cultural history of Ireland over the last 2000 years. Direct engagement with the sources of Irish history is emphasized through the analysis and interpretation

of a diverse selection of material, artistic, and written texts. Archeological studies include both Iron-Age and medieval sites; written texts include poetry and political theory, autobiography and biography, chronicle and novel. Lectures are rare; discussion of the sources frequent. Requirements include informed participation, presentations, papers, and exams.

❑ **INTL 336** The Holocaust (5)

Prerequisite: FAIR 203A or INTL 201

Interdisciplinary examination of the origins, course, and aftermath of the Nazi Holocaust. Situates the Holocaust within the multiple genocides around the world in the twentieth century. Examines the responses of targeted groups, survivor accounts (including the impact on children of the victims and perpetrators), and issues of memorialization, politicization, representation, and sacralization of the Nazi Holocaust.

- Also taught as FAIR 334L

❑ **JOUR 375** Diversity, Mass Media and Social Change (4)

Uses an intersectional framework of race/ethnicity, gender, class and other demographic groups to examine how mass media cover social change and affect their audiences.

❑ **MUS 302** Music and Social Justice (4)

This course investigates the relationships between music, culture, and social justice, especially as they exist within North American contexts. Students will gain a deeper understanding of intersections between music, culture, and social justice across various contexts and identities, such as gender, race, ability, environment, war, citizenship, and public health. We will explore these concepts through class lectures and discussions, individual and collaborative research, audiovisual analysis, and service project design.

❑ **NURS 432** Community-Based Care for Vulnerable Populations (3)

Prerequisite: NURS 412; co-requisite: NURS 433

Emphasizes population focused healthcare including the assessment of risk, predictive and protective factors that influence health and well-being of groups, communities and aggregate populations. Integrates and applies principles of social justice, health promotion, disease and injury prevention in providing services to vulnerable populations in the community-context.

❑ **PSY 119** Psychology of Gender (4)

Basic concepts, foundations for sex roles; similarities and differences between the sexes; historical customs, personality theories, cultural, subcultural and cross-cultural perspectives.

❑ **REL 234** Religion and the Environment (5)

This course introduces a variety of ways to envision the relationship between religion and the environment. Topics and case studies vary with instructor. Course emphases could include examining diverse

religious traditions on the relationship between humans and the environment; emerging responses to the environmental crisis on the part of religions and contemporary spirituality; and/or claims that religion may be at least part of the cause of our current ecological crises, as well as the responses of theologians and practitioners to such claims. Emphasis on a range of religious traditions influential in North America.

❑ **REL 330** Religion and Disability (5)

Prerequisite: Junior or senior status; or instructor permission

This discussion-based course resituates the study of religion within a Critical Disability Studies framework in order to register the prismatic, ambivalent relationships between human variation and religious traditions. By pairing recent scholarship with literature, film, and other textual materials, it foregrounds the ways that, historically speaking, religion has not only structured possibilities for people with disabilities, but also contributed to projects of imagining alternative worlds.

❑ **REL 331** Religious Communes in America (5)

Prerequisite: Junior or senior status; or instructor permission

America has been the host for an exceptional number of communes and utopias, both religious and secular. Rejecting what they see as the norms of American culture, such communities are attempts to create alternative societies through group living, collective economics, and the reorganization of interpersonal relationships. Through the lens of intentional communities, this course introduces students to a wide range of minority religions and subcultures in American society, and to the rich history of these social experiments, which often have been misunderstood because of their distinct beliefs and practices. Topics include the historic context for communal experimentation, enforcement of social norms, and relations with dominant society.

❑ **SALI 201** Introduction to the Salish Sea (4)

This place-based and interdisciplinary course introduces students to the complex ecologies and human experience of the Salish Sea region, an international body of water that is governed by the United States, Canada, and over 60 Tribes and First Nations. Students will learn content in the areas of natural and social sciences, and Indigenous ways of knowing, while learning process based skills in inquiry and critical thinking, problem-solving, and multimedia project development, and tools for advocacy and policy engagement. The course will also integrate experiential learning through local field trips and optional regional field trips, including cross-border experiences.

❑ **SOC 268** Gender and Society (5)

Introduction to major concepts, issues and research findings regarding the relationship between gender and social structures. Aspects of society examined include education, work, family, law, government and the media. Discussion includes interrelationship between gender, race, class and age. Focus on the U.S., with some cross-national material.

❑ SOC 269 Race and Ethnic Relations (5)

Introduces students to the sociology of race and ethnic relations in the United States. Surveys racial and ethnic minority groups and provides a historical context for their relative positions in the United States by considering the dynamics of the political and economic climate, racial/ethnic attitudes, interminority relations, and social policy.

❑ SOC 339 Women, Sexuality, and Society (5)

Prerequisite: Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271, WGSS 211, WGSS 212 or WGSS 213; or instructor permission.

Examines women's sexuality in contemporary U.S. culture. Focuses on the social construction of women's stigmatized sexualities and real-world consequences in various arenas. Topics include intersecting identities, sexual mores, mainstream media portrayals, pornography, sexual harassment, violence, sex work, and sexual health. Contains some explicit material.

- Also taught as WGSS 339

❑ SOC 365 Gender, Bodies, and Sports (5)

Prerequisite: Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271 or instructor permission

Applies sociological perspectives to study the relationship between gender, bodies, and sports in the U.S. society. Focuses on contemporary sociological theories of gender and bodies and their application to sport as a social institution.

❑ SOC 368 Gender and Education (5)

Prerequisite: Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271 or instructor permission

Examines the relationship between gender and education within the U.S. context and internationally. We will consider girls and boys, women and men, in various levels of schooling. The ways in which race and class interact with gender in educational attainment and achievement also will be examined.

❑ SPED 310 Education, Culture and Equity (5)

Prerequisite: Admission to Woodring College of Education or permission of instructor or department chair.

Issues of culture and social justice as they impact education, schools, and teaching. Includes a service-learning component.

❑ UEPP 369 Settler Cities (4)

Prerequisite: One course from: ENVS 204, UEPP 261, UEPP 270, SALI 201, C/AM 331, ENVS 331, ENVS 343 or UEPP 343; or instructor permission.

Settler Cities represent settler futures, settler ideals, and settler fantasies while attempting to erase Indigenous presence and Indigenous futures. Many North American cities were built upon Indigenous villages, actively removing Indigenous peoples to create

settler spaces. As this class will demonstrate, the ongoing project of settler urbanization has not been successful, highlighting the resurgence of Indigenous communities across Turtle Island and the geopolitical extents of the North American settler-state. The course provides a cross-border assessment of Settler Cities between Canada and the United States demonstrating the pervasive systems of settler colonialism and the shared project of Indigenous Futures.

- Also taught as C/AM 369

❑ WGSS 211 Introduction to Women, Gender and Sexuality Studies (5)

Introduction to the issues, questions, conceptual frameworks, and methods basic to women, gender, and sexuality studies.

❑ WGSS 212 Introduction to Feminist Theory (5)

This course is meant to introduce students to feminist thought. Through engagement with primary theoretical texts, students will become familiar with the core theorists and central arguments of feminist theory. At the end of the course, students will be knowledgeable on the various ways that the term feminism has and continues to be used in social, political, artistic, and economic contexts.

❑ WGSS 320 Topics in Women, Gender, and Sexuality Studies (3-5)

Prerequisite: WGSS 211, WGSS 212, or WGSS 213 with concurrency, or instructor permission.

Focus on special topics in women, gender, and sexuality studies. Readings and/or topic area to be determined by instructor. Repeatable up to 15 credits with different topics, including original course. May be taken only once for GUR credit.

❑ WGSS 339 Women, Sexuality, and Society (5)

Prerequisite: Any course from: SOC 221, SOC 234, SOC 251, SOC 255, SOC 260, SOC 268, SOC 269, SOC 271, WGSS 211, WGSS 212 or WGSS 213; or instructor permission.

Examines women's sexuality in contemporary U.S. culture. Focuses on the social construction of women's stigmatized sexualities and real-world consequences in various arenas. Topics include intersecting identities, sexual mores, mainstream media portrayals, pornography, sexual harassment, violence, sex work, and sexual health. Contains some explicit material.

- Also taught as SOC 339



Tom Otterness, *Feats of Strength*
South Campus

SCHEDULE PLANNING

This tool can be used, along with ClassFinder and TimeTable, to plan for upcoming quarters. Keep in mind course sequences and prerequisites when planning.

YEAR:

Fall Classes	Credits	Winter Classes	Credits	Spring Classes	Credits	Summer Classes	Credits
Total		Total		Total		Total	

Total for the year

YEAR:

Fall Classes	Credits	Winter Classes	Credits	Spring Classes	Credits	Summer Classes	Credits
Total		Total		Total		Total	

Total for the year

YEAR:

Fall Classes	Credits	Winter Classes	Credits	Spring Classes	Credits	Summer Classes	Credits
Total		Total		Total		Total	

Total for the year

GENERAL UNIVERSITY REQUIREMENTS CHECKLIST 2022-2023

NOTE ABOUT DEPARTMENTS: A maximum of four courses from any one department may be applied to the combination of Humanities, Social Sciences, and Comparative, Gender and Multicultural sections of the GURs. Academic departments are typically defined as a subject area. Exceptions: Art and Art History are considered one department, as are all foreign languages. Humanities and Religion are also one department. Honors courses are exempt from this rule.

The minimum passing grade for GUR courses is D-, except for ENG 101 which requires a C- or better.

THIS PAGE DOES NOT APPLY TO STUDENTS WHO HAVE COMPLETED A DTA/AA OR AS-T DEGREE FROM A WASHINGTON STATE COMMUNITY OR TECHNICAL COLLEGE.

GUR	CLASS	CREDITS
Communication (ACOM, BCOM, CCOM): Complete Block A and one course from either Block B or Block C	ACOM <input type="checkbox"/> _____ <input type="checkbox"/> ENG 101 or <input type="checkbox"/> AP score of 4 or 5 BCOM or <input type="checkbox"/> _____ CCOM	_____ _____
Quantitative and Symbolic Reasoning (QSR): <input type="checkbox"/> Complete 1 of 5 options	1. MATH 107 or MATH 108 or MATH 112 and one additional course from: ANTH 335, CSCI 103, CSCI 172, DSCI 207, ENVS 201, ENVS 221, FIN 216, MATH 107, MATH 108, MATH 112, MGMT 201, PHIL 102, SOC 304 2. One transfer course with MPAR and one additional course from: ANTH 335, CSCI 103, CSCI 172, DSCI 207, ENVS 201, ENVS 221, FIN 216, MATH 107, MATH 108, MATH 112, MGMT 201, PHIL 102, SOC 304 3. One course from: MATH 114, 115, 118, 124, 134, 156, 157, 160, 240, CSCI 138, 140, 141, 145 4. One transfer course with an MSAT attribute 5. One of the following sequences: MATH 371 and MATH 372 or MATH 381 and 382	_____ _____ _____ _____ _____
Natural Sciences (LSCI, SCI): Complete 3 courses from approved list. At least 2 of the courses must include a laboratory (noted with an LSCI or TLSC attribute)	LSCI <input type="checkbox"/> 1. _____ LSCI <input type="checkbox"/> 2. _____ SCI or <input type="checkbox"/> 3. _____ additional LSCI	_____ _____ _____
Humanities (HUM): <input type="checkbox"/> 12 credits minimum; <input type="checkbox"/> 3 or more approved courses from at least <input type="checkbox"/> 2 departments OR <input type="checkbox"/> Complete approved set	HUM <input type="checkbox"/> 1. _____ HUM <input type="checkbox"/> 2. _____ HUM <input type="checkbox"/> 3. _____ Sets: HIST 111, 112, 113 or HUMA 121, 122, 123	_____ _____ _____ _____
Social Sciences (SSC): <input type="checkbox"/> 12 credits minimum; <input type="checkbox"/> 3 or more approved courses from at least <input type="checkbox"/> 2 departments	SSC <input type="checkbox"/> 1. _____ SSC <input type="checkbox"/> 2. _____ SSC <input type="checkbox"/> 3. _____	_____ _____ _____
Comparative, Gender, and Multicultural Studies (ACGM, BCGM): Complete 2 courses, one from Block A and one from Block B	ACGM <input type="checkbox"/> _____ BCGM <input type="checkbox"/> _____	_____ _____



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