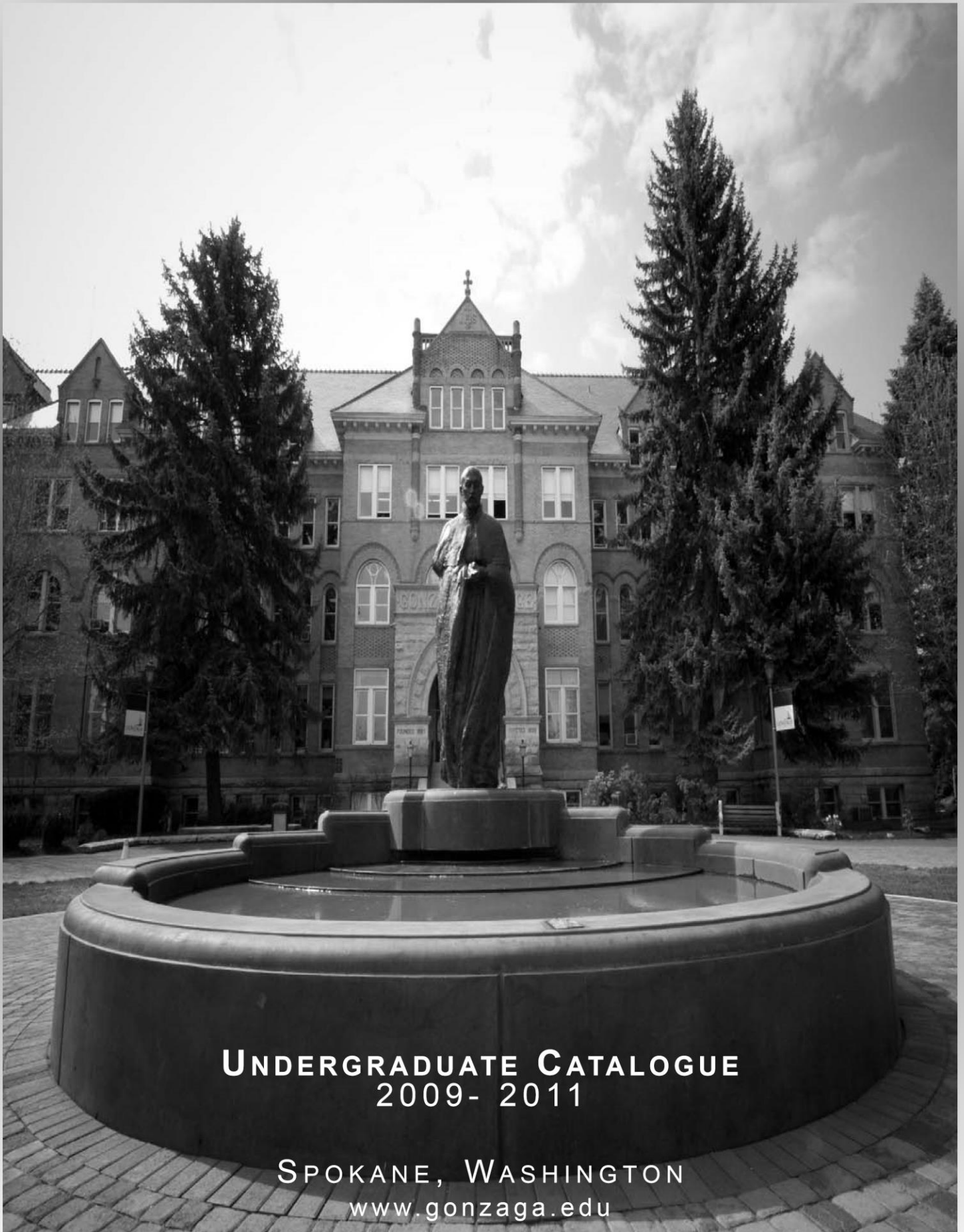


# GONZAGA UNIVERSITY



**UNDERGRADUATE CATALOGUE**  
2009- 2011

SPOKANE, WASHINGTON  
[www.gonzaga.edu](http://www.gonzaga.edu)

# GONZAGA UNIVERSITY

## Mission Statement

**G**onzaga University belongs to a long and distinguished tradition of humanistic, Catholic, and Jesuit education. We, the trustees and regents, faculty, administration, and staff of Gonzaga, are committed to preserving and developing that tradition and communicating it to our students and alumni.

As humanistic, we recognize the essential role of human creativity, intelligence, and initiative in the construction of society and culture.

As Catholic, we affirm the heritage which has developed through two thousand years of Christian living, theological reflection, and authentic interpretation.

As Jesuit, we are inspired by the vision of Christ at work in the world, transforming it by His love, and calling men and women to work with Him in loving service of the human community.

All these elements of our tradition come together within the sphere of free intellectual inquiry characteristic of a university. At Gonzaga, this inquiry is primarily focused on Western culture within which our tradition has developed.

We also believe that a knowledge of traditions and cultures different from our own draws us closer to the human family of which we are a part and makes us more aware of both the possibilities and limitations of our own heritage. Therefore, in addition to our primary emphasis on Western culture, we seek to provide for our students some opportunity to become familiar with a variety of other human cultures.

In the light of our own tradition and the variety of human societies, we seek to understand the world we live in. It is a world of great technological progress, scientific complexity, and competing ideologies. It offers great possibilities for cooperation and interdependence, but at the same time presents us with the fact of widespread poverty, hunger, injustice, and the prospect of degeneration and destruction.

We seek to provide for our students some understanding of contemporary civilization; and we invite them to reflect with us on the problems and possibilities of a scientific age, the ideological differences that separate the peoples of the world, and the rights and responsibilities that come from commitment to a free society. In this way we hope to prepare our students for an enlightened dedication to the Christian ideals of justice and peace.

Our students cannot assimilate the tradition of which Gonzaga is a part nor the variety of human cultures, nor can they understand the problems of the world, without the development and discipline of their imagination, intelligence, and moral judgment. Consequently, we are committed at Gonzaga to developing these faculties. And since what is assimilated needs to be communicated if it is to make a difference, we also seek to develop in our students the skills of effective writing and speaking.

We believe that our students, while they are developing general knowledge and skills during their years at Gonzaga, should also attain more specialized competence in at least one discipline or profession.

We hope that the integration of liberal humanistic learning and skills with a specialized competence will enable our graduates to enter creatively, intelligently, and with deep moral conviction into a variety of endeavors, and provide leadership in the arts, the professions, business, and public service.

Through its academic and student life programs, the Gonzaga community encourages its students to develop certain personal qualities: self-knowledge, self-acceptance, a restless curiosity, a desire for truth, a mature concern for others, and a thirst for justice.

Many of our students will find the basis for these qualities in a dynamic Christian faith. Gonzaga tries to provide opportunities for these students to express their faith in a deepening life of prayer, participation in liturgical worship, and fidelity to the teachings of the Gospel. Other students will proceed from a non-Christian religious background or from secular philosophic and moral principles.

We hope that all our graduates will live creative, productive, and moral lives, seeking to fulfill their own aspirations and at the same time, actively supporting the aspirations of others by a generous sharing of their gifts.



<b>I. INTRODUCTION</b>	
General Facts about the University	4
Vision Statement	7
<b>II. GENERAL INFORMATION</b>	
Admission Policies and Procedures	11
Financial Aid	14
Financial Information: Tuition, Fees, etc.	16
<b>III. STUDENT LIFE</b>	
Housing/Dining	21
University Ministry	22
Counseling and Career Assessment Center	23
Career Center	23
GAMP	24
Center for Community Action and Service Learning	24
Crosby Student Center	24
Health Center	24
Campus Security	24
Unity House	25
International Student Programs	25
Disabilities Resources, Education and Access Management	25
Athletics	25
Student Publications	25
Student Wellness Resources	26
Student Organizations	26
<b>IV. DEGREE REQUIREMENTS AND PROCEDURES</b>	
Degrees and Programs Offered	29
Degree Requirements	31
Academic Policies	32
Grading Policies	35
Academic Citizenship	37
University Honors	39
Confidentiality of Records Policy	41
<b>V. THE COLLEGE OF ARTS AND SCIENCES</b>	
General Information	45
Art	47
Biology	49
Catholic Studies	54
Chemistry and Biochemistry	55
Classical Civilizations	58
Communication Arts	60
Applied Communication Studies	61
Broadcast Studies and Electronic Media	61
Journalism	61
Public Relations	62
Theatre Arts	62
Criminal Justice	70
Economics	72
English	74
Environmental Studies	78
History	80
Information Technology	86
International Studies	87

Italian Studies	93
Mathematics	94
Modern Languages and Literature	96
Music	102
Philosophy	106
Physics	111
Political Science	113
Psychology	117
Religious Studies	122
Sociology	126
Women's and Gender Studies	129

## TABLE OF CONTENTS

VI. THE SCHOOL OF BUSINESS ADMINISTRATION	
General Information	135
Accounting	138
General Business	139
Economics 141 Finance 142 Human Resource Management 143 Management Information Systems 144	
Marketing 145 Operation and Supply Chain Management 147	
Individualized Program 148 International Business 148	
Law and Public Policy	148
VII. THE SCHOOL OF EDUCATION	
General Information 151 Special Education 152	
Sport and Physical Education	155
Teacher Education	159
Teacher Certification	159
VIII. THE SCHOOL OF ENGINEERING AND APPLIED SCIENCE	
General Information 165 Civil Engineering 167	
Computer Science 170	
Electrical Engineering 173 Computer Engineering 175 Engineering Management 178 Engineering Science 180 Mechanical Engineering 181	
Integrated B.S. Engineering and M.B.A	185
IX. THE SCHOOL OF PROFESSIONAL STUDIES	
General Information 189 Human Physiology 189	
Nursing	191
X. OTHER SCHOOLS AND PROGRAMS	
Summer Sessions 199 University Courses 199	
Hogan Entrepreneurial Leadership Program	200
Academic Cultural Excellence (ACE) 201	
The Honors Program	202
Comprehensive Leadership Program	203
Study Abroad	204
Service Learning	206
Department of Military Science	207
Graduate Programs 209 The School of Law 210	
English Language Center	212
Teaching English as a Second Language	212
XI. DIRECTORIES	

## INTRODUCTION

### What's in a Name?

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

### Quality That Earns National Recognition

U.S. News and World Report's most recent America's Best Colleges ranked Gonzaga among the top comprehensive regional universities in the West for the 21<sup>st</sup> time in the last 24 years. Barron's Best Buys in College Education, and The Princeton Review have also consistently praised the academic strength and quality of education provided at Gonzaga University.

### Spokane and the Inland Northwest

Spokane, Washington, forms the hub of the "Inland Northwest," a four-state region relying on this area's business, service, and transportation facilities. With a population exceeding 500,000 in the metropolitan area, the city of Spokane offers many opportunities for work and relaxation for Gonzaga students.

The campus is adjacent to the Spokane River, where the Washington Centennial Trail extends 39-miles between northwest Spokane and Coeur d'Alene, Idaho. Students enjoy biking, rollerblading, running, and walking along the Trail. The downtown area is just a few blocks walk from the

Administration	217
Members of the Corporation	217
The Board of Trustees	218
The Board of Regents	219
University Faculty	221
Academic Calendar	234
Catalogue	Index
Telephone Directory	235
Back cover	Campus Map

campus. The city's skywalk system, the nation's second largest, provides easy access for shopping, dining, and entertainment. A 12,000-seat civic entertainment arena is also within walking distance of campus. The University basketball team plays some of its games there.

Spokane boasts many parks, including the 100-acre Riverfront Park in the heart of the city. In addition, there are 15 area public golf courses, ice and roller skating rinks, theaters, and art galleries. A symphony orchestra, civic theatre, and professional athletic teams add to the cultural and entertainment opportunities of the region.

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

### Students: The Center of the University

Total enrollment each semester at Gonzaga is approximately 7,200 of which about 4,500 are undergraduates and 2,700 are in graduate programs, including the School of Law, Doctorate in Leadership Studies, and master's degree programs. Our student body represents nearly every state and about forty foreign countries. More than fifty percent of the student body comes from homes at least 500 hundred miles from Spokane. The result is a diverse, welcoming campus community, where cultures and friendships are shared warmly.

There are a total of 381 regular Jesuit, lay, and religious faculty, and all classes are taught by professors, not teaching assistants. The ratio of students to faculty is about 11 to 1. More than 70% of undergraduates ranked in the top quarter of their graduating class. Approximately 25% hold student leadership positions in Gonzaga student government, residence halls, clubs and organizations.

## Finance: An Important Part of Your Education

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

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

## The Campus: Your Home Away From Home

Gonzaga's campus has grown from one building which housed both students and Jesuit faculty in its early years to 105 buildings spread over 110 landscaped acres. The University site is along the north bank of the Spokane River and includes its own small lake and an attractive, well-kept campus. Some highlights of the campus include the following:

**Student Housing** provides living options for more than 2,900 undergraduate students, including men's, women's or coeducational residence halls with capacities ranging from 15 to 400. Apartment-style living units are another option, and the University owns several houses and apartment complexes in the neighborhood, which are rented to upper-division students. Residence halls are staffed by trained students who provide services ranging from personal advising to activities planning. Full-time first and second year students who are under age 21, unmarried, and not living at home, must live in on-campus residence halls. The University recently completed construction of Kennedy Apartments for upper division and graduate students and is currently building another upper-division residence hall.

**Crosby Student Center** has become an important part of campus life. The Center offers lounges for studying quietly, watching television and listening to music, meeting rooms, postal services, offices for student government and student activities, and light recreation such as video games, pool tables, and ping pong. The Center also displays memorabilia from alumnus/entertainer Bing Crosby and houses various Student Life Offices and The Career Center.

## A Century of Educational Leadership

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

The College became Gonzaga University with the opening of the School of Law in 1912. In 1916 the School of Philosophy of Letters for Jesuit Scholastics became part of

the University. In 1921 the University opened the School of Business Administration and in 1928 the School of Education. The School of Engineering and Applied Science was established in 1934 and in 1975 the School of Continuing Education was established, now named the School of Professional Studies.

Gonzaga is an independent, Roman Catholic and Jesuit university committed to ensuring our students an educational experience which encourages individual intellectual, moral, and spiritual development.

## Gonzaga University Athletic Facilities

**The Charlotte Y. Martin Centre** is home to the Rudolf Fitness Center as well as the gym where Gonzaga volleyball hosts all home matches. The gym, which is the birthplace of the Kennel, seats 2,000 fans. As a whole, the Martin Centre is 136,000 square feet and houses not only the fitness center and volleyball gym, but is also the location of athletic offices and the newly renovated Academic Lab and Diedrick & DeLong Athletic Training Facility. The athletic training facility is a wonder on its own, covering nearly 5,000 square feet and featuring two state-of-the-art rehabilitation whirlpools.

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

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

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

**Gonzaga Soccer Field** is an ongoing project, however, Phase I of the new facility was finished in fall 2008. The new facility provides not only a playing field, but a practice field for both the men's and women's teams as well as a press box and ticket booth. Phase II, III and IV will include the installation of permanent seating, a locker room for the home and visiting teams and state-of-the-art stadium lighting.



## Campus Buildings

**Foley Center:** This 20 million dollar state-of-the-art library was opened in the fall of 1992, providing sophisticated on-line computer access to libraries across the United States. In addition, students enjoy a 24-hour study lounge, abundant study carrels, an audio/visual resource room, and one of the finest rare book rooms in the country.

**Other Buildings:** New buildings as well as historic ones grace the Gonzaga campus. The Jundt Art Center and Museum was completed in 1995. The state-of-the-art Law School building opened in 2000.

## St. Aloysius Church and the Student Chapel

The spires of St. Al's Church are a landmark of the Spokane area. The chapel, located in College Hall, offer students a place for solitude and reflection as well as daily masses.

### INTRODUCTION Visit

## the Campus

Whether you are considering enrolling at Gonzaga University or just want to experience Gonzaga firsthand, you are invited to visit the campus. We have a Campus Visitation Program offering opportunities to sit in on classes, tour the campus, meet students and faculty, and spend some time in the residence halls. Our Admission Office will be pleased to schedule a visit for you.

**Accreditation: The Mark of Excellence** Gonzaga University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The School of Business is accredited by the Association to Advance Collegiate Schools of Business, a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The School of Law is accredited by Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA). The U.S. Department of Education has recognized the Council as the national agency for the accreditation of programs leading to the first professional degree in law.

The Department of Religious Studies is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs in English as a Second Language are accredited by the Commission on Accreditation of Teachers and Speakers of Other Languages (TESOL), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs in the Department of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs in Civil, Electrical, Computer, and Mechanical Engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs for the certification of elementary, secondary, and special education teachers at the bachelor's level; and special education, initial teaching (elementary and secondary levels), principal and superintendents, at the graduate level; and for the certification of post-licensure teachers and administrators (i.e., "professional certification"), are accredited both by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education and by the Washington State Board of Education through its Office of the Superintendent of Public Instruction (OSPI).

6

### INTRODUCTION

The School Counseling and Community Counseling master's programs are accredited by the Council for Accreditation of Counseling and Related Education Program (CACREP), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The Special Education, Sports Management, and Physical Education bachelor's programs, and the Special Education, Sport and Athletic Administration, Leadership and Administration and Anesthesiology Education master's programs, are accredited both by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The Anesthesiology Education master's program is accredited by the Council of Accreditation of Nurse Anesthesia Education Programs (COA), part of the American Association of Nurse Anesthetists (AANA). The council is a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

## The University Seal: The Mark of Distinction

The University adapted the present form of its' seal in 1914 from an earlier version used in the 1890's. Beneath the eagle of the former seal is a shield; the order of precedence in this shield is dexter chief, sinister base, sinister chief, and dexter base.

In hatchment dexter chief are two gray wolves leaning on a black pot and chain; it represents the House of Loyola whose son, Ignatius, was the founder of the Jesuits; the pride of that House was that they kept the wolf away from the door of the poor.

In hatchment sinister base are the arms of the House of Gonzaga; a purple cross sustaining an escutcheon with the lions of Florence and three purple bars for the many ecclesiastical dignities given to the House of Gonzaga; the

Gonzaga University subscribes to the principles and laws of the federal government and Washington State pertaining to civil rights and equal opportunity. The University does not discriminate against any person on the basis of race, religion, gender, national origin, age, marital or veteran status, sexual orientation, a physical or mental impairment that limits a major life activity, or any other non-merit factor in employment, educational programs or activities which it operates. All University policies, practices, and procedures



that family.

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

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

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

The escutcheon in the center of all is a royal blue field on which the white letter "G" stands for Gonzaga; the University's colors are Royal Blue and Immaculate White.

The scrolled A.M.D.G. stands for Ad Majorem Dei Gloriam, "For the Greater Glory of God," the motto of the Society of Jesus. Below this is the date of incorporation of Gonzaga College. The wreath of bay leaves on the right represents classic renown, and the wreath of oak on the left signifies civic pride.

are consistent with Gonzaga's Catholic, Jesuit identity and Mission Statement.

As a church-related institution, in conformity with federal and state law, Gonzaga reserves the right to take religious faith into consideration where it is deemed appropriate. Gonzaga University's Equal Employment Opportunity and Affirmative Action Plan is designed to further develop and maintain equal employment opportunity for all personnel and to insure the utilization of women and ethnic minorities at all levels and in all segments of the University, particularly where they are underutilized in relation to their availability in the work force.

## **Gonzaga University**

# **Strategic Planning Process**

### **Vision Statement**

*Approved by the Board of Trustees on December 9, 2005*

### **Our Commitment to Non-Discrimination**

*Deeply rooted in the centuries-old tradition of Jesuit education, Gonzaga University aspires to develop the whole person through contemplation, intellectual dialogue, and engagement within a vibrant Jesuit, Catholic, and humanistic learning community. We exist to develop generations of leaders whose actions reflect a faith that promotes justice, the pursuit of truth, a dedication to service, and a commitment to ethics and the common good.*

## References

The Gonzaga ethos, in practice, can be seen as one of “overlapping commitments,” where we as a community agree on values and principles, some of us for religious reasons (whether Catholic or Christian or from other religious traditions), some of us for humanistic reasons, and some from our grounding in the Jesuit spirituality. We see these three terms as informing and bounding our ethos, creating a common field. While each of us may have a different location within this field, closer to one boundary than another, depending upon our grounding inspiration, all of us are presumed to operate within the same field.

The Mission of Gonzaga University is at once Jesuit, Catholic and humanistic. Our sense is that the Mission, and thereby the community, is better served when statements about these terms are also symmetrical. For example, we require a Jesuit way of proceeding that supports and complements Catholicism, and a Catholic Church that supports Jesuit education; a humanism that is supportive of Catholicism but also a Catholicism that is supportive of humanistic values, and so forth.

The term “Jesuit” refers to a religious Order of men within the Catholic Church, who have committed their lives to the service of God in specific works. Through the profound influence of the Jesuit intellectual tradition and the vision of the Spiritual Exercises, the Constitutions, and documents of its General Congregations, Jesuits and their colleagues participate in the work of the Society of Jesus. In the context of the University, “Jesuit education” includes major themes: helping students to find their own calling from God through the creation of a discerning heart that can identify their true desires; the cultivation of a faith that promotes justice; and the formation of “persons for others”—students who graduate with a desire to give something back to their community. “Jesuit” also means helping students recognize and confront the realities of sin and suffering in the world—not only through study but through solidarity with the marginal in our society by direct hands on, face-to-face engagement. We should aspire to form committed Christians and engaged citizens allied in the building of a more humane and just society.

## VISION STATEMENT

The term “Catholic” refers to a specific Church, which expresses itself through living the Gospel of Christ, and understands itself through time in its Councils and traditions.<sup>1</sup> The Jesuits and their colleagues carry out their Mission as a vocation within this Church. The Catholic Church provides the opportunity for the cultivation of a vibrant and mature faith life, and a means of reaching out to the world with a message of hope: a belief in the love of God. The Catholic Church includes a sacramental, moral, and intellectual tradition which seeks dialogue beyond itself to reach that horizon of hope and love. A significant way in which the University serves the Church is by providing a forum in which Catholicism can enter into critical (that is, intellectually reasoned and responsible) dialogue with other voices and other fields of knowledge. It has been said many times over these last several years, that the Catholic university is a significant “place where the Church does its thinking.”<sup>2</sup>

The term “humanistic” is understood to include the quest for self-knowledge and the formation of a virtuous character.<sup>3</sup> We impart to our students a critical understanding and appreciation of our common human nature, the moral heritage of their culture and society, as well as some exposure and education in cultures and societies different from our own. We also impart to students a similarly critically informed understanding and appreciation for their own religious traditions and an exposure and education to other religious traditions prevalent in our global community. Humanistic, in its original meaning, “of the humanities,” is meant beyond academics to include the development of the whole person, helping students to integrate their lives into a harmonious whole and learning to prize and respect the flourishing of others, however different from themselves. This latter sense links “humanistic” to both “Catholic” and “Jesuit,” which have a concern for the faith that promotes not only individual, but social justice.

The integration of the three therefore requires an integration of faith, justice, ethics, service, and leadership for the common good into a vibrant learning environment.

**1** The Catholic Church has most recently articulated its relationship to Catholic universities through the apostolic constitution, *Ex Corde Ecclesiae*. In addition, the Documents of Vatican II, and the Social and other encyclicals, have shed great light on the need for, and the value and nature of, Catholic higher education.

**2** Fr. Theodore Hesburgh, former President, Notre Dame. **3** Within the Jesuit tradition, “humanism” is seen as distinct from “secular humanism” (see Preface).



# GENERAL INFORMATION



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



## Policy

Decisions on admission to any undergraduate school or college of the University are made after a careful review of an applicant's academic achievement, scholastic aptitude, and personal characteristics which may predict success in the University. High school or college grades, course content, test scores, class rank, essays, extra-curricular activities and recommendations from teachers, counselors, and principals play an important part in the whole admission procedure. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, color, creed, national or ethnic origins, marital or financial status, disability, gender, sexual orientation or any other non-merit factor.

## Prerequisites

Applicants for regular admission are expected to have graduated from an accredited high school in a college preparatory curriculum while showing evidence of ability to complete the University's requirements for graduation. The following pattern of coursework is recommended, but not required, for admission to Gonzaga University:

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

Suitable scores on the American College Test battery (the ACT) or on the Scholastic Aptitude Test of the College Board (the SAT I) are also required. All candidates for admission to the University are urged to take their tests no later than the first semester of their senior year in high school. Often, these test scores will then appear on the candidate's transcript; if they do not, the candidate must insure that such scores are forwarded to the University.

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

## How to Apply for Admission

### I. Application to Freshman Year:

- 1) Students applying to Gonzaga University may submit either the Common Application ([www.commonapp.org](http://www.commonapp.org)) or the Universal College Application ([www.universalcollegeapp.com](http://www.universalcollegeapp.com)). Applications can be accessed at either of their websites, on the Gonzaga website, or by requesting a paper copy directly from the University.
- 2) Students must complete all parts of either the Common Application or Universal College Application, including: personal and educational data, family information, the personal essay, and a list of awards and activities. Students must also request that a teacher complete the Teacher/Instructor Evaluation, and that the high school counselor complete the Secondary School Report.
- 3) Submit the Gonzaga University Common Application Supplement or the Gonzaga University Universal College Application Supplement. These documents may

be obtained on the Admissions portion of the Gonzaga University website or directly from Common App or Universal College App.

## ADMISSIONS

- 4) Submit the non-refundable application fee. The application fee may be submitted to us from the Common Application or Universal College Application websites, on the Admissions portion of the Gonzaga website, or by sending in a check or money order payable to "Gonzaga University."
- 5) Forward an official high school transcript to the Office of Admission. The application may be completed after the student has finished six semesters (or nine trimesters) of work in a college preparatory program.
- 6) Have ACT or SAT I scores forwarded to the Office of Admission if they do not already appear on the high school transcript. Gonzaga does not require the writing portion of either the ACT or the SAT I.
- 7) Home-schooled students are a significant part of Gonzaga University's applicant pool. Students may choose home schooling for a variety of reasons and may implement a variety of styles. Therefore, homeschool applications receive highly individualized attention. The Gonzaga Office of Admission requests that a home-schooled student submit all of the materials requested above. If the transcript provided is created by the family, Gonzaga requests a portfolio of high school work. The portfolio should include samples of academic work from high school courses ranging from English and history to science and mathematics. While the School Report may be submitted by parents, the academic recommendation must come from someone outside the family. Finally, when no transcript is provided, an ACT or GED can be submitted, although the portfolio is greatly preferred.

## II. Application to Transfer Standing:

- 1) Obtain Gonzaga's Transfer Application for Admission from the Office of Admission at Gonzaga or through the University website.
- 2) Complete all sections of the first part of the application, including personal and educational data, family information, personal essay, and a list of awards and activities.
- 3) Request a teacher complete Part 3 and/or write a letter of recommendation and forward it to the Office of Admission.
- 4) Request that a representative at the applicant's current institution, or last institution attended, complete Part 4 Transfer Student Clearance Report and forward it to the Office of Admission.
- 5) Arrange to have official transcripts of all high school and college work sent to the Office of Admission. Students who have earned thirty semester or forty-five quarter credits in college need not submit a high school transcript.
- 6) Submit the scores of the ACT or SAT to the Office of Admission if they do not appear on high school or college transcripts. Students who can transfer thirty semester or forty-five quarter credits to Gonzaga, or who are at least



twenty-one years of age, need not submit the test results of these examinations, except in special cases.

- 7) Submit the non-refundable application fee online or in the form of a check or money order made out to "Gonzaga University." Send this check or money order along with the application to the Office of Admission.

## ADMISSIONS

### Admission of International Students

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

- 1) A completed Common Application including the Gonzaga supplement with the required fee. An application can be obtained at [www.commonapp.org](http://www.commonapp.org) or from Gonzaga's Office of International Student Programs at (509) 313-6561.
- 2) Proof of academic preparation through the submission of official academic records demonstrating satisfactory achievement in the completion of a secondary education equivalent to that offered in the United States.
- 3) Proof of financial resources which will permit the student to afford all costs associated with undergraduate study at Gonzaga University. This is demonstrated by submitting an official Financial Declaration for International Applicants, accompanied by official bank statements or the equivalent.
- 4) Proof of English language proficiency adequate for undergraduate study at Gonzaga, which may be demonstrated by any of the following:
  - a) An official TOEFL score of at least 550 written/213 computer/80 internet-based administered and reported directly to Gonzaga University by the Educational Testing Service.
  - b) An official APIEL grade of 3 or higher administered and reported directly to Gonzaga University by the College Board.
  - c) Successful completion of the course of study offered by Gonzaga University's ESL Program with faculty recommendation.
  - d) For transfer students, proof of successful University-level English study (not ESL), courses equivalent to Gonzaga's ENGL 101 and SPCO 101 with a "B" grade or better at a college or university in the United States, or acceptable TOEFL scores.
  - e) Proof of English as the student's native language.

### When to Apply for Admission

All new students may apply for admission to either the fall or spring semesters. Gonzaga uses a 'pooling' admission system for fall applicants from high school. High school students have two fall semester application options: 1) a nonbinding Early Action program with a November 15<sup>th</sup>

deadline, or 2) a Regular Decision option with a February 1<sup>st</sup> deadline. Early Action applicants will be informed of their admission status by mid-January while Regular Decision applicants will be informed of their admission status by mid-March. Students seeking entrance into the spring semester should apply for admission by November 1<sup>st</sup>.

All applicants seeking financial aid should also complete and submit the Free Application for Federal Student Aid (FAFSA) by February 1<sup>st</sup>. This form can be accessed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

All students who wish to transfer to Gonzaga from another college or university should make their application early in the semester preceding their intended registration at Gonzaga; this is especially true for transfer students who wish to apply for financial assistance. In any case, transfer students applying for the fall semester should do so no later than June 1<sup>st</sup>, and students applying for the spring semester, no later than November 1<sup>st</sup>. Transfer student applications are considered on a 'rolling' basis.

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

### Credit Earned Elsewhere

#### Transfer of Credit

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

### College Level Examination Program

The C.L.E.P. (College Level Examination Program) was established to enable students who have acquired their education in non-traditional ways to demonstrate their academic achievement. It is especially designed for older students who by private reading and study have achieved competence beyond the high school level in certain fields of study normally taught to college freshmen. Two kinds of examinations are available: Subject Examinations and General Examinations.

- 1) Subject Examinations: The University allows credit for most of these examinations according to norms

established by the appropriate departments of the University. Detailed information is available from the Dean of Admission.

- 2) General Examinations: Gonzaga does not offer credit on the basis of these examinations, but the examination results may be used by various departments in making decisions about giving students advanced standing, thus possibly exempting them from certain freshman-level courses. Decisions are made on an individual basis by chairpersons.

### **Advanced Placement of Freshmen/ International Baccalaureate Credit**

The University welcomes requests for special placement evaluation for incoming students who have taken the Advanced Placement (AP) Examinations of the College Board or International Baccalaureate Examinations. Examination results should be forwarded to the Office of Admission. Applicants may be granted credit, advanced standing, or a waiver of requirements depending on the field of study, the scores achieved, and the general regulations of the University. A brochure on A.P. and I.B. Examination policies at Gonzaga University is available from the Office of Admission or from the University website.

### **Proficiency Examination Program**

P.E.P. (Proficiency Examination Program) is a series of examinations sponsored by the American College Testing program. Gonzaga currently gives credit for several P.E.P. examinations. These tests are designed to assess experiential learning of subject-matter proficiency attained primarily outside a typical classroom. A brochure on P.E.P. and all Credit by Examination policies at Gonzaga University is available from the Dean of Admission.

### **Honors Program**

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

The four-year Honors curriculum allows a student to choose any major or minor course of study. Although primarily geared for students in the College of Arts and Sciences, adjustments are made for those pursuing degrees in engineering, education, or business. In addition to small classes and close personal advising and counseling, a waiver of tuition fees for excess credit, a modest non-need based scholarship, flexible scheduling, special study facilities, and pride of place at graduation are provided.

Anyone may apply to the program, but only twenty-four places are open each year, approximately the top 2% of an entering first-year class. Candidates must complete a separate Honors application to be considered for admission. Acceptance is based on independent intellectual achievement, recommendations from teachers, leadership roles, skill in effective expression, outstanding standardized test scores, high school rank, personal interviews, and the essay on the Honors application form. Potential applicants

are encouraged to visit the campus and to meet with the Director. For further information, please consult the Honors Program section of this catalogue.

## **ADMISSIONS**

### **Hogan Entrepreneurial Leadership Program**

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

### **Campus Visit**

The Admission Office offers an extensive visit program for those interested in attending Gonzaga. An individualized visit may include an overnight stay, class visit, lunch, faculty meeting, admission interview, and campus tour. In addition to individualized visits, several Campus Preview Days (group oriented, open-house days) are offered throughout the year. To schedule a visit, contact the Visit Office; a notice of at least one week is appreciated.

### **Dual Enrollment**

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

### **Non-Matriculation**

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

## Aid

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

### Applying for Admission

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

### Applying for Financial Aid

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

### Financial Aid Priority Dates

Financial aid applicants must complete their FAFSA no earlier than January 1<sup>st</sup> but not later than February 1<sup>st</sup> in order to meet the University priority filing deadline. Also, applicants must be admitted to the University by February 1<sup>st</sup> in order to ensure priority consideration for available financial aid. Students applying after these priority dates will be considered for financial aid on a funds-available basis.

### Financial Aid Process

The FAFSA data is processed by the central processor, and an Expected Family Contribution (EFC) is calculated utilizing a formula mandated by the federal government. The results of this calculation are forwarded to the University, where the Financial Aid Office compares the EFC to the cost of attendance in order to determine each applicant's financial need and eligibility for specific types of financial assistance. Applicants selected for verification must provide documentation of FAFSA data (for example, income tax returns) which is compared to the original application information. Financial aid eligibility and awards may be revised following the verification process.

### The Financial Aid Package

Once financial need is established, the Financial Aid Office assembles the best possible financial aid package for each applicant. This package generally combines several types of

aid from sources inside and outside the University. Rarely does total student aid come from a single source. A typical financial aid package is developed from four sources: scholarships, grants, work-study, and long-term educational loans. The proportions of aid from each of these sources vary greatly, depending upon individual circumstances. Financial aid packages can vary from year to year, depending on changes in a student's financial need, grades, and date of filing. Students must reapply for financial aid each year by the priority date to ensure maximum eligibility. Institutional assistance covered by the Gonzaga Guarantee provides for four years of receipt provided the recipient maintains full-time, continuous, undergraduate enrollment and maintains good academic standing according to this University catalogue.

### Scholarship Aid

Gonzaga University offers scholarship assistance exceeding \$14 million on an annual basis. Eligibility for scholarships is based solely on academic merit or on a combination of merit and financial need.

**Merit-Based Scholarships:** By applying for admission to the University, all incoming freshmen are automatically considered for one of a series of merit-based institutional scholarships. Other merit-based scholarships require separate applications with varying deadlines. These include:

Alumni	Debate	Bauer
Community Scholar	Music	Engineering
Business	Honors	Ignatian Leaders
ROTC	Cataldo	Martin
Hogan	Tilford	Maxwell
Transfer Opportunity	Christopher West	

*Please contact the Financial Aid Office for further information and applications. Also, the Financial Aid Office has a scholarship library which students are encouraged to use.*

**Need-Based Scholarships:** Students who have been admitted and who have filed the FAFSA are automatically considered for Gonzaga funding which incorporates academic achievement and financial need. These funds are renewable by maintaining a specified grade point average and successful completion of specified credit hours.

### Grants

Grants are a form of financial aid for which eligibility is based upon financial need, not academic achievement. Grants are a preferred form of financial assistance since they do not have to be repaid. The FAFSA is the application for all grants.

**Federal Pell Grants:** This program provides grant assistance from the federal government to needy students. The amount of the grant is determined by the federal government, and it is prorated to reflect actual enrollment status. **Federal Academic Competitiveness Grant (AC):** Federal grant assistance awarded to first and second year students only who have completed an academically rigorous high school program. Students must be eligible for a Federal Pell Grant in order to receive an AC Grant. The

grant is \$750 annually for first year students and \$1,300 annually for second year students.

**Federal National Science and Mathematics Access to Retain Talent Grant (SMART):** Federal grant assistance awarded to third and fourth year students who are majoring in Computer Science, Engineering, Critical Foreign Languages, Life Sciences, Mathematics, Physical Sciences and Technology. Student must be eligible for a Federal Pell Grant in order to receive a SMART Grant. The grant amount is \$4,000 annually for the third and fourth year.

**Federal Supplemental Educational Opportunity Grants (SEOG):** This is another form of federal grant assistance provided to students with substantial financial need. The amount of the grant varies according to funding and need criteria.

**Federal TEACH Grant:** This is a \$4,000 annual grant/loan awarded to students who agree to teach for four years as a highly-qualified teacher in a high-need field at a low-income school after completing their degree. If the four year service requirement is not met, the funds must be repaid by the student as an unsubsidized Stafford loan.

**Washington State Need Grants:** This state-funded program provides financial assistance to undergraduate students who are residents of the State of Washington and who demonstrate substantial financial need.

**Educational Opportunity Grant (EOG):** This is a renewable, state-funded grant for place-bound community college transfer students who have achieved junior status. The grant is \$2,500 annually for up to two years. A separate application is required in addition to the FAFSA. Contact the Financial Aid Office to determine eligibility for consideration.

**University Grants:** Gonzaga awards a significant number of grants from University funds. The amount of these grants varies according to an applicant's financial need and date of application.

## Loans

Student and parent loans are available from a number of sources to assist with the financing of a college education. Loan eligibility is based upon FAFSA data, and the loans require separate promissory notes which are processed by the lender. Student loans must be repaid. While Gonzaga students have demonstrated responsible loan repayment, all students are encouraged to borrow only that amount which is necessary.

**Federal Perkins Loans:** This program, funded jointly by the federal government, the University, and monies repaid by past student borrowers, provides assistance to students with financial need. The Perkins Loan carries a fixed interest rate of 5%. Repayment begins nine months after dropping below at least half-time student status. Loan cancellation provisions exist with this loan program.

**Federal Subsidized Stafford Loans:** These student loans are made available by banks and credit unions to students with financial need. The annual interest rate is fixed at 6%. The interest which accrues while the student is enrolled at least half-time is paid by the federal government. Repayment begins six months after graduation or withdrawal from a degree program.

**Federal Unsubsidized Stafford Loans:** These loans are identical to the Subsidized Stafford, with the exception that the borrower is responsible for the interest which accrues while the student is enrolled and during any other deferment period. The annual interest rate is fixed at 6.8%. Repayment begins six months after graduation or withdrawal from a degree program. These loans are not based on financial need.

**Federal Nursing Loans:** These loans are available to undergraduate nursing students with financial need. The Federal Nursing loan carries a fixed 5% interest rate, with no accrual of interest while enrolled at least half-time. Students have a nine month grace period after their enrollment drops below less than half-time before monthly payments are required. Minimum monthly payments of at least \$40 per month and interest begin after the grace period.

**Federal Plus Loans (PLUS):** The PLUS is available to all credit-worthy parents of dependent undergraduate students. These loans are not based on financial need, although Gonzaga requires submission of the FAFSA prior to applying for the loan. The annual interest rate is fixed at 8.5 percent. Loans are made available by banks and credit unions. The maximum amount that can be borrowed is the Gonzaga "cost of attendance" minus other financial aid.

## FINANCIAL AID

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

## Student Employment

Numerous educational studies have found very significant positive effects from students working on a part-time basis while enrolled in undergraduate studies. The Gonzaga Financial Aid Office supports these findings and encourages students to pursue part-time employment opportunities.

**Federal Work-Study Program:** This financial aid program, funded by the federal government and the University, provides a variety of employment opportunities for students employed on campus. Jobs range from assisting with research to general office work to community action projects. Students work approximately 10 hours per week during the semester, and up to 30 hours per week during vacation periods. Eligibility for work-study is based on financial need. The FAFSA is the required application.

**State Work-Study Program:** This financial aid employment program is funded by the State of Washington and private employers. It allows students to work with Spokane area employers during the academic year or anywhere in the United States during the summer sessions. These opportunities provide an excellent way for students to gain experience in their fields of study while earning a good salary. The program provides jobs in accounting, the arts, business, education, engineering, computer programming

and processing, law, marketing, and other fields. Eligibility for this program is based upon financial need. The FAFSA is the required application.

**Employment:** Limited student employment opportunities are available in various administrative offices and academic areas of the University, as well as with SODHEXO Marriott Food Service. These positions are available through University departments and offices. Position openings are posted on the job location board.

**Off-Campus University Employment:** Spokane business and private individuals often require part-time help where hours in which to work are conducive to students' schedules. These positions are posted on the Job Location Board and are viewed by students as well as the public.

**Satisfactory Academic Progress** The Higher Education Amendments of 1992, and the Washington State Higher Education Coordinating Board, require that a student receiving federal and/or state assistance must demonstrate satisfactory academic progress (SAP). In general, SAP is defined as "proceeding toward successful completion of degree requirements."

Full-time students who are eligible for, and receiving, financial aid must successfully complete 12 credits with a minimum GPA of 2.00 each semester. Students who fail to achieve this criterion are placed on Financial Aid Probation and may lose all financial aid if their academic performance does not reflect satisfactory progress during the next semester. Additionally, State of Washington financial aid recipients who are enrolled full-time are required to successfully complete at least six credit hours per semester or risk immediate suspension of state aid. Please note that current financial aid awarding procedures reflect the expectation that undergraduate students enrolled on a full-time basis will complete their degree requirements in eight semesters. The policies and procedures governing SAP and its relationship to financial aid are available from the Financial Aid Office, College Hall Room 129. Students with additional questions regarding this policy are invited to inquire at the Financial Aid Office.

## INFORMATION AND FEES

### General Information

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

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

### Eight and Ten Month Installment Plans

With each of these payment options, estimated tuition, room, and board expenses for the academic year are payable in equal monthly installments. The plans require an application and fee. There is, however, no interest charged. Verified financial aid is deducted from the total amount due. The application deadline for the 10 Month Installment Plan is June 1<sup>st</sup>. Payments begin July 1<sup>st</sup> and run through the following April.

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

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

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

NOTE: All charges are payable in U.S. Funds. Student Accounts accepts cash and checks for payment on account. Electronic payment is also available which includes e-Check at no charge to the student and credit card payment through American Express, MasterCard and Discover, with a 2.75% service fee. For additional information, go to: [www.gonzaga.edu/studentaccounts](http://www.gonzaga.edu/studentaccounts) and click on the 'Billing and Payment' link.

### Third Party Sponsors

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

### Confirmation Deposit

In order to reserve a place in the student body, each firsttime entering student is required to pay a \$400.00 confirmation deposit. This will apply as a credit toward first semester tuition expenses. Confirmation deposits are non-refundable unless written notification of cancellation of enrollment is received by the Admission Office prior to its deadline dates.

### Room Reservation/Damage Deposit

Students are expected to make housing reservations with the Housing Office prior to April 15<sup>th</sup> for fall semester and prior to December 1<sup>st</sup> for spring semester. All new students must complete and sign a Residential Living Application/Agreement. Reservations for new students must be accompanied by a \$200 advance room deposit fee which is non-refundable after June 1<sup>st</sup> for fall semester and January 1<sup>st</sup> for spring semester. This room reservation deposit converts to a room damage deposit at the time of first registration. Damage deposits are left on account until the student leaves the housing system permanently. Damage deposits are refundable when a student checks out

of the residence hall or leaves the University and appropriate damage charges, if any, have been assessed. Returning students who have been refunded their damage deposit are required to resubmit a damage deposit of \$200. Room reservation deposits are non-refundable unless written notification of cancellation of room reservation is received by the Housing Office prior to the deadline dates.

**Withdrawals from the University**

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

**Miscellaneous**

The University reserves the right to change any costs without notice. It further reserves the right to withhold student information, including transcripts and diplomas, until a student's account has been paid in full. No student will be allowed to register for an ensuing semester if a balance is owed for a prior semester. A finance charge of 12% per annum pro rata (365 days) on any amount more than thirty days past due will be added to a student's account, or a rebilling fee of 1% of the amount due or \$3.00, whichever is greater, will be added to a student's account. A "No Payment/No Arrangement Fee" of 3% of the amount due will be charged to a student not meeting the established payment deadline.

**Tuition Schedule (Academic Year 2009-2010)**

(Tuition and fees will be adjusted for the period of June 1, 2010 through May 31, 2011.)

**Undergraduate:**

- Full-time (12-18 credits), per academic year, ...including General Fees.....\$29,200
- Excess Credits, per credit.....850
- Part-time (1-11 credits), per credit .....850
- Bachelor of General Studies, (1-12 credits)
  - ...Regular, per credit.....455
  - ...Accelerated, academic year, per credit.....590
  - ...Accelerated, summer, per credit .....565
- Excess BGS credits (over 12) will be at the rate of ...Part time, per credit.....850

**Study Abroad Programs:**

- Gonzaga-in-Florence (includes room & board), ...per year.....42,624

- \*semester options, see Student Accounts
- Gonzaga-in-Florence, summer program.....8,000
- Gonzaga-in-Granada, (Spain), fall semester .....13,300
- Gonzaga-in-Granada, (Spain), spring semester ...15,550
- Gonzaga-in-London, fall semester.....15,185
- Gonzaga-in-London, spring semester.....15,320

**Special Programs:**

- Dual H.S. Enrollment, part-time (6 credit limit, ...per semester) per course.....325
- English as a Second Language, per session .....2,615

**Auditors:**

- Of Record (recorded on transcript), per credit.....850
  - No Record/No Credit, per credit/maximum per course Undergraduate .....320/960
  - Alumni (limited courses), per course .....195
- Notes: 1) Tuition schedules for graduate, postgraduate, doctoral, and law programs are contained in separate catalogues. 2) Physical Education activity courses may not be taken on an "audit" basis.

**Special Fees: 2009-10 I.**

**Academic Fees:**

- Application**
- Fee:.....50
- Summer Session Administrative Fee:**.....40
- Graduation**
- Fee:.....50
- Studies Abroad Administrative Fee:**
  - per semester.....500
- Dual Enrollment Administrative Fee:**.....15
- Late Add/Drop, Withdrawal Fee, per course:** .....50
- Late Graduation**
- Fee:.....75
- Late Registration Fee:** .....50
- Replacement of ID**
- Cards:.....20
- Installment Plan Application**.....\$65-\$100
- Tuition Deposit:** (Full refund prior to 5/1).....400
- Housing Deposit:** (Full refund prior to 6/1) .....200
- Fitness Center Fee:**
  - Full-time Undergraduate, per semester.....95
  - Optional, for all other undergraduate categories, (per semester).....150
  - Optional, entire summer.....30

**FINANCIAL INFORMATION AND FEES**

- Course Challenge Fee:**
  - Undergraduate only, per credit.....50
- Transcript Fee:** per official copy.....5
- Technology Fees:**
  - Full-time Student, per semester .....125
  - Part-time Student, per semester.....65
  - Summer, per session.....35
  - ESL, per session .....60
  - Gonzaga in Florence, per semester.....125
- Mandatory Accident Insurance,** per year .....35
- Laboratory Fees:**

Art .....	55-65	...included in room charge.....	43
Art Design-Art .....	50	Campus Ministry Retreats at Bozarth Retreat Center:	
Art (200 level+ painting/drawing) .....	65	...Optional for all students, varies with retreat .....	5-22
Biology .....	90	Residence Hall Fees: per semester,	
Broadcasting .....	50	...included in room charge.....	37
Chemistry.....	90	Parking, University lots: per year.....	50
Communications Arts:		Student Mail Box Rental: per year.....	35
Advanced Print-COMM 302 .....	70		
Intercultural Communications-COMM 418 .....	18		
Movement for Performer-THEA 120.....	10		
Stagecraft-THEA 132.....	25		
Costume Construction-THEA 134 .....	20		
Photo Journalism .....	30		
Principles of Photography .....	70		
Education:			
Certification/Endorsement.....	15-70		
Teacher Education Practicum.....	225		
Special Education Practicum.....	225		
Education Field Experience, per credit .....	150		
Education Methods Lab .....	10-25		
Assessment B Special Ed (EDSE 417) .....	150		
Engineering (per major, per semester) .....	165		
Honors.....	135		
Human Physiology .....	98		
Military Science.....	85		
Modern Languages.....	50		
Nursing Program fee, per semester .....	22		
Nursing Program delivery fee .....	100		
Contemporary Issues-SPAN 340.....	50		
Hispanic Cinema fee-SPAN 415.....	50		
Music in Film & TV.....	25		
Music: Private lessons, per semester:			
half-hour per week.....	265		
one hour per week.....	530		
Applied Classes .....	165		
Choir.....	50		
Chorale.....	50		
Jazz Choir.....	60		
Guitar Ensemble .....	160		
Percussion Ensemble .....	50		
Symphony Orchestra .....	60		
Wind Ensemble.....	60		
Jazz Ensemble.....	50		
Jazz Workshop Combo.....	25		
Physics.....	110		
Psychology.....	40-75		
School of Education (varies with course) .....	5-305		
Sociology.....	20		

## INFORMATION AND FEES

### II. Student Life Fees:

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

Fall.....60

Spring .....25

Fees included in full-time tuition and non-refundable upon withdrawal from the University:

...Publications, per year.....55

...Student Body Association fee, per semester.....80

Laundry Fee, all resident students, per semester

# STUDENT LIFE





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



The Student Life Leadership team guides the work and efforts of the various departments in the division. The Leadership team consists of the Vice President for Student Life, two Dean of Students and two Assistant Deans. All team members are student affairs generalists and focus on providing care and concern for the campus community. One Dean coordinates efforts regarding student care and development. One Dean functions as the Chief Judicial Officer and coordinates off-campus relations. The Assistant Deans also have specific responsibilities. The Vice President has overall responsibility for student life functions and activities.

In partnership with students, faculty, administrators, and other members of the Gonzaga University community, the division of Student Life assists students in their pursuit of an education based on Jesuit tradition and the Gonzaga University Mission and Ethos Statements. The division strives to know students personally, encourages them to grow and to mature, and enriches their education by challenging them to be active in all areas of their own development. Recognizing growth as a continuous process, the division is sensitive and responsive to the spiritual, intellectual, social, physical, and emotional growth needs of students. The division wants students to commit to excellence, to develop their talents more fully, to be involved in the educational community, to develop mutual respect for and sensitivity to others, to commit to honesty, to communicate openly, to value and offer service to others, to increase their awareness of the oppressed and to work for a just society. The division of Student Life is committed to serving students and the Gonzaga University community through counseling, health education, service, career planning, prayer and worship, safety and security, physical development, crisis intervention, student orientation, student discipline, and co-curricular activities. The aim is to assist students in achieving the maximum benefit from their educational experience and to improve the quality of campus life.

**Student Housing Residency Requirement and Dining Policies:** The University requires full-time undergraduate first and second year students under the age of 21 to reside on campus in the residence hall system and take their meals in the dining halls. Students who have been admitted to Gonzaga University and want to live on campus, must be 17 and 3 months on the first day of classes. Students younger than this age upon the first day of classes must live off campus with parents or immediate family who are 21 or older. Any special exceptions or requests will be considered and addressed by the Director of Housing. First and second year students refers to how many years the student has been attending Gonzaga University and should not be confused with “class standing” in relation to this residence requirement. Undergraduate first and second year students who are under the age of 21 but who are married or living with immediate family in the local area may apply for an exemption from this requirement with the Office of Housing and Residence Life. All students residing on campus are contractually obligated to the University for the room and board fees as stipulated in the “terms and conditions” portion

of the Residential Living Application/Agreement. **Residential Living Application/Agreement:** All residential students must complete and sign a Residential Living Application/Agreement. This document fulfills several purposes: it serves as the room and board contract between the University and the student; it states some of the University’s housing policies; it refers you to where you can find the rest of the policies regarding on campus living and behavior; and it provides information on room and damage deposits. If a student withdraws from the University during the semester, his or her room and board charges are refunded on a prorated basis.

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

## Residence Halls

Under the leadership of the Director of Housing and Residence Life, the University operates 22 residential communities. In addition, four unfurnished off-campus apartment communities and 30 houses are part of our attempt to offer a variety to a student’s housing experience as they enter upper division status and are over 21 years of age. The combined residential system houses approximately 3,000 students. The majority of the residence halls are small, ranging in size from 15 to 420 students. This arrangement provides a close-knit and informal atmosphere designed to help students develop responsibility and accept opportunities for leadership.

Alliance, Campion, Chardin, Cushing, Lincoln, and Roncalli are smaller residences on campus. Crimont, DeSmet, Dillon, Goller, Twohy, Welch, Dooley, and Madonna are larger style ranging in size from 35 to 155 students. Catherine/Monica Hall is most popular with freshmen and houses 360 students. Apartment style living is popular among second year students and opportunities for such living arrangements can be found in 301 Boone, Sharp Apartments, Sharp House, Dussault Apartments. Currently, Kennedy Apartments, Burch Apartments and all of Corkery Apartments are reserved for upper division students who wish to remain on campus after their residency requirement expires. The upper division apartments are premium style, newer apartments, mostly offering options for single bedrooms while sharing apartment space with friends and peers.

Several Jesuit priests live on campus in residence halls with students, acting as live-in chaplains. This chaplain program helps provide opportunities for spiritual counseling, in-house worship and some level of guidance as well as an adult presence and role model.

Residence halls and dining halls are open throughout the academic year except during Christmas vacation and spring break, when limited service is provided. Opening and closing dates, including those pertinent to Christmas vacation, are published on the department’s website and various department seasonal publications, distributed during

each semester and through community meetings. If multiple dates seem to conflict or are confusing, you should rely on information directly from the Office of Housing and Residence Life when it comes to scheduling flights to and from the campus during holiday periods.

The University does not assume responsibility for the loss or damage of personal property. Every resident is strongly encouraged to secure renter's insurance and information from private insurers will be included in a summer communication to all students. Detailed information regarding residence hall regulations is published separately in the Student Handbook. This handbook is available from the Office of Housing and Residence Life or the department of Student Activities.

### Room Reservations

Students are expected to apply for housing with the Office of Housing and Residence Life at least four months before the beginning of the semester. All students must complete a Residential Living application/agreement online via computer. This application requires a \$200 room deposit which is non-refundable after May 1 for the fall semester and December 1 for the spring semester. The \$200 room reservation deposit converts to a room damage deposit at the time of occupancy. A portion of this deposit may be nonrefundable, depending upon the year. Please refer to the current Rental Application/Agreement for further details pertinent to the year. The damage portion of the deposits are refundable when a student checks out of the residence hall or leaves the University and appropriate room charges, if applicable, have been deducted.

All students are assigned rooms by the Office of Housing and Residence Life. New students may indicate room or hall preference on the Application/Agreement. Roommate preference, if applicable, should be noted in the "Roommate Request" area. In the absence of a roommate preference, students are paired with a roommate based on the responses to lifestyle questions on the Application/Agreement. Students may also select to live in our substance free and other theme style communities. The theme style communities each year will be advertised on the department website. Most require an additional special application. No guarantees can be made to first-year students regarding building, roommate, or theme style preferences. Returning residents participate in a spring sign up process during the spring semester that allows them to select a specific room for the next fall semester.

### Student Behavior

Gonzaga University expects its students to conduct themselves at all times according to moral principles of the University and Ethos statement. Students are expected to respect themselves as well as the personal and property rights of others, and must abide by all regulations as set forth in the Student Handbook. Students also have the obligation to conduct themselves in accordance with civil regulations. Any breach of policy, regulation or public morality renders a

student subject to disciplinary action up to and including suspension or dismissal.

**Disciplinary Cases:** According to the gravity of the situation, disciplinary matters may be handled through the University disciplinary system, including, but not limited to, the Residence Hall staff, the Student Judicial Board(s), the Dean of Students, Vice President for Student Life, Student Life staff, or the University Discipline Board for Students. The University may at its option, where it considers such action to be appropriate, send notice and/or copies of disciplinary action to the parents of students involved in such action. The University, in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 in conjunction with the 1998 amendments to the Higher Education Act, will only send reports to the parents of a dependent student as defined in the Internal Revenue Code, section 152, (1954). The University may also contact the parents of students involved in alcohol or drug violations. In some cases, as a condition of remaining at Gonzaga, a student may be required to notify his/her parents or legal guardians of his/her disciplinary standing with the University.

### Mutual Responsibility

The admission of a student to Gonzaga University and the student's acceptance of that admission constitute an agreement of mutual responsibility. The student's obligation is to accept the policies, rules and expectations of the University and to act in a manner consistent with these both on and off campus. The University's responsibility is to provide an environment in which its educational goals may be achieved and the best interests of the community are considered. The University also recognizes its obligation to provide students with an opportunity to be heard in matters affecting their welfare. Gonzaga University assumes a responsibility to take appropriate action when behaviors are contrary to Gonzaga's mission, Ethos Statement, policies, rules and expectations, and thus, when the agreement of mutual responsibility has been violated.

### University Ministry

#### Mission

The Office of University Ministry is responsible for the faith development of all students regardless of religious affiliation and tradition. University Ministry provides opportunities and resources for spiritual growth and fellowship through retreats, service projects, liturgies, music ministry, Christian Life Communities (CLC's), spiritual direction, residence hall programs and more. These activities offer students a more mature understanding of Gonzaga's Jesuit and Catholic identity and a deeper respect for other religious traditions.

#### Activities

**Mass and Sacraments:** As a Catholic University, we hold Masses on campus to unite us as a faith community. At least four public Liturgies are available each day in the Gonzaga community. People of all religious paths are welcome to join us in prayer and worship. In addition, we help students connect with other local area places of worship.

Not only are students invited to come to Mass, but they are also invited to take on leadership positions, such as that of Eucharistic Minister, Lector, Server, or Sacristan. University Ministry also offers students the Sacrament of Reconciliation three times each week. In addition, a student may seek out a priest at any time.

**Retreats:** University Ministry's retreat programs provide opportunities for students to practice reflection, self-disclosure, leadership, fellowship and self-examination according to our Ignatian heritage. More than a thousand students participate in University Ministry retreats each year.

University Ministry coordinates one Pilgrimage, six Freshmen Retreats, four SEARCH Retreats, four Cardoner Retreats, one Senior Retreat and three Montserrat Retreats per academic year. Each retreat is coordinated by a University Ministry staff member and most are led by student crews.

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

### Counseling and Career Assessment Center

The Counseling and Career Assessment Center services are available for all currently enrolled students who have concerns—which may be career, personal, or academic in nature—and which may impede their academic progress. The counselor will decide with the student how many sessions will be needed—not to exceed the limits of our short-term model. *Confidentiality is strictly maintained.*

**Specialized Services:** Occasionally, students have concerns that may require specialized services; our counselors can serve as consultants in the processing of referrals to appropriate community professionals. Some concerns for this specialized service include: alcohol rehabilitation, eating disorders, chronic psychological conditions or long-term therapy. *Fees incurred for services beyond the scope of the Counseling and Career Assessment Center are the responsibility of the individual student. Confidentiality is strictly maintained.*

**Career Counseling:** The college experience often has a profound impact on personal and professional goals. We provide career counseling to take a comprehensive look at how a student's particular interests, values and abilities may relate to various career and lifestyle choices. The process would likely entail completing the Strong Interest Inventory and the Myers-Briggs Type Indicator, and using the System of Interactive Guidance and Information ('SIGI')—a computer career exploration program—as tools to examine the student's life in terms of developing a career plan. *Personal agency* (being self-aware and actively developing one's own potential) is the ideal we work with students to develop as we assist in clarifying interests, values and skills, and in identifying compatible academic majors and career fields.

**Our Counselors** are all professionals, each possessing years of experience in their field and therefore qualified

to address the individual needs of the student and to do so in a short-term, "focused" type counseling. The counselor assists the student to clarify their life goals – personal, academic and professional— and also to acquire and develop methods for coping with obstacles encountered throughout life. Succeeding sessions are devoted to finding ways of achieving the goals that have been established.

**Location:** The Counseling and Career Assessment Center is located in College Hall room 303 and can be reached by calling (509) 313-4054 or by e-mail: [ccac@gonzaga.edu](mailto:ccac@gonzaga.edu). Office hours are 8:00 am to 12:00 pm and 1:00 pm to 4:30pm, Monday through Friday. Counselors are available for appointments Monday through Friday, 9:00 am to 12:00 pm and 1:10 pm to 4:00 pm.

### Alcohol and Substance Abuse Services and Counseling

Gonzaga University offers services related to alcohol and substance abuse counseling for those students who may need such services. Some services include: alcohol and drug education programs, alcohol and substance counseling, and substance free housing. Occasionally students have concerns that may require more specialized counseling services. In these instances, there are designated individuals in the student life division who can serve as a source of referral to appropriate community professionals. For more information on alcohol and substance abuse services please contact the Student Development Office at extension 4156 or from off-campus at 313-4156.

### The Career Center

The Career Center assists students and alumni with career support, opportunities and connections translating the Gonzaga experience to meaningful life's work. A wide variety of events, programs and opportunities are held throughout the year to encourage students to be actively involved with career planning. Employer representatives visit campus to interview and recruit students and campus-wide career fairs bring many employers and organizations in direct contact with students. The Internship Program provides resources for students to learn how to find and develop internship opportunities related to their career goals. Many formal and informal opportunities exist for students, including one-on-one appointments with professional staff and mentoring from student peer volunteers. ZagTrax is an on-line program which allows students, alumni and employers to connect with Gonzaga's electronic posting board for internship and employment opportunities, as well as maintain an electronic career portfolio.

**Career Preparation Workshops**—offering sessions throughout the academic year on all phases of career development: resume, cover letter, interviewing, networking, internships, recruiting, and job search

**Employment and On-Campus Recruitment Opportunities**— meet with representatives from national,

regional and local corporations, non-profit organizations, government agencies, and school districts when they visit campus to interview and recruit students for internships and careers **Internship Program**—learn how to prepare yourself, as well as how to find and develop internship opportunities related to career goals

**Career Fairs**—network with employers at the Engineering Invitational and the campus-wide career fairs in the fall, and the Partnership Career Event in the spring

**Employer and Job Search**—receive a “hands on” demonstration of how to use on-line resources to find a job or internship, get career direction, and search for employers who hire people with a specific degree

**ZagTrax**—visit [www.zagtrax.net](http://www.zagtrax.net) to connect with Gonzaga’s online posting board for internship & employment opportunities, as well as maintain an electronic career portfolio (letters of recommendation, transcripts, resumes, and other pertinent documents) which can be made available to prospective employers or graduate schools upon request

**Electronic Files**—allows students and alumni access to storage and electronic delivery of placement files for the School of Education

**Individual Student Appointments**—schedule an appointment with a career professional to discuss specific career questions

**After Hours**—drop in on Tuesdays from 4:30-5:30 p.m. to receive immediate assistance with resumes, cover letters, interviewing skills, or other career-related questions

**Career and Internship Resource Materials**—come by to conduct a “hands-on” or on-line career-related search and make use of reference materials that provide current information on career trends

**Career Center Representatives (CCR)**—receive mentoring from the student-run group who provide career support to their peers through walk-in appointments, classroom visits, career-related programs, and campus-wide outreach

**Resumania**—stop by during the lunch hour once a month to enjoy a slice of pizza while receiving assistance on resumes, cover letters, or interviewing skills

**Etiquette Dinner**—savor a four-course meal and learn the proper etiquette for dining with an employer (offered once per semester)

For a complete listing of workshops, events, on-campus recruiting opportunities, or to schedule an individual appointment, visit [www.zagtrax.net](http://www.zagtrax.net).

## GAMP

The Gonzaga University Alumni Mentor Program (GAMP) is a career development and networking resource for students and alumni. This award-winning program assists individuals in exploring alternative career fields and in developing a network of contacts by matching them with alumni mentors in their particular career field. The program has over two thousand mentors in a wide variety of career fields from different geographical locations willing to help students clarify academic and career decisions. Students acquire realistic and current information from these career

practitioners and begin developing relationships that will prepare them to make a successful transition from school to the professional world. The program is intended for all majors and students are encouraged to use the services throughout their college experience.

In addition to the individual mentoring, GAMP organizes regional career development and networking events in Spokane, Portland, Seattle, New York, San Francisco, and San Jose. The “Trek” program offers students the opportunity to participate in corporate excursions, networking socials, and to meet representatives from some of the top employers in the region. The treks help students make valuable career connections with individual alumni and corporate recruiters in some of our nation’s most important employment markets.

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

The Center for Community Action and Service-Learning (CCASL) has accumulated almost two decades of experience putting Gonzaga University’s mission into action through a wide spectrum of volunteer and service-learning programs. CCASL empowers students and faculty to take action through community involvement, education, and public service to strive for social justice. Together with the campus community, CCASL endeavors to fulfill the University’s mission of creating “women and men with others.” The CCASL offices are found in two houses that serve as a resource center to students, faculty, alumni, and community partners with the goal of providing community service opportunities. Programs include:

**The Office of Academic Service-Learning:** GU has offered service-learning courses (a service component is integrated into a course’s curriculum) for over 15 years. The program is supported by the Service-Learning Advisory Board and the Office of Service-Learning. Over 75 faculty teach service-learning courses in twelve different academic departments and the Law School. Over 1,200 students are engaged in service-learning each academic year. Each fall semester the office coordinates a Service Fest where 80 to 100 non-profit agencies come to campus to recruit student volunteers.

**Gonzaga Mentoring Programs:** The Campus Kids and Shaw Connection Projects: Campus Kids and Shaw Connection are mentoring programs for at-risk youth. The project pairs GU students with 4th, 5th and 6th grade children, or middle school children, for tutoring activities centered on the Gonzaga campus.

**GU Service Corps:** These student initiated projects include one-day events such as April’s Angels and the Way of the Heart Retreat. These include projects for the homeless, elderly, environment, and at-risk youth. CCASL also has information and resources on over 100 community agencies, as well as resources for students interested in post-graduate volunteer opportunities. Please visit [www.gonzaga.edu/CCASL](http://www.gonzaga.edu/CCASL) for additional information.

## Crosby Student Center

The Crosby Student Center opened in the spring of 1993 as a student-oriented facility designed to enhance the quality of life among members of the Gonzaga community. The Center offers meeting rooms, lounges, and areas for programs, study, and socialization. Also available are student mailboxes, the University mail service, a central information desk, café, Grab and Go snack bar, television lounge, espresso bar, vending machines, gifts/balloons, a small movie theatre, several food retail outlets, a student photo gallery, ATM, bank, courtesy phones, and Ticket Central where students can purchase discounted tickets to areawide events both on and off campus. Offices housed in the Center include University Ministry, The Career Center, Student Activities, Outdoor Recreation, in addition to the offices of the Gonzaga Student Body Association (GSBA), and the Crosbyanna Room with Bing Crosby memorabilia. Crosby is the place to go to find out what's going on, to find your friends and simply hang out and talk. It is here that students, faculty and staff gather for in-depth discussions about recent topics and it is through these discussions that students affirm their opinions on these chosen topics.

### **Health Center**

The campus Health Center provides medical treatment for illness and minor injuries, provides health education, and promotes physical and mental health. A referral service is also provided. The Health Center is open weekdays during the academic year except for holidays.

The physician, nurse practitioner, and registered nurses are available for confidential treatment and consultation with an emphasis on personal responsibility and wellness. All registered students are eligible for these services. In compliance with University policy, all students born after 1956 must submit documentation of two immunizations for red measles (Rubeola) prior to registration. Non-compliance with this requirement may result in a hold on any future registration. Exceptions must be verified by the Health Center and will be granted only for specific medical or religious objections to vaccination.

An accident/injury plan is in effect for all students. Additional insurance coverage is offered to cover the cost of services, in or out of the Health Center.

### **Campus Public Safety and Security Department**

The Campus Public Safety and Security department facilitates the safety and security of the students, staff, faculty, visitors, and property of Gonzaga University. As part of the Student Life division, the Safety and Security department supports the educational and developmental mission of the Office of the Vice President for Student Life. The department is staffed 24 hours a day, 365 days a year. Officers are professionally trained in public safety methods. On-going training, appropriate for the campus environment, is provided. Officers make regular checks of all University buildings, with emphasis on the residence halls. Officers also answer calls for service, provide escorts and jump starts, check alarms, and investigate suspicious situations.

Criminal activity and requests for police service that are outside the authority of campus officers are directed to the Spokane Police Department. The University possesses a collaborative working relationship with local law enforcement and emergency service providers.

### **Unity House Cultural Education Center**

The Unity Multicultural Education Center's primary purpose is to build a more inclusive community at Gonzaga University based on trust, honor, and respect. It is our mission to empower students to become leaders on the University campus as well as in their communities. Under the Division of Student Life, the Multicultural Education Center shares in its commitment to help students achieve their maximum potential and to improve the quality of campus life. This partnership allows for the center to expand its reach beyond academics and into all aspects of a student's life.

An important goal of the Unity House is to help create a welcoming campus climate via educational programming and presentations, activities and events. Diverse individuals add to the distinctive educational and social experience of campus and community life. The staff of the Multicultural Education Center work to assist Gonzaga University students in developing and expanding its commitment to recruit, nurture, and retain students, faculty, administrators and staff of diverse backgrounds. In order to facilitate the academic success and care of students from under-represented populations, we work to provide the necessary tools they need to succeed academically, professionally, and personally.

Resources provided through Unity House include classroom presentations, residence hall presentations, event/program planning, recruitment initiatives, workshops and trainings, mentoring and much more. The Unity Multicultural Education Center provides on-going programs throughout the year, such as Summer BRIDGE, LEADS Program, Multicultural Honor Society, a bi-monthly speaker series, academic and career building workshops, and evening study tables during mid-terms and finals. Other social activities include cultural events off-campus, BBQ's, game nights, and cultural potlucks.

### **International Student Programs**

The International Student Programs (ISP) office markets the University's programs overseas. ISP processes the application and admission of foreign undergraduate students and the evaluation of foreign secondary and tertiary transcripts, and ensures the University's compliance with federal regulations pertaining to international visitors and students. The ISP office operates a variety of programs providing services to Gonzaga students from other countries including orientation, academic advising, and intercultural activities. ISP also coordinates activities among students, faculty, administration, the local community, and various American and foreign governmental agencies involved with international students.

ISP also works in coordination with the University's English Language Center. For more information, please see the English Language Center section of the catalogue.

## Disability Resources, Education, and Access Management

Disability Resources, Education, and Access Management (DREAM) provides access services to Gonzaga University's programs, services, activities and facilities for qualified students with disabilities in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and Washington State laws. DREAM serves students with permanent or temporary disability. DREAM may arrange or provide appropriate academic adjustments, reasonable accommodations, auxiliary aids, assistive technology, advocacy, and other types of assistance for students with disabilities. Students should contact DREAM to inquire about the procedure for securing academic adjustments or accommodations. The University recommends the student contact DREAM at least four weeks prior to the semester for which they are requesting services. However, DREAM continuously evaluates student documentation and requests for accommodation throughout the school year.

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

Disability Resources, Education, and Access Management is located in Foley Library, 2<sup>nd</sup> floor, East Wing and at extension 4134. Visit the department website: [www.gonzaga.edu/disabilityresources](http://www.gonzaga.edu/disabilityresources).

## Athletics

**Intercollegiate Athletics:** Gonzaga has maintained its athletic tradition of pride and excellence for decades. A powerhouse in the West Coast Conference and the nation, the Bulldogs compete at the highest level of intercollegiate athletics. Also known affectionately as the "ZAGS," Gonzaga's 16 athletic teams wear the official colors of navy blue, red and white. Men's intercollegiate sports at GU include: baseball, basketball, cross country, crew, golf, soccer, tennis and track. Women's sports are as follows: basketball, cross country, crew, golf, soccer, tennis, track and volleyball. All of these teams continually prove their worth among WCC foes, which include Loyola Marymount, Pepperdine, Portland, Saint Mary's, San Diego, San Francisco and Santa Clara.

**Intramural and Club Sports:** Intramural sports are a vital part of the college experience at Gonzaga University. More than 2,500 students participate annually – over 62 percent of the student population – and Gonzaga is

ranked No. 10 nationally by The Princeton Review in the category "Everyone Plays Intramural Sports." The 22 sports and events offered run all nine months of the school year and range from dodge ball and softball to flag football and volleyball. Besides intramurals, students can take part in 14 different club sports through the Student Body Association. Club sports at GU include ice hockey, men's and women's rugby, skiing, snowboarding and lacrosse, amongst others.

## Student Publications

Gonzaga University is the publisher of these student produced publications: The Gonzaga Bulletin newspaper; Reflection Journal of Literary and Visual Arts, Charter Journal of Scholarship and Opinion and Spires yearbook. These publications are also available online at: <http://www.gonzaga.edu/Student-Life/Get-Involved/StudentMedia/default.htm> or to [www.gonzagabulletin.com](http://www.gonzagabulletin.com) for the newspaper. For distribution locations or other questions, please call 509-313-6875.

## Student Wellness Resource Center

The Student Wellness Resource center is available to all Gonzaga University students. The center promotes healthy lifestyle choices, encourages a holistic philosophy and balance to life and combines a pro-active positive approach to healthy living, emphasizing the whole person. The staff of the center provide wellness information and resources via workshops, activities, one-on-one interactions, programs, fairs, etc. Some of the wellness issues addressed at the center include: alcohol and drug use, sexual assault and harm prevention, healthy relationships, eating disorders, stress reduction, healthy eating, etc.

Peer Educators, known as Gonzaga Peers Listening and Understanding Students (G+) are available to talk with students about relationships, depression, or other concerns. GPLUS (G+): promotes student respect for uniqueness of self and others, focuses on reducing student risk for injury and illness, creates awareness for healthy lifestyle habits through education, challenges students to contribute to a healthy university environment and practices skills for health and well-being.

## Student Organizations

**Student Government:** The Gonzaga Student Body Association (GSBA) is Gonzaga's student government. Every undergraduate student is a member of GSBA. The purpose of GSBA is to present student concerns to the administration, provide activities both on and off campus, sponsor and financially support student clubs and organizations, supply student services, provide leadership development opportunities, and assist in creating an environment which is conducive to students' needs. GSBA is made up of three branches: the executive branch, the legislative branch, and the judicial branch. There are four elected and 14 students appointed as executive branch representatives, 24 elected legislative branch representatives, and five



students appointed as judicial branch representatives. GSBA's mission is to support the growth of the Gonzaga community through the sponsorship of clubs, activities, and forums for student participation.

**Student Clubs:** The Vice President for Student Life formally recognizes academic, social, honorary, sports, religious, awareness, and service clubs and organizations. There are over ninety chartered clubs and organizations at Gonzaga.

Currently, Gonzaga has such club sports as hockey, men and women's rugby, men and women's soccer and men's and women's lacrosse. These clubs compete with other schools in the region.

Service organizations provide an opportunity for students to serve the University and the Spokane community. The Knights, the Setons, and Circle K, all allow students to use their talents in service.

In addition, there are special-interest clubs. Among these are academic clubs, political clubs, cultural clubs, and honor societies. All of these groups sponsor and participate in activities on campus and in the community. Students are encouraged to form new clubs and organizations; however, they will not be officially registered with the University until they go through the proper procedures for emerging clubs. GSBA has a clubs office in Crosby and can assist students in creating a new club in virtually any interest area students might have.

Further information on clubs, and the process to start a new club, can be obtained by contacting GSBA or the Student Activities Office which are located on the second level of the Crosby Student Center.

**Gonzaga Outdoors:** The mission of Gonzaga Outdoors (GO) is to provide experiential educational opportunities for students to learn about themselves through the outdoors. GO tries to appeal to all types of outdoor enthusiasts by sponsoring ski trips, fall and spring rafting trips, backpacking trips, climbing classes, camping, environmental education and clean-up, bike tours and more. These trips are meant for everyone, whether expert or beginner. Gonzaga Outdoors is the resource center for students who want to recreate in the outdoors. Resources are also available to help students plan their own trips. Educational programs on outdoor safety are offered throughout the year as well as movies and speakers on a series of outdoor related activities. A full service bike shop is also available to students. The Gonzaga Outdoor Office is located in the basement level of the Crosby Student Center.

**Outdoor Equipment Rental Program:** The Gonzaga Outdoors department also manages the outdoor equipment rental program. Rental equipment includes camping supplies, kayaks, snowshoes, snowboards, and more. New to the area and don't know where to go? Our staff can assist you in planning a trip, whether it be camping, hiking, kayaking or other outdoor activities and can ensure that you have the proper equipment for your next adventure.

**Student Activities:** Operating under the belief that extracurricular activities help develop the "whole person,"

the Office of Student Activities is a wonderful starting point for your journey. The office is a central point for happenings on campus which assists with event planning, supervision of clubs, and large events on campus such as Homecoming, Spring Fling, Senior Week activities and more.

For further information contact the Student Activities Office located on the upper level of the Crosby Student Center, Room 200. The phone number is 313-6123.

A full college experience consists of a wide array of experiences for the student, from studying philosophy, to listening to challenging speakers to skiing in Canada. We are here to help you obtain as varied a college experience as you desire.

D E G R E E R E Q U I R E M E N T  
S

A N D P R O C E D U R E S



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



## Degrees and Programs Offered

### A. Degrees Offered

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

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

**The College of Arts and Sciences** confers the degrees of Bachelor of Arts (B.A.) (Honors and General), and Bachelor of Science (B.S.) (Honors and General).

**The School of Business Administration** confers the degree of Bachelor of Business Administration (B.B.A.) (Honors and General).

**The School of Education** confers three degrees: Bachelors of Education (B.Ed.) in Special Education, Bachelor of Education (B.Ed.) in Sport Management and a Bachelor of Education (B.Ed.) in Physical Education. The School also provides programs leading to initial and continuing teacher certification in elementary and secondary education in conjunction with the B.A. degree.

**The School of Engineering and Applied Science** confers the degree of Bachelor of Science (B.S.) (Honors and General) in Civil, Computer, Electrical, Engineering Management, and Mechanical Engineering.

**The School of Professional Studies** confers the degrees of Bachelor of General Studies (B.G.S.) and Bachelor of Science in Nursing (B.S.N.).

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

A listing of graduate programs in the above College and Schools can be found in the "Other Schools and Programs" section of this catalogue. Consult the graduate catalogue for complete information.

### B. Programs Offered

#### 1. Special University-Wide Programs

Gonzaga makes available special programs for selected students in all of its schools and college. Further information on the following programs can be obtained from the director of the program.

**Study Abroad Program:** An academic year, semester or summer program in Florence, Italy. Sponsored programs for the semester and/or summer are also available in the following countries: Australia, British West Indies, China, Costa Rica, El Salvador, England, France, Japan,

Mexico, Netherlands, and Spain. In addition, we have several summer faculty led programs.

**Honors Program:** A special curriculum for academically gifted undergraduates; specific requirements vary from school to school. Upon graduation, students in this program receive their degree with a special Honors designation.

**Hogan Entrepreneurial Leadership Program:** A special four year curriculum for students of exceptional ability that immerses undergraduates in the concepts and practices of creating new commercial and social enterprises. Students in this program graduate with a major in an academic field of their choosing as well as a Concentration in Entrepreneurial Leadership.

**International Students Programs:** An office which provides information on the academic programs of Gonzaga University to students and educators overseas, and provides a wide range of social, cultural, academic and other services for the international students at the University. It administers the International Cultural Center, and offers a year-round intensive English as a Second Language (ESL) program.

**Ministry Institute:** An independent institute for ministry formation in a community setting; students of the Institute take graduate course work at the University.

#### 2. Pre-Professional Programs

**Pre-Medicine, Pre-Dentistry, and Pre-Veterinary Studies:** Members of the Committee on Health Science Careers (CHSC) share a commitment to preparing students for graduate studies in the health sciences. Faculty members of the CHSC represent a broad range of departments. The committee currently includes faculty from Psychology and English, as well as Biology, Chemistry, and Physics. Not only are committee members active in pre-health science advising, but they also support the student's application by providing mock entrance interviews, reviewing personal statements, and writing letters of recommendation. Students who indicate an interest in the health sciences are encouraged to consult with committee members or an advisor with expertise in advising in that area.

Pre-health science students choose and complete a regular undergraduate major under the supervision of their academic advisor. Students cannot major in pre-medicine or any other pre-health science field at the undergraduate level. Although health science students must demonstrate strong achievement and aptitude in the natural sciences, a science major is not necessary. Admission committees consider each candidate based on their record of academic success, their score on the standardized entrance examination (MCAT or DAT), personal characteristics, which are further developed through the core curriculum, a demonstrated commitment to service, and knowledge of the chosen career field. Consequently, they also encourage applications from non-science majors who demonstrate these qualities and who have completed the science requirements. The CHSC recommends that students select a major based on individual interests and potential

alternative career plans and then pursue the curriculum that will be most useful towards these goals.

All health science students should complete certain science courses as minimum preparation for graduate study in the health sciences. These courses should be finished prior to the spring semester of the junior year, which is when the standardized entrance examinations (MCAT or DAT) should be taken. The following courses fulfill the minimal requirements established by most health science programs:

- 1) 1 semester of General Chemistry  
(CHEM 101/101L or 105/105L)
- 2) 3 semesters of Biology  
(BIOL 101/101L, 201/201L & 202/202L)
- 3) 2 semesters of Organic Chemistry  
(CHEM 230/230L & 331/331L)
- 4) 1 semester of Bioanalytical Chemistry or  
Quantitative Analysis (CHEM 240/240L or 310/310L)
- 5) 2 semesters of Physics  
(PHYS 101/101L & 102/102L) or (PHYS 103/103L &  
204/204L)

Many programs also require or strongly recommend one semester of Biochemistry (BIOL 440 or CHEM 440).

Collectively, these courses provide the student with a strong foundation for graduate study in the health sciences. A few programs have additional requirements. The CHSC therefore directs students to appropriate resources to learn about the requirements of specific professional programs. Furthermore, the CHSC can advise students on the most appropriate courses to meet or exceed those requirements. As a complement to science courses, the Arts and Sciences Core Curriculum provides students with a broad liberal arts education that will help them develop the philosophical and humanitarian perspective necessary to handle complex social and ethical issues. Moreover, the CHSC encourages students to seek out volunteer opportunities and exposure to health care providers and work environments. Students who demonstrate a humanitarian concern for others through regular volunteer work in the community have higher acceptance rates than students who show no such interest or concern. Additionally, health science students must learn about their chosen career through direct interaction with health care providers. In fact, some professional programs require entering students to exceed a minimum level of exposure to their chosen field. Lastly, Gonzaga's science programs have excellent opportunities to participate in fascinating faculty research throughout the academic year and during the summer. Health science students are encouraged to participate in mentored research to demonstrate their resourcefulness and aptitude. For further information on the CHSC, or preparation for health science careers, contact the Biology department.

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

The best preparation for law school is a solid liberal education with particular emphasis on those majors and

courses that develop the ability to read critically, to analyze difficult written material carefully, to think logically, and to write clear, coherent, and effective English prose. More pre-law students major in Political Science than any other field, but Gonzaga graduates have done well in law school recently with majors in all rigorous academic programs. The pre-law program is administered by the department of Political Science. Students are provided with special academic advisors, and special preparation for the LSAT examination is provided. Internships with private law firms and with the Office of the State Attorney General are available to qualified students. The pre-law advisor can suggest an individually tailored minor in legal studies, upon request, or specific pre-law courses.

**Pre-Nursing:** Gonzaga offers a program for students who are just beginning their college education and wish to become registered nurses. During the first two years of the program, students complete the Gonzaga University core and prerequisites to the Nursing program. Prerequisite courses include: Anatomy and Physiology with a laboratory, Chemistry with a laboratory, English Composition, Mathematics, Microbiology with a laboratory, Nutrition, Psychology, Social Sciences, Sociology, Speech Communication, and Statistics. During the sophomore year, students make a formal application to enter the nursing major. If admitted to the major, Gonzaga students begin advanced nursing courses

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

**Miscellaneous Programs:** Students who wish to pursue degrees in medical records, physical therapy, optometry, pharmacy, agriculture, architecture, forestry, or mining are encouraged to complete the core curriculum at Gonzaga as well as those courses which will form a good basis for further study in the field of their choice.

**Veterans:** Gonzaga University's academic programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC. Eligible veterans needing to apply for their benefits, approved veterans needing certification of enrollment, or students with questions about possible veteran benefits should contact the University's Veteran Advisor in Room

229 in College Hall, by phone at (509) 313-6596, or by e-mail at grabowski@gonzaga.edu.

## Degree Requirements

### A. University Wide

#### 1) University Wide Undergraduate Degree Requirements

- a) Completion of a minimum of 128 semester credits.
- b) Completion of the core requirements of the University and of the individual school or college.
- c) Undergraduate courses or post baccalaureate coursework may not be counted toward a graduate level degree. Graduate and doctoral level courses may not be counted toward an undergraduate or post baccalaureate degree.
- d) A minimum cumulative grade point average of 2.00 is required in all courses taken at Gonzaga.
- e) Completion of major requirements with a minimum cumulative grade point average of 2.00 in upper division major courses. The majority of the upper-division major credits must be Gonzaga credits.
- f) Courses grades with a "P" (pass) grade mode can only be used as elective credits. Credit earned with a "P" may not be used to satisfy core, major, minor or concentration requirements.
- g) Senior Residency Requirement: the last thirty semester credits immediately preceding graduation must be earned in Gonzaga University course work.
- h) Formal application for graduation: students must file an application and pay the graduation application fee according to the instructions and dates published by the University Registrar; diplomas will be dated as of May, June, August, or December, with one public commencement ceremony held in May.
- i) Fractional credit is never rounded on a cumulative GPA and major GPA nor on the total minimum credits required for a Gonzaga degree of 128 semester credits.
- j) **Course attendance is not allowed without official registration and financial confirmation.**

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

#### 2) University Core Curriculum

At Gonzaga, all undergraduate students follow a common program designed to complete their education in those areas which the University considers essential for a liberal and humanistic education as well as a more specialized program of the student's own choosing. The University Core Curriculum consists of thirty-one semester credits. Individual schools and college also have core curricula of their own which complement the University's Core. The University Core Requirements are grouped into five basic areas:

- a) Thought and Expression (7 credits): This is a set of three courses designed to be taken as a block in one of the semesters of an undergraduate's first year: ENGL 101

English Composition; PHIL 101 Critical Thinking; and SPCO 101 Introduction to Speech Communication.

- b) Philosophy (9 credits): Three courses in Philosophy beyond PHIL 101 taken in sequence: PHIL 201 Philosophy of Human Nature; PHIL 301 Ethics; and one 400 level philosophy elective.
- c) Religious Studies (9 credits): Three courses in religious studies taken in sequence: one in scriptural studies (100 level); one in Christian doctrine (200 level); and one in applied theology (300 level).
- d) Mathematics (3 credits): One course in mathematics (MATH) on the 100 level or above. (NURS 320 substitutes for MATH for BSN students.) Course work in computer science (CPSC), or courses without the MATH prefix, do not fulfill this requirement. MATH 203 fulfills this requirement only for students who graduate with certification in elementary education.
- e) English Literature (3 credits): One course in English literature (ENGL 102, 103H, 105, or 106).

#### 3) Catalogue Options

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

### B. Major Area

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

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

### C. Minor Area: Minor Courses of Study

An optional minor study program is offered by most of the departments within the University. Specific requirements can be found under the department headings in this catalogue. The minor is listed on the final transcript if the student completes the necessary requirements and requests the Registrar's Office to do so in writing on the Application for Bachelor's Degree form.

### D. Second Majors, Minors, and Degrees

Under a Gonzaga baccalaureate degree, a

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

### **Second Major:**

- 1) The student must fulfill all departmental requirements for the second major and all the core requirements of the school wherein the major is offered.
- 2) The student must formally apply for the second major on the Application for the Bachelor's Degree form.
- 3) At least during the third and fourth years, the student should utilize the advice of a faculty member in the department of the second major.

### **Second Minor:**

- 1) The student must fulfill the requirements of the department. If the minor is in a school other than the major, the second school core requirements need not be fulfilled.
- 2) The student must formally apply for a minor on the Application for the Bachelor's Degree form.
- 3) The diploma does not indicate a minor, but it is listed on the transcript.

### **Second Degree (Undergraduate):**

- 1) The student must fulfill thirty Gonzaga credits beyond the 128 completed for the first degree.
- 2) The student must fulfill all University core requirements, individual school core requirements and departmental requirements for the second degree; requirements fulfilled in the major, however, for the first degree are not repeated.
- 3) The student must formally apply for the second degree prior to graduation.
- 4) A second diploma is awarded only when the second degree is distinctly different from the first.

### **Second Degree (Post Baccalaureate):**

- 1) The student must be admitted to the University by the Office of Undergraduate Admission.
- 2) The student would enter under the academic curriculum of the current catalogue and be subject to the current academic policies. This would require the student to take all courses that are new requirements for the school/college since his/her original degree.
- 3) The minimum GPA requirement to receive the degree is a 2.00.
- 4) Students must complete a minimum of thirty credits at Gonzaga University. Any course work considered transferable toward the second degree would require a student to adhere to the course substitution petition process.

- 5) Courses used to complete another degree either through Gonzaga University or another institution can not be used toward the second degree.

### **E. Activity Courses**

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

The following courses, which may be repeated, are designated as activity courses: Journalism (JOUR): 220 & 230; Music (MUSC): 131A-V, 141-154, 331A; Theatre Arts (THEA): 120, 124-125, 224-225, 230, 260-262, 320 – 323, 360-362; Physical Education (EDPE): 101-186.

Exceptions to these limitations:

- 1) Physical Education Majors (B. Ed.) are, with the permission of the chairperson of the Physical Education department, allowed a total of four (4) EDPE Activity Courses beyond the eight (8) credit limit for all activity courses (**twelve (12) credit maximum**).
- 2) Majors and minors in Music or Music Education may exceed the eight (8) credit limit.
- 3) Majors in Theatre Arts are allowed a total of four (4) performance credits beyond the eight-credit limit (**twelve (12) credit maximum**).

### **F. Multiple Usage of Courses for Meeting Degree Requirements**

Basically, one course can satisfy only one degree requirement. The 128 credit minimum for degree completion (and the additional 30 credits required for a second degree) are not reduced by a double count. Exceptions for multiple usage of courses include:

- 1) A LOWER DIVISION course can automatically be used to fulfill any number of lower division MAJOR, MINOR, AND CONCENTRATION requirements while also fulfilling a core requirement. A **double count of courses within the core itself is not allowed** with the exception of the social justice requirement within the College of Arts and Sciences.
- 2) An UPPER DIVISION course can be used to fulfill a requirement for more than one major and/or minor. Any upper division course cross-listed with Women's Studies (WOMS) or Catholic Studies (CATH) may fulfill core requirements as well. No permission is necessary.
- 3) An UPPER DIVISION course used to meet a University or school core requirement cannot be used to satisfy any major or minor requirement, except for students specifically majoring and/or minoring in the Departments of Religious Studies and Philosophy.
- 4) When multiple usage of a course occurs in meeting degree requirements, the course credit is counted only once. However, the grade is used in determining the major upper division grade point average.

### **G. Pass/Fail Grade Course Limit**

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



## Academic Policies

### A. Disclaimer for Academic Policy and Program Changes

The provisions of this catalogue are not to be regarded as a contract between the student and Gonzaga University. The University reserves the right to make changes in courses, programs, faculty, calendar, tuition and fees, grading procedures, graduation requirements, admission criteria, and any other information contained in this catalogue at any time without notification. Changes become effective when the University so determines, and apply to prospective students as well as students currently enrolled. The University will make an effort to notify students of changes through publications and notices.

### B. Disclaimer for Course Availability

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

### C. Academic Advising

Gonzaga University offers a wide variety of courses and programs. So that students may make informed decisions, the University places great emphasis on academic advising. All students are assigned to faculty advisors who can provide information about programs and requirements. These advisors are provided with information on the academic background of the advisees. Although advisors assist in drawing up class schedules and checking for requirements and prerequisites, students have personal responsibility for fulfilling the academic requirements as set forth in this catalogue.

All students must have their schedule of classes approved by their advisors each semester. At mid-term of each semester advisors will meet with their advisees to distribute mid-term grade reports, to review academic progress, and to distribute registration information.

Advisors are available for consultation during their designated office hours and at other times by arrangement. The University expects that students will take advantage of the assistance which advisors can provide in course planning, interpretation of University policies and requirements, clarification of academic and career goals, understanding and using established processes for exemptions to University policies, and making use of the opportunities provided at Gonzaga for a satisfying and profitable academic experience.

Although advisors cannot change University policy or departmental requirements, they can assist students in submitting petitions to the appropriate office(s). Students

should take special care that all approved petitions are placed in their permanent file in the Registrar's Office. They should also make sure that both they and their advisors keep copies of such material.

Close and long-term relationships with advisors can obviously be very helpful in the larger educational process of college life. Advisors will sometimes take the initiative in contacting their advisees. Students are expected to visit their advisors at regular intervals.

Students are free to request a change of advisor. Forms are available in the Dean's Offices.

### D. Academic Services

The Office of Academic Services provides support to the students, staff, faculty, and parents of Gonzaga University through a variety of programs and initiatives including, the Early Warning System, academic advising, academic standing and probation, academic summer programs for incoming freshmen, freshman registration, work with the Center for Teaching and Advising, and individual coaching for students and faculty on academic issues. These programs form the foundation of the University's efforts in student retention and persistence to graduation. To learn more about the programs and initiatives this office provides, please visit the website, [www.gonzaga.edu/academicservices](http://www.gonzaga.edu/academicservices) or call 800.965.9223.

### E. Course Numbering System

#### Lower Division Courses:

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

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

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

#### Upper Division Courses:

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

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

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

600-699 - Graduate courses for graduate students only

700-799 - Graduate courses for doctoral students only **F.**

### Classification of Students

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

#### Cumulative Credits Earned Classification

0 - 25	First Year
26 - 59	Second Year
60 - 95	Third Year
96 - More	Fourth Year

A post baccalaureate student has a bachelor's degree and is not admitted to a graduate program. He or she may be pursuing a second bachelor's degree or attending for personal enrichment.

**G. Transfer and Evaluation of Credits** Gonzaga University welcomes the transfer student, and realizes that the unique contributions offered by students with diverse backgrounds enhance the vitality of the Gonzaga community. Applicants from other colleges and universities should note the following conditions:

- 1) Transfer credits must have been completed at a regionally accredited college or university.
- 2) Transfer credits are evaluated on a course-by-course basis and are not rounded up.
- 3) Each transfer course must have a grade of 2.00 or higher on a 4.00 scale.
- 4) Transfer course grades are not calculated into the Gonzaga University GPA.
- 5) "Pass" grades, "Satisfactory" grades, (or the equivalent) will be accepted in transfer as **general elective credit only**, and will not fulfill any core, major, minor, or concentration requirements.
- 6) In order to fulfill a specific requirement at Gonzaga, the transferred course must be similar in content and depth to a course taught at Gonzaga. Transfer credits submitted in fulfillment of a specific major requirement must have the approval of the department Chairperson and Dean of the school.
- 7) Two-year college students (junior or community colleges) are allowed to transfer a maximum of 64 semester (or 96 quarter) credits in academic subjects. Only 64 of these semester credits can be applied toward a Gonzaga baccalaureate degree.
- 8) Transfer students coming to Gonzaga with sixty or more acceptable semester credits from a community college are not permitted to enroll in any two-year institution for further transferable credit.
- 9) The transfer of any extension or correspondence course credit is limited to six semester credits and requires the written approval of the Academic Vice President's Office.
- 10) Some credit may be granted on the basis of A.P., C.L.E.P., I.B., and P.E.P. examinations. A brochure providing details is issued annually by the Admission Office and at [www.gonzaga.edu/Admissions](http://www.gonzaga.edu/Admissions).
- 11) Educational experience in the Armed Forces is accepted for some transfer credit. Consideration is given to the service school training especially in a Defense Language Institute or in U.S.A.F.I. courses.
- 12) All transfer students must complete at least 30 semester credits at Gonzaga immediately preceding their graduation from the University. In the School of Business Administration, transfer students must earn at least 50% of their business administration core and major courses at Gonzaga University.
- 13) Students transferring in with 45 or more semester credits are permitted to waive either the Philosophy

elective (400 level) or applied Religious Studies course (300 level).

- 14) Students may not register in courses through any other institution while on a Leave of Absence status through Gonzaga (with the exception of non-sponsored study abroad programs.)

## H. Transfer of Credits

### **Associate of Arts Degree (AA-DTA)**

Students who have completed an Associate of Arts degree from a Washington State community college or from North Idaho College will normally be granted third year standing and will have satisfied many of Gonzaga's core requirements. Students will be responsible for:

- 1) A university-level mathematics course beyond intermediate algebra.
- 2) One course in logic.
- 3) Five courses in philosophy and religion. (see I. 13 above).
- 4) A public/interpersonal/small group speaking course.

NOTE: Former Gonzaga students who re-enter the University from two-year colleges to complete their degree **may not use the Associate of Arts degree core course waiver privileges**. All readmitted transfer students must fulfill all of the University's core requirements. Transfer credits, however, will be evaluated and accepted on a course by course basis. Similarly, Gonzaga will not recognize an AA degree that is obtained using Gonzaga coursework transferred to fulfill AA requirements.

The associate degree must include at least 90 quarter (60 semester) credits of which 75 quarter (50 semester) credits must be directly transferable to Gonzaga. The maximum transferable credit from any community college is 96 quarter credits or 64 semester credits.

### **Associate of Science Degree (AS-T)**

Students who have completed an Associate of Science degree from a Washington State community college or from North Idaho College will be granted junior standing and evaluation of coursework will be on a course by-course basis.

### **Permission for Transfer of Credits by Current Gonzaga Students**

If a student on a Leave of Absence (LOA) takes courses at another institution, their LOA will be cancelled and they must reapply as a former student through Admissions. Transfer of credit must be approved by the Office of Undergraduate Admission and the Dean of the College or School. Students who desire to register simultaneously at Gonzaga and another college or university must obtain prior written permission from their Dean.

Transfer of credit for courses taken in the summer at another college or university by Gonzaga students must be authorized PRIOR to taking the course, in writing, by appropriate University officials as specified on the Permission to Transfer Credits/Waiver of Senior Year in Residency form. Transfer credits are not rounded up. Students may view the *Transfer Guide* on the Admissions web site as a guideline for courses previously approved from

other universities; individual approval is still required. As soon as credit is complete from another institution, students must request official transcripts be forwarded to the Registrar's Office, Gonzaga University, Spokane, WA, 99258.

## I. Registration Procedures

For each semester detailed registration procedures are published on the Registrar Office Web pages at: <http://www.gonzaga.edu/Campus-Resources/Offices-andServices-A-Z/Registrar/>.

If an individual attends a course section that he or she is not registered or financially confirmed for, no credit or grade will be recorded. *Sitting in a course without registration is not permitted.*

Late registration is permitted only during the published time for change of registration (add/drop).

Students who do not have the necessary prerequisites for a course will not be able to register for that course. For more information, please contact the Registrar's Office.

## J. Change in Course Registration

Any change in a student's course schedule after registration requires approval from the academic advisor. Courses may be changed only during the period listed under *Important Dates and Deadlines* on the web pages of the Registrar's Office.

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

## K. Course Overload

Students in good academic standing may petition their school's Dean to take more than the maximum of eighteen credits. There is an additional tuition charge for these extra credits. Students in the Honors Program or the Hogan Entrepreneurial Leadership Program, however, with the approval of the respective Program Director, may take extra credits without charge.

## L. Auditing a Course

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

1) Registration is available through Registration Period III which is the late registration/drop-add period. The auditor registers for a lecture method course under the Audit grading option and pays tuition based on this option

and course credits. A designation of "AU" is recorded on the auditor's academic transcript if the auditor satisfactorily attended the course. An "AU" on a student's transcript reflects no academic credits earned and indicates that the person has received exposure to the course content for an academic semester/term. The "AU" designation does not apply toward meeting degree requirements.

- 2) A professor may assign a "V" grade for unofficial withdrawal when attendance is unsatisfactory.
- 3) Professors may assign the "AU" designation in ENGL098, 099, and Math 099 when a student who has not registered as an auditor is unable to attain the objectives of those courses within one semester in spite of diligent work and attendance; these courses must be repeated until a passing letter grade is granted.
- 4) Under this option, audited course credits are not counted toward meeting full-time credit requirements for financial aid, student loans, VA benefits, etc., although standard tuition is paid for the credits. Auditors should be very cautious about registering using the Audit grading option.

## M. Course Challenge Program

Students who have completed twelve credits at Gonzaga and are currently enrolled in a matriculated degree program may take advantage of the course challenge system. This enables them to obtain academic credit for certain courses by demonstrating proficiency in the required subject matter. This option is available to students enrolled in a minimum of 12 credits excluding the course challenge credits and a maximum of 18 credits including the course challenge credits. Detailed information and regulations regarding this program can be obtained from the Registrar's Office. There is a fee charged per credit challenged.

## N. Withdrawal from the University

Students who register but decide not to attend the University should obtain a Complete Withdrawal form from the Office of Academic Services (OAS). The withdrawal process requires approvals and an interview with a professional in OAS. OAS will assist students in acquiring approvals from the following offices as necessary: Registrar's Office, Financial Aid, Student Accounts, and the Office of Housing and Residence Life.

Tuition adjustments are calculated in Student Accounts. Final adjustments are based on the effective dates of complete withdrawals.\* Refunds for room and board will be prorated throughout the semester. Financial aid funds will be refunded in accordance with University and governmental regulations.

\*The tuition adjustment schedule for complete withdrawals is posted in the Student Accounts and Financial Aid Offices.

## O. Leave of Absence

Students who are pursuing a bachelor's degree at Gonzaga and must interrupt their education for a period of not more than one year may be eligible for a leave of absence from the university. To be eligible for a leave of absence, a

student must have at least a 2.00 in the preceding fall or spring semester, a cumulative grade point average of 2.00 and plan to return within a year. Leave of Absence forms are available from the Office of Academic Services (OAS). Students requesting a leave of absence must have an interview and obtain approval from OAS. OAS will assist students in acquiring approvals from the following offices as necessary: Registrar's Office, Financial Aid, and Student Accounts. Students are not eligible to reside on campus, attend classes, or participate in regular campus activities during their absence. Students who attend another school during their leave of absence will have that status voided and they must apply for re-admission to the University. Leaves of absence will not extend beyond one academic year. Students who wish to return to the university after the termination date of their leave of absence must apply for readmission to the university.

### Grading Policies

#### A. Grading Procedures

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

It is the responsibility of instructors to explain in each course how final grades are calculated through the accumulation of points or percentages assigned in the evaluation of graded work. To indicate a student's quality of achievement in a given subject, final grades in the form of letters and plus/minus indicators are used by all instructors in the University's undergraduate programs. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F and V are assigned a "quality point value" for purposes of cumulative grade point average calculations, certification, and convenience in reporting.

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

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

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

Letter Grades	Description	Quality Points
A	Excellent	4.0
A-	3.7 B+ 3.3	
B	Good 3.0	
B-		2.7
C+		2.3

C	Average	2.0	
C-		1.7	
D+	Poor	1.3	
D		1.0	
F	Failing	0.0	(computed in GPA)
Grade awarded to students who complete the term and the course but fail to achieve course objectives.			
V	Failing	0.0	(computed in GPA)
Grade awarded to students who have not officially dropped or withdrawn from a course and consequently have not met class attendance requirements or participation in the course through the end of a semester. The grade is given at the discretion of the professor. Students should not assume that professors will automatically initiate course drops/withdrawals for nonattendance.			
S (Satisfactory/C- or higher)	Passing		(not computed in GPA) grade of C- or higher
P (Pass/C- or higher)	Passing		(not computed in GPA) grade of C- or higher
NS (D or lower)	Failing		(computed in GPA) grade of D or lower
W (Withdrawal)			(not computed in GPA) RD (Report Delayed) (not computed in GPA)

**AU - Audit grading option:** The "AU" grade is assigned by the Registrar's Office and not an option of the instructor except in ENGL 098, 099, and MATH 099 when the student is unable to attain the objectives of these courses within one semester in spite of diligent work and attendance: These courses must be repeated until a passing letter grade is granted. Students choosing the Pass/Fail grading option may have grades of D+ and D converted to AU grades by requesting this change in the Registrar's Office. Students must register for this grade mode no later than the close of Registration Period III which runs through the drop/add period. A complete description of this option is given earlier in the Academic Policies section of the catalogue under the heading of "Auditing a Course."

**I - Incomplete:** Given when a student with a legitimate reason as determined by the instructor, does not complete all the work of the course within the semester that he/she is registered. The faculty member notifies the Registrar's Office with the reason for the "I" (Incomplete) grade, lists the missing material, and assigns a provisional grade that will be assigned thirty (30) calendar days into the following semester (summer sessions are not included). A provisional grade should be what the student would earn if no additional work is submitted. Requests for a date extension beyond the published date for removing incompletes must be approved through the appropriate Deans' Office and sent to the Registrar's Office for processing. Forms for this action can be obtained from the Registrar's Office. If the instructor does not submit an extension or a new grade before the published date or time extension lapses, the provisional grade will be recorded on the student's transcript. If a provisional grade has not been provided, the "I" grade becomes an "F" grade and is recorded on the transcript as an "I/F." Whenever an "I" grade has been assigned, the "I" grade becomes part of the permanent record. i.e. "I/B," etc.

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

**P - Pass:** Designated elective courses may be taken on the Pass/Fail grading option by student request, not that of the instructor. Instructors do not know that students have chosen the Pass/Fail grading option for their courses. Students select this option before the drop/add registration period closes by completing the appropriate paperwork in the Registrar's Office. Letter grades assigned by instructors that are "C-" or higher are converted to "P" grades at the end of the semester and grades below "C-" are converted to "F" grades. The "P" grade does not calculate into the grade point average and the credits earned count toward the minimum number of credits required to graduate. The "F" (fail) grade affects the cumulative GPA as a standard "F" grade. Courses taken under the Pass/Fail grading option do not satisfy any university core, major, minor, or concentration requirement and can only be used as elective credit toward the overall credit total required for graduation. A complete description of this option is given later in this section of the catalogue under the heading of "Pass/Fail Option." **RD - Report of Grade Delayed:** If an instructor fails to assign a grade for a course and the grade entry is left blank, the Registrar's Office will assign an "RD" and the "RD" will remain a part of the student record until the earned grade has been received by the Registrar's Office. To submit the grade, a Change of Grade form is required along with the dean's signature.

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

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

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

## B. Grade Reports

Students receive their mid-semester grade reports from their advisors. Final grades may be obtained by the student over ZAGWEB or through the Registrar's Office.

## C. Grade Point Averages

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

## D. Removal of Incompletes

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

**E. Extension of Incomplete Grades** Students who are unable to meet the deadline for the removal of an incomplete grade for a serious and legitimate reason may petition the dean of their school for an extension of the deadline. If the dean approves the petition, he or she will forward it to the Academic Vice President for approval.

## F. Change of Grade

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

## G. Repeating Courses for Improved Grade

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

Only courses re-taken at Gonzaga University qualify to improve the GPA.

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

Designated elective courses may be taken on a pass or fail basis at the option of the student, not of the instructor. The Pass/Fail option by a student should not be confused with the Satisfactory/Non Satisfactory option offered and graded for courses predetermined by academic departments. Refer to "Grading Procedures" section under "Grading Policies" earlier in this section.

- 1) A course with a "P" grade earned at the option of the student does not fulfill any course requirement for core, major, minor, or concentration requirement.
- 2) The credits earned for a "P" grade count toward the 128 minimum credits necessary for a degree but do not count in a GPA.
- 3) A "P" grade (pass) will not affect the grade-point average; a fail will have the same effect as any "F" grade.
- 4) A student's level of performance for a "P" grade must correspond to the letter grade of "C-" or better; a grade of "D+" or "D" will be recorded as a "D+" or "D," however, a student may choose an audit "AU" grade by notifying the Registrar's Office who will, in turn, assign an audit "AU" grade; a grade of F will be recorded as an "F".
- 5) Students wishing to exercise the Pass/Fail option must fill out the Pass/Fail Grade Option form in the Registrar's Office prior to the last published date for "adding or dropping courses" and may not revoke their decision after this date.
- 6) No more than five Pass/Fail courses may count toward a degree, and no more than two may be taken in any one department.
- 7) Students are allowed to take two courses on Pass/Fail during the four semesters as first year and second year undergraduates, provided that no more than one such course is taken in any given semester. A total of three Pass/Fail courses may be taken during the undergraduate third year and fourth year with no more than one in any given semester.
- 8) Any course failed "F" grade may not be repeated on a Pass/ Fail basis.
- 9) Last day to change to or from the Pass/Fail grading option is the last day of Registration Period III.

## Academic Citizenship

### A. Academic Freedom of Students

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

presented. Knowledge and academic performance should be the norms by which students are graded.

### B. Academic Honesty

Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to cheating, plagiarism, and theft. Any student found guilty of academic dishonesty is subject to disciplinary action. Disciplinary action against a student found guilty of academic dishonesty may include, but is not limited to:

- 1) A failing grade for the test or assignment in question.
- 2) A failing grade for the course.
- 3) A recommendation for dismissal from the University.

A student may appeal the disciplinary action taken. The appeal shall be made in writing to the chair of the department, or dean if there is no chair, of the appropriate school within 14 days of receipt of written notification of the disciplinary action taken.

Following an appeal, a final report shall be submitted to the Academic Vice President for review and possible further disciplinary action taken by the University. The Academic Vice President may direct in intermediate appeal to the chair's dean. Final appeal by the student may be made to the Academic Vice President.

A complete copy of the policy can be obtained from the Academic Vice President's Office.

### C. Grade Appeal

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

### D. Minimum/Maximum Course Loads

Full-Time Status: The normal course load of a regular fulltime undergraduate student is sixteen semester credits. For academic purposes, the minimum full-time course load is twelve credits. The maximum load in one semester is 18 credits.

### E. Good Academic Standing, Unsatisfactory Academic Progress, Probation, and Academic Dismissal

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

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

Any student on academic probation will have their student status reviewed by the committee on Academic Standing. The Conditions of academic probation are specified in a letter to the student from the committee. Students are expected to comply with all stipulations made in the letter and any additional requirements placed upon them as a result of academic probation.

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

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

### **F. Satisfactory Academic Progress for Veterans**

Veterans failing to achieve minimum standards of academic progress are placed on probation for the following semester and notified via e-mail by the university's veterans' advisor. The Department of Veteran Administration will be notified should a veteran fail to achieve satisfactory academic progress subsequent to the initial probationary period and benefits will be suspended until satisfactory progress standing is attained.

### **G. Class Attendance Policy**

Students are presumed to have sufficient maturity to recognize their responsibility for regular class attendance. Since illness or other good reasons may prevent attendance, Gonzaga University has a standard policy on absences. This policy stipulates that the maximum allowable absence is two class hours (100 minutes) for each class credit. For the three credit class the maximum absence is, therefore, six class hours (300 minutes). Classes scheduled to meet for more than 50 minutes have more than one class hour for each meeting; for example, a class which meets for 75 minutes has one and one-half class hours for each scheduled meeting. Instructors may report absences to the Registrar's Office which will in turn notify the students by letter. The grade given for excessive absences is a "V", which has the same effect as "F" (Fail) and is counted in the GPA.

Participation in school activities or athletics does not exempt students from this standard policy on absences. The fact that a student has met the other course requirements (such as papers) is not sufficient to change a V to a passing grade. The University Class Attendance Policy may be modified for qualified students with documented short or long term disabilities. For more information or case consultation,

contact Disability Resources, Education, and Access Management (DREAM).

### **H. Faculty Initiated Course Drops**

To provide enrollment space for others, students who do not attend first class meetings are subject to being dropped at the discretion of the professors with the approval of the dean. Professors will report absences to the dean, who, upon approval, will notify the Registrar's Office to drop students from course sections.

Students should contact professors or academic departments if they plan to be absent the first class day of class. Students who register for courses they do not attend are themselves responsible for officially dropping the courses through the Registrar's Office. The consequence of not officially dropping courses is a "V" (unofficial withdrawal) grade which is calculated as a failing grade and is counted in the grade point average (GPA). Students should not assume that professors will automatically initiate course drops for non-class attendance on the first class day of course sections.

Students will experience a reduction in credits when they are dropped for non-attendance. This may affect financial aid awards, scholarship eligibility, athletic eligibility, VA benefits, and numerous other areas related to minimum credit limits.

### **I. Final Examinations**

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

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

### **J. Enrollment Verifications**

On average six times each semester (not including summer sessions) the Registrar's Office transmits enrollment data to the National Student Clearinghouse for enrollment verification of students with federal and state loans. The Registrar's Office, upon timely notice, will also provide to any student a letter verifying his/her enrollment status to any agency. Students may print out their verification for insurance providers by accessing the National Student Loan Clearinghouse through ZAGWEB.

## **University Honors**

### **A. Academic Recognition**

An undergraduate student whose grade-point average for a semester is 3.50 through 3.69 will be placed on the Dean's List. An undergraduate student whose grade point average for a semester is 3.70 through 4.00 will be placed on the President's List. Students must be enrolled in 12 or more academic credits to be eligible for the above lists and

courses in which the department has predetermined with the Satisfactory/Non Satisfactory (S/NS) grading option will count in the 12 credits.

## B. Graduation Honors

The academic achievements of graduating seniors are formally recognized at the public commencement exercises, appear in published lists of graduates, and are recorded on transcripts. Only Gonzaga University credits are used in computing graduation honors.

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

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

## C. University Leadership Programs

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

**Comprehensive Leadership Program:** The Comprehensive Leadership Program at Gonzaga University is a formal, for-credit academic leadership program intended to complement students' academic goals through theoretical study, and experiential learning. The program was inaugurated in an effort to fulfill the University mission of creating leaders, in a variety of fields, dedicated to the common good. Through their four year program, students participate in a number of leadership development experiences and represent academic majors from every college. Students are involved in every aspect of student life providing leadership and extensive involvement.

## D. University Honor Societies

**Alpha Sigma Lambda:** The national honor society devoted to the advancement of scholarship and to the recognition of non-traditional students continuing their higher education. Membership is based on the top 10% of non-traditional students who have taken at least 30 credits at Gonzaga University.

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

**Beta Alpha Psi:** The national honorary and professional accounting fraternity for third year and fourth year accounting majors of outstanding academic achievement.

Membership is open to students with at least a 3.00 GPA in accounting courses and their cumulative GPA.

**Beta Gamma Sigma:** The national business honor society. Membership is for the top 7% of the third year class, the top 10% of the fourth year class, and the top 20% of the Master of Business Administration class.

**Eta Sigma Phi:** Established in 1914, Eta Sigma Phi is the National Classics Honorary Society. The Theta Xi Chapter of Gonzaga University was founded in April, 2007. The purposes of Eta Sigma Phi are to develop and promote interest in classical study among the students of colleges and universities, to promote closer fraternal relationship among students who are interested in classical study, and to stimulate interest in classical study and in the history, art, and literature of ancient Greece and Rome. 182 chapters of Eta Sigma Phi are located throughout the United States. Members have each completed at least one semester of Latin or Greek language.

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

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

**Multi-Cultural Honor Society:** The purpose of the Multi-Cultural Honor Society (MCHS) is to honor Gonzaga students of multicultural backgrounds who distinguish themselves in scholarship, leadership, and service in their intellectual, civic, social, professional, and career development pursuits. The MCHS acknowledges, awards, and inspires a select group of students who distinguish themselves with respect to these principles both in the Gonzaga community and outside of it. The mission of the MCHS is to understand, appreciate, and promote the ideals of a well-rounded education by fostering scholastic achievements, leadership involvement, and service to others. The organization was established on Gonzaga's campus in November of 2008.

**Omicron Delta Epsilon:** This organization is the international honor society in economics.

**Phi Alpha Theta:** Founded in 1921, Phi Alpha Theta is the national honor society in history, whose mission is to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas among historians. Since the foundation of the Xi-Gamma Chapter of Phi Alpha Theta at Gonzaga University, dozens of Gonzaga's top students in history have joined the 275,000 members in 820 active chapters across the U.S.

**Phi Sigma Tau:** The national honor society in philosophy founded in 1930 which recognizes philosophy students



for their academic achievement. Now an international honor society, it is open to all Gonzaga students who have completed a minimum of twelve philosophy credits and have met particular grade requirements.

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

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

**Sigma Theta Tau:** This organization is one of the largest and most prestigious nursing organizations in the world. As nursing's only honor society, it provides leadership and scholarship in practice, education, and research to enhance the health of all people. It supports the learning and professional development of its members, who strive to improve nursing care worldwide.

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

**Theta Alpha Kappa:** The national honor society for religious studies majors. It was founded in 1976 for the purposes of honoring particularly excellent undergraduate students in the fields of theological and/or religious studies.

## E. University Academic Awards

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

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

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

**The Carl J. Lindberg Loyalty Award:** The gift of Judge William Lindberg, class of 1934, awarded to a graduating fourth year male in good standing who is judged by a committee of faculty and students to be conspicuous for loyalty and service to the University.

**The Philomatheia Award:** The gift of the Philomatheia Club awarded to a graduating fourth year female in good standing that is judged by a committee of faculty and students to be conspicuous for loyalty and service to the University. **Fourth Year, Third Year, Second Year, and First Year Awards:** Each one of the first year, second year, third year, and fourth year awards will be granted to the undergraduate student

who had the highest GPA calculated for the fall and spring semesters, and who was enrolled for 30 more academic credits in the academic year. If there is a tie, the award will be granted to the student who earned the highest (total) cumulative GPA. Only Gonzaga grades are considered in the GPA. Courses predetermined or mandated by academic departments as Satisfactory/Non-Satisfactory (S/NS) grading only will be counted in the 30 credits.

## UNIVERSITY CONFIDENTIALITY OF RECORDS POLICY

Gonzaga University's policy concerning the confidentiality of student educational records reflects a reasonable balance between the obligation of the institution for the instruction and welfare of its students and its responsibility to society. The Family Educational Rights and Privacy Act of 1974 (FERPA), including the Buckley Amendment and regulations thereunder (collectively the "Act"), controls access to student education records. Gonzaga University will make a reasonable effort to extend to eligible students and their parents the rights granted by the federal act. The provisions of this policy are not intended to create contractual rights; enforcement provisions are as provided under the Act. Copies of the complete Gonzaga University's Confidentiality of Records Policy on a student's right to inspect his or her education records and the University's responsibility to maintain the confidentiality of such records are available at the offices of the University Registrar, Law School Registrar, Corporation Counsel, School/College Dean, and the Academic Vice President.

### NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to the education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.  
A student should submit to the Associate Registrar, a written request that identifies the record(s) the student wishes to inspect. The Associate Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's office to which the request was submitted, the Associate Registrar shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.  
A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.  
The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.  
A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the University.  
Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

**Release of Student Directory Information Policy:** Certain categories of student information are considered "open" or Directory Information. Directory Information may be published in a student directory or event program and released to the media and to the public for enrolled students. Directory Information includes the following: Student Name, Local Address

and Telephone, Permanent Address and Telephone, E-mail Address, Place of Birth, Major Field of Study, Dates of Attendance, Full or Part-Time Enrollment Status, Year in School (Class), Degree(s) Received, Scholastic Honors and Awards Received, Other Educational Institutions Attended, Visual Image (photo, video), Weight, Height of Athletic Team Members. A student may request that Directory Information not be released by so indicating at any time in the Registrar's office. In that case, this information will not be disclosed except with the consent of the student or as otherwise allowed by the Family Educational Rights and Privacy Act of 1974 (FERPA).



# COLLEGE OF ARTS AND SCIENCES



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



# The College of Arts and Sciences

Dean: Marc Manganaro Associate Deans: Maria Bertagnolli, Alfred L. Morisette, S.J., Patricia Terry

The College of Arts and Sciences provides both a general education to all undergraduate students of the University, and a particular education in a variety of disciplines and fields of concentration to students wishing to pursue degrees in the humanities and the social and physical sciences. A basic aim of the College is the formation of students in the spirit of Christian humanism.

The College has developed a core curriculum to provide that general culture which distinguishes the educated person. This curriculum challenges each student to read, write, analyze, reflect, discuss and persuade; to evaluate learning with discernment and compassionate understanding; to explore the past for the light it casts on the present and future; to create works of the imagination; to practice ethical decision making; and to develop a foundation for fashioning a career.

The student's major field or field of concentration offers an opportunity for specialized work and original investigation. This development allows the student to come into direct contact with the methods of the scholar and to learn to do original work in the laboratory, studio or research library. Under the guidance of a skilled professor, the student's exploration in his or her major field is the crown of a liberal education and the foundation for graduate or professional study.

## Degree Programs in Arts and Sciences

**Bachelor of Arts, Honors:** This degree is awarded to students who pursue their basic undergraduate education under the direction of the Honors Program; a specific core curriculum is provided for those students who obtain this degree. Most general education work is done through colloquia and seminars. The degree is available in all majors within the College that offer the B.A.

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

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

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

## Arts and Sciences Degree Requirements

Students earning all degrees offered by the College must meet the following special requirements in addition to the general degree requirements of the University:

- 1) Completion of the basic subjects necessary for a general education as found in the core curriculum of the College.
- 2) Completion of a major within the College.
- 3) Completion of a Senior Thesis or Comprehensive (courses numbered 499).
- 4) Completion of at least 104 credits within the College of Arts and Sciences of the 128 required for graduation.

- 5) No core, major, minor, or concentration courses may be taken under the Pass/Fail option.

## Core Curriculum of the College of Arts and Sciences

The core curriculum or common body of knowledge of the College of Arts and Sciences consists of 59 to 62 credits which are common to and required of all degree programs in the College: the first 31 credits (of which there is a more complete description in the General Degree Requirements and Procedures section of this catalogue) form the University Core, while the remaining 28 to 31 credits are common to all Arts and Sciences degrees. Students should attempt to spread the core curriculum over their entire four years at Gonzaga.

- I. Thought and Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably in the same semester).
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL 400 level elective.
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level.
- IV. Mathematics (3 credits): one MATH (not CPSC) course on the 100 level or above; NURS 320 is substituted for a MATH course for BSN students; MATH 203 fulfills this requirement only for students who graduate with certification in Elementary Education.
- V. English Literature (3 credits): ENGL 102 or 103H or 105 or 106.
- VI. History (6 credits): HIST 101 and *either* HIST 102 or HIST 112 in their first year. If they are unable to complete all six 100-level HIST credits in their first year, HIST 201 or 202 may be substituted for *one* 100-level course after the first year.



- VII. Fine Arts (3 credits): one course in either VART, MUSC, or THEA from courses approved by the Dean of Arts and Sciences.
- VIII. Laboratory Science (4 credits): one course with laboratory in either BIOL, CHEM, or PHYS.
- IX. Mathematics or Natural Science (3 credits): one course in either MATH, CPSC, BIOL, CHEM, PHYS, or ITEC 101.
- X. Literature (3 credits): one British or American literature course (ENGL 201 - 285).
- XI. Social Science (6 credits): CRIM 101, ECON, SOCI, POLS, or PSYC: two courses from these departments.
- XII. Foreign Language or Culture (3 credits): one course in any foreign language (classical or modern) or one (foreign culture) course approved by the Dean of Arts and Sciences. Foreign-language speaking students from foreign cultures who have completed the nine English core credits at Gonzaga prior to their fourth year (last thirty credits) may petition the Associate Dean of Arts and Sciences for a waiver of the foreign language or culture requirement.
- XIII. Social Justice (3 credits): One course on social justice issues related to experiences of difference (like race, class, gender, ethnicity or sexual orientation), from courses approved by the Dean of Arts and Sciences; (may be combined with other core or major requirements).

## COLLEGE OF ARTS AND SCIENCES

### Table of Credits for Degrees, Majors and

### Minors

Field	Degree	Major	Minor
Advertising	BA	n.a.	27
Applied Communication Studies	BA	37	21
Art	BA	39	24
Biology	BA	40	33
	BS	62	33
With Research Option			
Broadcast Studies	BA	37	21
Chemistry	BA	53	33
	BS	62	33
Biochemistry	BS	71	n.a.
Classical Civilization	BA	35	23
Criminal Justice	BA	34	18
Dance	n.a.	n.a.	22-23
Economics	BA	33	18
	BS	45	18
English	BA	36	21
Writing Track		39	n.a.
Environmental Studies	BA	36	20
French	BA	35	28
German	n.a.	n.a.	28
History	BA	33	18
International Studies			
Asian Studies	BA	44	31
European Studies	BA	44	31
International Relations	BA	44	31
Latin American Studies	BA	44	31
Italian	n.a.	n.a.	28
Italian Studies	BA	38	25
Journalism	BA	36	25
Jazz	n.a.	n.a.	22
Mathematics	BA	31	24
	BS	40	24
Math/Computer Science	BS	49	n.a.
Music	BA		
Music: Composition emphasis		48	n.a.
Music: General studies emphasis		45	22
Music: Performance emphasis		52	22
Music Education		57-63	n.a.
Philosophy	BA	38	20
Kossel Track		49	n.a.
Physics	BS	53	28
	BA	52	n.a.
Political Science	BA	31	18
Psychology	BA	34	22
Public Relations	BA	38-39	24
Religious Studies	BA	33	18
Sociology	BA	34	18
Spanish	BA	38	28
Theatre Arts	BA	45-47	20-21

## Concentrations

Catholic Studies	21 credits
Women's and Gender Studies	21 credits

## Non-Arts and Sciences Courses

It is assumed that students will choose their electives or optional minor program from departments within the College. Of the 128 credits required for graduation, students must earn at least 104 within Arts and Sciences departments. Economics courses are within the College of Arts and Sciences.

## Teacher Certification

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

Students who complete the initial teacher certification program at the time of graduation may reduce the number of credits within the College of Arts and Sciences to 94.

# Art

Chairperson: Terry Gieber  
 Leo Kreielsheimer Professor of Fine Arts: R. Gilmore  
 Associate Professor: S. Parker  
 Professors: M. Farrell, T. Gieber, J.S. Patnode

The Department of Art offers students the opportunity to explore the varieties of visual experience through the plastic and graphic arts and offers a Bachelor of Arts in art. The department is located in the Jundt Art Center and Museum. This facility is a state-of-the-art complex that incorporates the appropriate environmental controls and safeguards needed in both the academic and museum areas. The Jundt Art Center maintains studios in ceramics, design, drawing, painting, printmaking, and sculpture. A theatrestyle lecture hall provides space for art history, visiting artist lectures, and video/film presentations. Some of the department's courses are offered at Gonzaga-in-Florence. The Jundt Art Museum provides collection, storage, and exhibit areas for Gonzaga University's permanent art collection and the ability to not only provide exhibit space for student and faculty art, but changing exhibits of local, regional, national, and international artwork. The museum maintains a print study room for student, faculty, and community use and provides a lounge overlooking the Spokane River for art receptions and related activities. The department reserves the right to retain selected art work done by its students in fulfillment of course requirements.

For students intending to go to graduate school, additional work beyond the minimum major requirements is strongly encouraged. **B.A. Major in Art: 39 Credits**

## Lower Division

VART 101 Drawing I	3 credits
VART 112 Design	3 credits
VART 141 Ceramics I	3 credits
VART 190 Art Survey I	3 credits
VART 191 Art Survey II	3 credits
VART 201 Drawing II	3 credits
VART 221 Painting I	3 credits

## Upper Division

VART 350 or 351 (one course)	3 credits
VART 385 Figure Drawing I	3 credits
VART 394, 395 or 396	6 credits
VART Electives	3 credits
VART 499 Senior Exhibit	3 credits

## Minor in Art: 24 credits

### Lower Division

VART 101 Drawing I	3 credits
VART 112 Design	3 credits
VART Elective	3 credits

### Upper Division

VART 394, 395 or 396 (one course)	3 credits
-----------------------------------	-----------

## VART Studio Electives

12 credits

### Lower Division

VART 101 Drawing I	3 credits
The graphic representation of visual reality in a variety of media; emphasis is directed toward an understanding of observation, form, line, value, composition, and space. Fall and Spring.	

## ART

VART 112 Design	3 credits	The principles of design and the plastic elements, their integration and inventive use in two-dimensional problems. Fall and Spring.
VART 115 Art Appreciation	3 credits	An introduction to the visual arts of the western world. The basic premise of the course stems from a conviction that painting, sculpture, and architecture reflect the times and places that produced them. Fall and Spring.
VART 141 Ceramics I	3 credits	A basic experience with clay. Emphasis on hand building techniques with an introduction to wheel forming. Secondary emphasis on developing fundamentals of clay and glaze technology. Fall and Spring.
VART 190 Art Survey I	3 credits	A study of art and architecture from the prehistoric era to the late Middle Ages. Fall and Spring.
VART 191 Art Survey II	3 credits	A study of art and architecture from the late Middle Ages to modern times. Fall and Spring.
VART 201 Drawing II	3 credits	A continuation of VART 101. Fall and Spring. Prerequisite(s): VART 101
VART 221 Painting I	3 credits	Basic problems in oil techniques, explorations in still life, landscape, and the human figure. Fall and Spring. Prerequisite(s): VART 101
VART 222 Painting II	3 credits	A continuation of VART 221. Fall and Spring. Prerequisite(s): VART 221
VART 241 Ceramics II	3 credits	Qualities of form, function, and style are explored by means of wheel forming. Glaze development and approaches to firing techniques are introduced. Fall and Spring. Prerequisite(s): VART 141
VART 250 Linograph Printmaking	3 credits	An introduction to printmaking using linoleum, which is the modern version of the ancient woodcut "xylograph" technique. In addition to carving and printing, there will be a historical review of several variations of the process. Florence campus only. Does not satisfy the Fine Arts Core in A&S college.
VART 292 Directed Studio	1 - 3 credits	Variable credit, directed study for the student with a limited schedule. Studio work by arrangement. Fall and Spring.
VART 293 Introduction to Florence	3 credits	

A survey of Florentine history from its origins to 1400, with special reference to the artistic, social, and literary developments of the 13th and 14th centuries. Florence campus only. Does not satisfy the Fine Arts Core in A&S college.

VART 294 Florence of the Medici 3 credits

A study of the artistic, social, and literary developments in Florence from the time of Savonarola through the Florence of Michelangelo, Cosimo I, Galileo, and the Grand Dukes. Florence campus only. Does not satisfy the Fine Arts Core in A&S college.

VART 295 (SPAN 434) Spanish Art-Modern and Contemporary 3 credits Granada campus only. Does not satisfy the Fine Arts Core.

VART 296 (SPAN 433) Spanish Art-Ancient and Medieval 3 credits Granada campus only. Does not satisfy the Fine Arts Core.

## ART

### Upper Division

VART 322 Fresco 3 credits Exploration of Fresco techniques. Both Buon and Fresco Secco are introduced. Students have hands-on experience and produce a Fresco image during the course. Florence campus only. Does not satisfy the fine arts core in A&S college.

VART 323 Painting III 3 credits Advanced problems in figurative art with emphasis on painting the human figure and landscape. Fall and Spring.

Prerequisite(s): VART 222

VART 324 Painting IV 3 credits A continuation of VART 323. Fall and Spring. Prerequisite(s): VART 323

VART 331 Sculpture I 3 credits The use of three-dimensional materials, including wood, metal, and clay, directed toward the development of the student's structural and perceptual senses. Florence campus only. Does not satisfy the fine arts core in A&S college.

VART 332 Sculpture II 3 credits Continuation of VART 331. Florence campus only. Does not satisfy the fine arts core. Prerequisite(s): VART 331

VART 341 Intermediate Ceramics Projects 3 credits A directed study of specific throwing and/or hand building techniques. Studio processes of glaze development and firing practices will be introduced. Fall and Spring. Prerequisite(s): VART 241

VART 350 Beginning Printmaking I 3 credits Introduces students to printmaking with an emphasis on intaglio processes. Prerequisite(s): VART 101

VART 351 Beginning Printmaking II 3 credits Introduces students to printmaking with an emphasis on relief processes. Prerequisite(s): VART 350

VART 352 Intermediate Printmaking 3 credits This course adds new printmaking techniques to the processes learned in beginning printmaking, refines the abilities already learned and expands the student's knowledge about image development through the printmaking

process. Fall and Spring. Prerequisite(s): VART 350 and VART 351

VART 380 Art Service 2 - 3 credits Students are scheduled for The Jundt Art Gallery services, including hanging of art exhibits and gallery security. Does not satisfy the fine arts core. Fall and Spring.

VART 381 Advanced Studio Art 2 credits Self-motivated students enrolled in Modernism and Contemporary Art can use the London semester to develop their visual thinking skills and a personal visual vocabulary. They will draw inspiration from the wider London art scene, visit galleries and studios, and draw regularly. Does not satisfy the fine arts core.

VART 385 Figure Drawing I 3 credits Basic problems in developing the human figure and experiments with a variety of drawing media. Florence campus and main campus. Fall and Spring. Prerequisite(s): VART 201

VART 386 Figure Drawing II 3 credits A continuation of VART 385. Fall and Spring. Prerequisite(s): VART 385

VART 390 History of Art I 3 credits Florence campus only.

VART 391 History of Art II 3 credits Florence campus only.

VART 392 Modernism and Contemporary 4 credits This course studies those trends in twentieth century art collectively known as Modernism, examining how each challenged the artistic ideas of earlier centuries. London campus only. Prerequisite(s): HIST 101

VART 393 Special Topics Study Abroad 3 - 4 credits Topic determined by instructor.

VART 394 Special Topics in Art History 3 credits Consult instructor for topic as it will vary each semester. Fall and Spring. Prerequisite(s): Second year standing

VART 395 Art in The 19th Century 3 credits A survey of European and American art from c. 1789 to 1914. Special emphasis placed on the relationship between art and political revolution; Orientalism and "Primitivism" in the visual arts; the rise of landscape painting; the invention of photography; and the formation of an avant-garde artistic identity in the nineteenth century. Fall. Prerequisite(s): Second year standing

VART 396 Art in the 20th Century 3 credits A survey of European and American art from the 1890's to 1990's. Course topics include: the relationship between avant-garde culture and political radicalism; "Primitivism" in western art; the machine aesthetic; abstraction and its meanings; the influence and role of photography in modern culture; and the emergence of alternative and experimental visual media in the 1960's and 1970's. Spring. Prerequisite(s): Second year standing

VART 397 Renaissance Art 3 credits

A survey of the painting, sculpture, and architecture of Italy, 1400-1600. Florence campus only. Does not satisfy the fine arts core.

VART 398 Roman Art and Architecture 3 credits Examines the major trends and developments in art and architecture from the Roman Republic (500 B.C.) to the reign of Constantine the Great (A.D. 306-337). Florence campus only.

VART 421 Advanced Painting Projects 3 credits Advanced oil painting problems in still-life, figure and landscape. Can be repeated.

Prerequisite(s): VART 324

VART 441 Advanced Ceramics Projects 3 credits Exploration of advanced glazing and firing techniques. Emphasis is on developing individual expression in ceramic form. Course can be repeated. Fall and Spring. Prerequisite(s): VART 341

VART 442 Ceramic Materials 3 credits A study of glaze theory and empirical formulation methods. Coursework is designed for the advanced student contemplating graduate school or a professional career in the studio. On sufficient demand.

VART 443 Kiln Design and Construction 3 credits An exploration of kiln types, firing methods, and chamber designs. A kiln will be constructed and fired. On sufficient demand.

VART 450 Advanced Printmaking Projects 3 credits This course continues to refine the abilities already learned and expands the student's knowledge about

printmaking. The emphasis is on idea development in combination with technical skills to create a body of work through printed means. Individual exploration is encouraged and challenged through critical dialogue in combination with the teacher and fellow students. This number can be repeated. Prerequisite(s): VART 352

VART 466 (PHIL 472) Philosophy of Art 3 credits An analysis of beauty, creativity, and taste according to the theories of Aristotle, Plato, Aquinas, and some contemporary philosophers. Several representative works from all areas of the fine arts are examined in the light of the aesthetic principles of classical philosophy. Does not satisfy the fine arts core.

Prerequisite(s): PHIL 301 or PHIL 301H or WOMS 237C

VART 485 Advanced Drawing Projects 3 credits Prerequisite(s): VART 386

## ART/BIOLOGY

VART 492 Independent Study 1 - 3 credits Specialized study by arrangement with individual studio faculty.

VART 498 Research 1 - 3 credits Individual research on an art topic approved by and arranged with a faculty member.

VART 499 Senior Exhibit 3 credits Required of art majors. Open to art minors by departmental invitation only. A seminar designed to

prepare for vocations in art of advanced study. Seniors exhibit a body of work demonstrating skills.

the Research Option Program. Students interested in biochemistry should consider a Bachelor of Science degree in biology and a minor in chemistry, which provides the equivalent of the biochemistry degree recommended by the American Society of Biochemistry and Molecular Biology. The Bachelor of Arts degree, in coordination with the teacher certification program in the School of Education, prepares students to teach biology at the secondary level. The Bachelor of Arts degree may be suitable for certain graduate programs that do not require physics or more than two semesters of chemistry. A Bachelor of Arts degree allows students to take more elective courses in other departments at the university, thus gaining a broader liberal arts education. A minor in biology is offered for students interested in careers that integrate biological principals with other fields, including engineering and scientific journalism.

The Biology Department also participates in the interdisciplinary environmental studies program. Biology faculty teach the science portion of the environmental studies curriculum, which includes either BIOL 123 (Human Ecology), BIOL 102 (Ecology-for Biology majors) or approved sections of BIOL 199 (Core Topics), followed by ENVS 200 – Case Studies in Environmental Science. Members of the Biology Department also advise environmental studies students, and collaborate in teaching the concentration's capstone course.

## Biology

Chairperson: Peter G. Pauw

Professors: M. Bertagnolli, W. Ettinger, H. Lefcort, P. Pauw, R. Prusch, N. Staub

Associate Professors: K. Anders, J. Beckstead, D. Boose, J. Haydock

Assistant Professors: G. Chang, S. Coleman, M. Poxleitner, B. Swanson

The Biology Department offers a selection of courses that helps students to understand the unity, diversity and complexity of life at the molecular, cellular, organismal, and ecological levels using evolutionary principles as the unifying theme. Students in the biology program learn concepts in subdisciplines of biology and acquire scientific problem solving skills through lectures, discussions, laboratory exercises, and research. The program is aimed at preparing students for a broad range of biology-oriented careers, such as those in medicine, biotechnology, environmental science, research, and teaching. For more information on the Biology Department, please see the departmental website at <http://gonzology.gonzaga.edu/>.

The Bachelor of Science degree is designed for students preparing for a career in biology, including continued training in graduate programs in a broad range of subdisciplines of biology, as well as medical and dental school. Students interested in careers in biological research should consider

The biology curriculum is designed to provide students with a broad background in biology. During the first two years, students receive a foundation in biological diversity (BIOL 101), ecology (BIOL 102), cell biology (BIOL 201) and genetics and evolution (BIOL 202). At the same time, students learn the principles of chemistry that are essential for understanding the structure and function of biological molecules and how these molecules interact in living systems. Students are encouraged to choose, in consultation with their advisor, a set of upper division courses. Students must complete an Advanced Topics course (BIOL 399), preferably in their junior year. Students are required to complete the Senior Colloquium (BIOL 499) in their senior year, which provides practice in the application of students' mastery of biological knowledge through discussion of a broad range of literature.

Some courses are specifically designed to fulfill requirements for non-science majors. These include courses that fulfill the laboratory science requirement for the core curriculum of the College of Arts and Sciences: Human Ecology (BIOL 123 and 123L), Field Botany (BIOL 140 and 140L), and Core Topics (BIOL 199 and 199L); and those that fulfill the mathematics or natural science requirement of the core curriculum of the College of Arts and Sciences: Biological Concepts (BIOL 100) Science and Religion (BIOL 134), and Biology of Medicine (BIOL 165).

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

### Lower Division

BIOL 101, 101L Diversity of Life	4 credits
BIOL 102, 102L Introduction to Ecology	4 credits
BIOL 201, 201L Cellular Biology	4 credits
BIOL 202, 202L Genetics and Evolution	4 credits
PHYS 101, 101L (or 103, 103L)	4 credits
PHYS 102, 102L (or 204, 204L)	4 credits
CHEM 101, 101L General Chemistry	4 credits
CHEM 230, 230L Organic Chemistry	5 credits
CHEM 240, 240L (or 206, 206L or 310, 310L)	4 credits

### Upper Division\*

CHEM 331, 331L	4 credits
BIOL 399 Advanced Topics	2 credits
BIOL Upper Division Electives	18 credits
BIOL 499 Senior Colloquium	1 credit

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

### Lower Division

BIOL 101, 101L Diversity of Life	4 credits
BIOL 102, 102L Introduction to Ecology	4 credits
BIOL 201, 201L Cellular Biology	4 credits
BIOL 202, 202L Genetics and Evolution	4 credits
CHEM 101, 101L General Chemistry	4 credits
CHEM 230, 230L Organic Chemistry	5 credits

### Upper Division\*

BIOL 399 Advanced. Topics	2 credits
BIOL Upper Division Electives	12 credits
BIOL 499 Senior Colloquium	1 credit

## BIOLOGY

### Minor in Biology: 33 credits

#### Lower Division

BIOL 101, 101L Diversity of Life	4 credits
BIOL 102, 102L Introduction to Ecology	4 credits
BIOL 201, 201L Cellular Biology	4 credits
BIOL 202, 202L Genetics and Evolution	4 credits
CHEM 101, 101L General Chemistry	4 credits
CHEM 230, 230L Organic Chemistry	5 credits

#### Upper Division\*

BIOL Upper Division Electives	8 credits
-------------------------------	-----------

\*The prerequisite for all upper division biology classes is a

cumulative GPA  $\geq$  2.00 in BIOL 101, 102, 201, 202, and CHEM 101 (or 105) and 230, and the associated labs. In regards to upper division biology electives, a minimum of 10 credits (BS), six (6) credits (BA), or four (4) credits (minor) must be biology classes taken from Gonzaga faculty; students participating in School for Field Studies programs or other study abroad programs should make note. All classes should be chosen in consultation with a faculty advisor.

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

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

Participate in a significant research experience. This means working on an independent research project for the equivalent of four credits. We encourage students to do research for 7-8 months if possible (e.g., summer followed by fall semester). With prior permission, this requirement can be fulfilled at a different institution. The credits themselves are not necessary (for example, a student may be paid from a faculty's grant or by Gonzaga Summer Research Program (GSRP) in the summer).

Present research findings at a scientific meeting.

Attend research seminars (BIOL 484; 1 credit) and attend at least three department seminars per year in addition to those in BIOL 484.

Take a college calculus course (Math 148: Survey of Calculus or MATH: 157: Calculus and Analytic Geometry I). Also, complete a statistics course or biological mathematics course.

As part of the requirement for BIOL 499, biology's capstone course, students in the Research Option program will write up their research results. This course is already required of all biology majors but will have a variety of writing options for different students.

Participate in science education outreach (*Science in Action!* or GIEOP) for 15 hours one semester.

### Lower Division

BIOL 100 Biological Concepts 3 credits

A one-semester course designed to investigate the process of science by focusing on current biological issues.

Different subfields of biology will be explored depending on the instructor. This biology course does not have a lab.

Designed for non-science majors. Fall or Spring, and Summer I.

BIOL 101 Diversity of Life 3 credits

This course provides a foundation in the fundamental principles of biology while introducing the unity and diversity of living things. The majority of the course explores the origins of and evolutionary relationships among the major groups of organisms. Enrollment is limited to science or nursing majors. Fall and Spring.

BIOL 101L Diversity of Life Lab 1 credit

An introduction to experimental techniques and scientific methods. Students learn how to approach scientific questions, make observations, record, analyze and report data. In addition, students are introduced to the diversity of bacteria, protists, fungi, plants, and animals. Taken concurrently with BIOL 101.

BIOL 102 (ENVS 102) Introduction to Ecology 3 credits

An introduction to the interactions between organisms and their environments. Topics include responses of organisms to each other and their environments, the physiological ecology of individuals, population dynamics, community structures, and the movement of matter and energy through ecosystems. The impacts of human activities on these interactions will be considered throughout the course. Spring.

Prerequisite(s): BIOL 101

BIOL 102L (ENVS 102L) Introduction to Ecology

Lab 1 credit Field and laboratory experiments and computer simulations are used to investigate ecological interactions in populations and communities. The communication of scientific results is also emphasized, including basic statistics, graphical presentation of data, and the preparation of a scientific paper. Taken concurrently with BIOL 102.

BIOL 123 (ENVS 103) Human Ecology 3 credits

A study of the principles of ecology (including population dynamics, diversity, and energy flow) and the impact humans have on the environment. Lab is required. Designed for non-science majors. Fall, Spring, and Summer II.

BIOL 123L (ENVS 103L) Human Ecology Lab 1 credit

Taken concurrently with BIOL 123.

BIOL 134 Science and Religion 3 credits

The relationship between science and religion throughout history. This course focuses on comparing science and religion as ways of knowing about the world.

Designed for non-science majors. On sufficient demand.

BIOL 134H Science and Religion: Honors 3 credits

Prerequisite(s): HONS 190

BIOL 140 (ENVS 110) Field Botany 3 credits

Course includes systematics of flowering plants, plant communities of the Inland Northwest, sight identification of major plant families and selected topics in plant ecology. A plant collection is required. Two four-hour lectures/lab meetings per week and three, ten-hour field trips on Saturdays. Designed for non-science majors. Summer I.

BIOL 140L (ENVS 110L) Field Botany Lab 1 credit

See course description for BIOL 140. Taken concurrently with BIOL 140.

BIOL 159 Field Studies in Biodiversity 4 credits

This course uses a field experience as a backdrop to learn about evolutionary, ecological and biogeographical processes that determine the ranges and biodiversity of organisms. The course begins with class work on the Gonzaga campus and is followed by two to three weeks in the field, where at least two faculty members and local experts will mentor students. Field locations vary by semester and may include the Galapagos Islands, Belize, Africa, Costa Rica, or domestic locations. Students are responsible for keeping a field journal, conducting short research projects and cooperative learning. Satisfies lab science requirement for non-science majors. Summer.

Prerequisite(s): By permission

BIOL 165 (WOMS 265) Biology of Disease 3 credits

This course investigates how medicines work. It covers various affected organ systems (e.g., immune, endocrine, reproductive), the scientific method, development of effective medicines/treatments, and the potential sex/race/ culture bias of experimental results from drug trials. Various diseases (e.g., AIDS, cancer, diabetes) and treatments will be covered in the course. Designed for non-science majors. On sufficient demand.

BIOL 170 Introduction to Microbiology 3 credits

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

Prerequisite(s): BIOL 101 and CHEM 101 or CHEM 105)

BIOL 170L Introduction to Microbiology Lab 1 credit

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

BIOL 199 Core Topics 3 credits

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

BIOL 199L Core Topics Lab 1 credit

Taken concurrently with BIOL 199.

**BIOL 200 (ENVS 200) Case Studies in Environmental**

Science 4 credits This course is designed to introduce students to scientific issues and concepts related to environmental problems. The course will consist of investigations of a number of specific cases of environmental impacts by humans, such as: chemical contamination of soils, air, or water; overexploitation of fisheries or other living resources; freshwater availability and quality; habitat conversion, fragmentation, and loss of biodiversity; invasive species; renewable and non-renewable energy sources; and the production and management of waste. Specific cases will vary from semester to semester, and will include examples of current local, regional and global relevance. Laboratory exercises will allow students to investigate the scientific principles important for understanding the cases, and will help students develop an appreciation for the strength and limitations of scientific knowledge in addressing environmental issues. Spring. Prerequisite(s): BIOL102 or BIOL123 or BIOL199 (approved section)

**BIOL 201 Cellular Biology** 3 credits An examination of cell structure and function with an emphasis on cellular biochemistry. Prerequisite(s): CHEM 230 and BIOL 101

**BIOL 201L Cellular Biology Lab** 1 credit  
An introduction to methods of analysis of cell structure,

**BIOLOGY**

composition and behavior. Taken concurrently with BIOL 201.

**BIOL 202 Genetics and Evolution** 3 credits  
A study of the mechanisms of heredity and evolution. Topics include Mendelian inheritance, molecular and population genetics, and current issues in evolutionary biology. Spring. Prerequisite(s): BIOL 201

**BIOL 202L Genetics and Evolution Lab** 1 credit  
Methods of genetic analysis and investigations of evolutionary mechanisms will be explored. Taken concurrently with BIOL 202.

**BIOL 222 Science for Teachers** 3 credits  
This course is designed for non-science majors in the pre-service education program. This course fulfills both the core laboratory science requirement and the "life science with lab" requirement in the teacher certification program. This course incorporates the process of inquiry to understand basic biological concepts and science itself. Lab is required. Fall and/or Spring.

Prerequisite(s): EDTE 101

**BIOL 222L Science for Teachers Lab** 1 credit  
Taken concurrently with BIOL 222.

**BIOL 290 Directed Readings** 1 - 3 credits  
Topic to be decided by faculty.

**Upper Division**

**BIOL 302 GIEOP Outreach Mentoring** 1 credit Students will become involved in the outreach program to GU's K-12 partner schools on Indian reservations. Students will be specifically involved in tutoring/mentoring relationships with Native American students using email, Blackboard, digital photography, letter writing, and occasional visits.

Student involvement will be determined by dialog between the GIEOP Outreach

Coordinator and teachers at partnering schools. May be repeated. A maximum of two credits can be applied to biology electives. By permission.

**BIOL 303 Population Ecology** 3 credits

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

Prerequisite(s): BIOL 102 and BIOL 202

**BIOL 303L Population Ecology Laboratory** 1 credit  
Taken concurrently with BIOL 303.

**BIOL 304 Practice in Laboratory Teaching** 1 credit Students gain teaching experience by assisting laboratory instructors as a teaching assistant ("TA") in a laboratory course. Duties may include lab set-up, in-class mentoring, grading, and quiz preparation. May be repeated. A maximum of two credits may be applied to biology electives. Usually limited to students who have earned an A or B in the lecture portion of the course for which the student is a candidate to TA the lab. By permission.

**BIOL 313 Animal Behavioral Ecology** 3 credits

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

Prerequisite(s): BIOL 102 and BIOL 202

**BIOL 313L Animal Behavioral Ecology Lab** 1 credit  
Taken concurrently with BIOL 313.

**BIOLOGY**

**BIOL 323 (ENVS 303) Conservation Biology** 3 credits This course covers the biological concepts important for the conservation of natural populations, communities, and ecosystems. Both theoretical and empirical studies will be applied to such topics as: the genetics and ecology of small populations, consequences of habitat fragmentation, the impact of introduced species, and the ecological value of biological diversity. Spring.

Prerequisite(s): BIOL 102/ENVS 102 and BIOL 202; or by permission.

**BIOL 323L (ENVS 303L) Conservation Biology Lab** 1 credit  
This lab includes field trips. Taken concurrently with BIOL 323 (ENVS 303).

**BIOL 330 Invertebrate Biology** 4 credits

An examination of the major invertebrate phyla, including an overview of the structural and functional characteristics of each group. The evolutionary relationships between various invertebrate groups will also be examined. Emphasis will be placed on the interaction of marine species with their environment.



- Taught in a combined lecture/lab format. Offered on sufficient demand.  
Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 331 Parasitology 3 credits  
Explores the medical, physiological, ecological, and historical effect of parasites. The course concentrates on human parasites and ranges from viruses and bacteria through helminthes and arthropods. Fall. Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 331L Parasitology Lab 1 credit  
Taken concurrently with BIOL 331.
- BIOL 333 Community Ecology 3 credits  
This course provides an introduction to the science of community ecology. The major processes that have created and are operating within communities will be explored, including species diversity, competition, predation, herbivory, island biogeography, and succession. Students will explore the theories and experimental evidence of these processes and conduct ecology projects.  
Fall. Alternate years.  
Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 334 Advanced Evolutionary Biology 3 credits A study of the mechanisms responsible for the diversity of life on earth. Topics covered include speciation, adaptation, systematics, extinction, natural selection, genetic drift, mutation, and gene flow. Examples are chosen from all types of organisms. Offered on sufficient demand.  
Prerequisite(s): BIOL 202
- BIOL 335 Advanced Genetics 3 credits  
An advanced study of genetics within the context of a selected topic in biology. Past topics have included an examination of human race and racism and the study of genomes. Offered on sufficient demand.  
Prerequisite(s): BIOL 202
- BIOL 335L Advanced Genetics Lab 1 credit  
Taken concurrently with BIOL 335.
- BIOL 337 Developmental Biology 3 credits  
A study of the principles and mechanisms that underlie the development of plants and animals, using approaches that integrate cell biology, genetics, molecular biology, and evolution. Spring alternate years.  
Prerequisite(s): BIOL 202
- BIOL 337L Developmental Biology Lab 1 credit  
Taken concurrently with BIOL 337.
- BIOL 338 Histology 3 credits  
A study of the microscopic structure of animal (mostly mammalian) tissues and organs. Topics include: histology, cytology, and microscopic anatomy as exemplified in animal tissue. Material will emphasize the relationship between structure and function in tissues and organs.  
Spring.  
Prerequisite(s): BIOL 202
- BIOL 338L Histology Lab 1 credit  
Labs will combine the study of tissue structure using a collection of prepared slides, and the processing and sectioning of tissue samples. Lab assignments will include the production of personal digital atlases.  
Taken concurrently with BIOL 338.
- BIOL 340 Field Botany 3 credits  
This class meets with and covers the same topics as BIOL 140 but is designed for biology majors. In addition to the topics and requirements listed for BIOL 140, biology majors are required to complete a field project in the area of plant systematics or plant ecology. Summer I.  
Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 340L Field Botany Lab 1 credit  
Taken concurrently with BIOL 340.
- BIOL 343 Plant Community Ecology 3 credits  
This class meets with and covers the same topics as BIOL 333 (Community Ecology), but is designed for biology majors who need a plant ecology-focused course. Students will explore the theories and experimental evidence of community ecology and conduct ecology projects with a specific focus on plant processes. Fall alternate years.  
Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 351 Advanced Cell Biology 3 credits  
An advanced study of cell structure and function with an emphasis on selected topics in cell biology. Topics vary with instructor, but may include cell signaling, cell cycle, plant cells, and the cell biology of cancer. Spring.  
Prerequisite(s): BIOL 202
- BIOL 351L Advanced Cell Biology Lab 1 credit  
Taken concurrently with BIOL 351.
- BIOL 357 Principles of Wildlife Management 3 credits The ecology, theory, methods, and philosophy of wildlife management emphasizing game, nongame, and endangered species. Students gain an understanding of the roles and responsibilities of various government agencies and non-governmental organizations. Offered on sufficient demand.  
Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 357L Wildlife Management Lab 1 credit This lab includes field trips. Taken concurrently with BIOL 357.
- BIOL 359 Field Studies in Biodiversity 4 credits This course meets with and covers the same topics as BIOL 159 (see course description) but is designed for biology majors. In addition to the topics and requirements listed for BIOL 159, biology majors are required to submit a scientific paper on one of the field research projects. Course may be retaken with permission. Prerequisite(s): BIOL 102 and BIOL 202 or by permission
- BIOL 360 Plant Biology 3 credits  
This course acquaints students with the evolution, structure, development and functions of plant cells, tissues and organs. Offered on sufficient demand.  
Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 360L Plant Biology Lab 1 credit This lab includes field trips. Taken concurrently with BIOL 360.
- BIOL 367 Entomology 3 credits

- This course introduces students to the scientific study of insects. Topics will include insect identification, diversity, behavior, anatomy, ecology, and applied entomology.  
Fall alternate years.  
Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 367L Entomology Lab 1 credit This lab includes field trips. Taken concurrently with BIOL 367.
- BIOL 370 General Microbiology 3 credits  
A study of the fundamental factors involved in microbiology including basic microbial morphology, taxonomy, biochemistry, genetics, and culture techniques. Fall.  
Prerequisite(s): BIOL 202
- BIOL 370L General Microbiology Lab 1 credit  
Taken concurrently with BIOL 370.
- BIOL 371 Vertebrate Biology and Anatomy 3 credits  
Vertebrate diversity, structure and function from an evolutionary perspective. Topics covered will include development, physiology, ecology, behavior and conservation.  
Fall.  
Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 371L Vertebrate Biology and Anatomy Lab 1 credit  
Taken concurrently with BIOL 371.
- BIOL 374 Immunology 3 credits  
An introduction to the cellular and molecular basis of the immune response. Topics will include structures and interactions of effect on molecules in the immune system, generation of diversity in immune specificity, cellular immunology, and the basis of immunity and autoimmune diseases. Fall. Prerequisite(s): BIOL 202
- BIOL 374L Immunology Lab 1 credit  
Taken concurrently with BIOL 374.
- BIOL 375 Virology 3 credits Viral evolution, replication, virus-host interactions, epidemiology, and lateral gene transfer are covered. Offered on sufficient demand.  
Prerequisite(s): BIOL 202
- BIOL 399 Advanced Topic 2 credits  
An introduction to the current reviews and research literature on specific biological topics. This course prepares students to study, analyze, and discuss the results of biological research. Selected topics are offered each semester. May be repeated with departmental permission. Fall and Spring. Prerequisite(s): BIOL 202
- BIOL 420 Physiological Ecology 3 credits  
Physiology largely determines the abundance and distribution of organisms in the environment. This course will examine the interactions between organismal function and the physical environment. Topics include: physiological and evolutionary adaptations to extreme environments (high altitudes, deep oceans, and deserts), physiological determinants of patterns of diversity, limits to performance and environmental tolerance, and physiological responses to climate change. Offered on sufficient demand.  
Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 440 (CHEM 440) Biochemistry I 3 credits Structure and function of the major classes of biomolecules (carbohydrates, proteins, and nucleic acids) with an emphasis on proteins and enzymology. The central metabolic pathways of glycolysis, gluconeogenesis, and the citric acid cycle are discussed from a mechanistic, energetic, and regulatory viewpoint. Fall.  
Prerequisite(s): CHEM 331 and (CHEM 310 or CHEM 240) and BIOL 202
- BIOL 441 Physiology 3 credits Physiological mechanisms, processes and responses of animals. Physical, chemical and biochemical principles common to physiological systems, such as respiration, excretion, and metabolism, will be covered. Goals of the course are to reveal the mechanisms, adaptive significance, and evolution of physiological systems using a  
**BIOLOGY**  
comparative approach. Fall. Prerequisite(s): BIOL 102 and BIOL 202
- BIOL 441L Physiology Lab 1 credit  
Taken concurrently with BIOL 441.
- BIOL 443L (CHEM 443L) Biochemistry Lab I 1 credit  
An investigation of the techniques used to examine biomolecules and biochemical systems. Students perform integrated laboratory experiments in biochemistry.  
Spring.  
Prerequisite(s): BIOL 440 or CHEM 440
- BIOL 445 (CHEM 445) Biochemistry II 3 credits  
Continuation of BIOL 440 (CHEM 440), including an examination of the primary processes of cellular energy production, oxidative phosphorylation and photosynthesis. The major metabolic pathways of carbohydrates, lipids, amino acids and nucleotides are covered. Spring. Prerequisite(s): BIOL 440 or CHEM 440
- BIOL 450 (CHEM 450) Biophysical Chemistry 3 credits An introduction to quantum mechanics, thermodynamics, kinetics and physical methods as they relate to the study of biological macromolecules. Spring.  
Prerequisite(s): MATH 157, CHEM 440 or BIOL 440
- BIOL 451 Comparative Endocrinology 3 credits  
A comparative study of the structure and function of hormones across a wide variety of taxa (emphasizing vertebrates), including secretion and regulation of hormones, mechanisms of action, and integration of hormones into biological processes. Offered on sufficient demand.  
Prerequisite(s): BIOL 202
- BIOL 451L Comparative Endocrinology Lab 1 credit  
Taken concurrently with BIOL 451.
- BIOL 456 Molecular Biology 3 credits  
This course provides essential background for understanding the application of recombinant DNA technology in biological research and biotechnology. Fall.  
Prerequisite(s): BIOL 202
- BIOL 456L Molecular Biology Lab 2 credits

Labs focus on the construction, manipulation, and analysis of recombinant DNA molecules. Taken concurrently with BIOL 456.

**BIOL 460 Plant Physiology** 3 credits  
Plant structure, function, physiology, and biochemistry are explored. Emphasis is placed on physiological phenomena such as fluid transport processes, the regulation of plant growth, and photosynthesis. Aspects of plant molecular biology and genetic engineering of crop plants are also investigated. Offered on sufficient demand.

Prerequisite(s): BIOL 202

**BIOL 460L Plant Physiology Lab** 1 credit  
Taken concurrently with BIOL 460.

**BIOL 471 Wildlife Management** 4 credits  
Introduces students to the questions, principles and tools used by resource managers in the Kenyan Savanna ecosystem. Students will study habitat assessment, plant and animal identification, plant and animal associations

and distributions, and other approaches to evaluating savanna ecosystems. School for Field Studies program only. See <http://www.fieldstudies.org/> for current schedule.

Prerequisite(s): BIOL 102 and BIOL 202

**BIOL 472 Wildlife Ecology** 4 credits  
Presents students with the information and conceptual background necessary to understand the underlying ecological principles of the East African Savanna ecosystem. Focus on the fundamental processes and relationships between the biotic and abiotic environment. School for Field Studies program only. See <http://www.fieldstudies.org/> for current schedule.

Prerequisite(s): BIOL 102 and BIOL 202.

## **BIOLOGY/CATHOLIC STUDIES**

**BIOL 473 Tropical Marine Ecology** 4 credits  
Discusses the interactions that determine the distribution and abundance patterns of tropical marine organisms, with emphasis on the ecology of near-shore areas. Basic principles of ecology are integrated with physical, chemical and geological oceanography. School for Field Studies program only. See <http://www.fieldstudies.org/> for current schedule.

Prerequisite(s): BIOL 102 and BIOL 202

**BIOL 474 Rainforest Ecology** 4 credits  
Introduces the structure and function of tropical rainforests including the floral and faunal components. Ecological processes that maintain biodiversity and the evolutionary processes that generate it will be presented. School for Field Studies program only. See <http://www.fieldstudies.org/> for current schedule.

Prerequisite(s): BIOL 102 and BIOL 202

**BIOL 475 Principles of Forest Management** 4 credits  
Presents the ecological and analytical tools used in the management of terrestrial, living resources. Uses examples from the tropics to stress the theories and skills that provide the foundation for land management

worldwide. School for Field Studies program only. See <http://www.fieldstudies.org/> for current schedule.

Prerequisite(s): BIOL 102 and BIOL 202

**BIOL 476 Principles of Resource Management** 4 credits  
Introduces practical tools used in addressing complex environmental problems including coastal zone planning, guidelines for ecologically sustainable development, environmental impact assessment, fisheries management techniques, and protected-area planning and management. School for Field Studies program only. See <http://www.fieldstudies.org/> for current schedule.

Prerequisite(s): BIOL 102 and BIOL 202

**BIOL 477 Coastal Ecology** 4 credits  
Examines the ecological processes at the interface between land and sea in order to provide an understanding of how human perturbations can impact both marine and terrestrial systems. The watershed concept will be used to explore nutrient flow, energy cycling, erosion, coastal circulation productivity, and

biotic interactions. School for Field Studies program only. See <http://www.fieldstudies.org/> for current schedule.

Prerequisite(s): BIOL 102 and BIOL 202

**BIOL 484 Research Seminar** 1 credit  
This class is designed to expose students to various areas of biology research and to the different communications forms of that research. Graduate school is a fundamental part of the biology research pathway and therefore this course will help students to become familiar with the graduate school process. The format of the class will include seminars and class meetings. Spring.

Prerequisite(s): BIOL 202

**BIOL 490 Directed Reading 1 - 3 credits**  
Reading material will be selected by the student after consultation with a faculty member in the department. Course may be repeated to total not more than six credits. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to biology electives. Fall and Spring. Prerequisite(s): BIOL 202

**BIOL 496 Biological Research Techniques 1 - 3 credits**  
An introduction to some of the experimental techniques used in biological research. Course content will vary by instructor. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to biology electives. On sufficient demand.

Prerequisite(s): BIOL 202

**BIOL 498 Directed Research** 0 - 4 credits  
This course provides the motivated student with the opportunity to conduct an independent research project under the direction of a Biology Department faculty member. A maximum of six credits of any combination of BIOL 490, BIOL 496, and BIOL 498 can be applied to biology electives. Fall and Spring. Prerequisite(s): BIOL 202

**BIOL 499 Senior Colloquium** 1 credit  
Required of all majors. This course meets once per week to review students framework of biological knowledge, discuss biological principles, and develop biological

writing skills. Recent primary literature articles on current topics in biology may be examined as a means of review.

## Catholic Studies

Director: M. Maher, S.J.

The Catholic Studies Concentration provides a multi-disciplinary approach to understanding the Catholic expression of Christianity and its cultural contributions. The concentration assumes that a knowledge of the heritage of Catholicism's past is necessary for understanding the present and anticipating the future. The concentration has four goals. First, it gives students an opportunity to identify Catholicism's heritage in various disciplines across the curriculum. Second, it gives students an opportunity to integrate their understanding of these contributions into an appreciation of the richness of Catholic culture. Third, the program supports the idea that Catholicism is not something limited to a particular department or to a particular segment of a person's life. Catholicism involves the total person and is thus appropriately addressed throughout the entire curriculum of a Catholic university. Finally, the concentration seeks to encourage faculty to be aware of and reflective on the assumptions and the goals outlined above. The Catholic Studies Committee that oversees the program understands

these goals as furthering the mission of the University.

The Catholic Studies concentration offers a twenty-one credit program that will enable students to choose and integrate courses from a coherent and focused perspective. The concentration requires three courses - RELI 220 Catholicism, a course in Catholic Church history, and CATH 499 Catholic Studies Symposium. The RELI 220 course is a 'gateway' course that should be taken prior to taking other courses in the concentration; however, it may be taken concurrently with other concentration courses. The CATH 499 symposium is the 'capstone' course and is the final course to be taken in the concentration. It is this course that specifically seeks to produce an integrative experience for students in the concentration. Students will also select four elective courses from different disciplines, such as art, communication arts, english, music, philosophy, political

## Chemistry and

## Biochemistry

Chairperson: David Cleary

Dr. Scholl Distinguished Professor: J. Smieja

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

Associate Professor: J. Shepherd, J. Cronk

Assistant Professors: M. Cremeens, E. Ross, T. Vannelli, S. Warren, J. Watson

Lecturer: G. D'Ambruoso

At the end of the semester, students are required to take the Major Field Test in Biology. Fall and Spring.

Prerequisite(s): BIOL 202

science and religious studies. These elective courses and the church history course follow no definite sequence since the intent is that the student be free to explore the diversity of Catholic thought and life. Courses satisfying concentration requirements are indicated by a Catholic Studies attribute. Student course selections are subject to the following requirements: no more than six credits from any one department can count towards meeting concentration requirements; no more than a total of nine credits combined from the Philosophy and Religious Studies Departments, excluding the required RELI 220 Catholicism course, can count towards meeting concentration requirements. These requirements are intended to highlight the diversity of Catholic thought and life. Students in the College of Arts and Sciences may be able to meet most of the concentration's requirements within the College's core curriculum.

### Field of Concentration in Catholic Studies: 21

RELI 220, Catholicism	3 credits
CATH 499 Catholic Studies Symposium	3 credits
Course in Catholic Church history	3 credits
Electives (with Catholic Studies attribute)	12 credits

### Lower Division

CATH 190 Directed Study	1 - 3 credits
Topic to be decided by faculty.	
CATH 290 Directed Study	1 - 3 credits
Topic to be decided by faculty.	

### Upper Division

CATH 390 Directed Study	1 - 3 credits
Topic to be decided by faculty.	
CATH 490 Directed Study	1 - 3 credits
Topic to be decided by faculty.	
CATH 499 Catholic Studies Symposium	3 credits
A capstone course in which students will integrate their experiences in other Catholic Studies courses. Students will be responsible for writing a thesis under the direction of the instructor.	

The Department of Chemistry and Biochemistry offers Bachelor of Science degrees in chemistry and biochemistry and a Bachelor of Arts degree in chemistry. The curricula for

### CATHOLIC STUDIES/CHEMISTRY AND BIOCHEMISTRY

the Bachelor of Science degrees are approved by the American Chemical Society and the biochemistry curriculum is consistent with the recommendations of the Association of Biochemistry and Molecular Biology. A Bachelor of Arts is offered for those students seeking a strong background in chemistry but with less specialization than the Bachelor of Science program. A minor in chemistry is also offered.

Students are encouraged to visit the departmental website to learn more about careers in chemistry and biochemistry. For those interested in teaching chemistry at the secondary level, the department suggests the B.A. degree along with

the teacher certification program of the School of Education. For students interested in environmental science, a B.A. degree in chemistry combined with a minor in environmental studies and supporting courses from biology and civil engineering is recommended.

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

## B.S. Major in Chemistry: 62 Credits

### Lower Division

CHEM 101 General Chemistry	3 credits	CHEM 101L General Chemistry Lab	1 credit
CHEM 206 Inorganic Chemistry	3 credits	CHEM 206L Inorganic Chemistry Lab	1 credit
CHEM 230 Organic Chemistry I	4 credits	CHEM 230L Organic Chemistry I Lab	1 credit
MATH 157 and 258	8 credits		
PHYS 103, 103L and 204, 204L	8 credits		

### Upper Division

CHEM 310 & 310L Quantitative Analysis	5 credits		
CHEM 320 Physical Chemistry I	3 credits		
CHEM 321 Physical Chemistry II	3 credits		
CHEM 331 Organic Chemistry II	3 credits		
CHEM 331L Organic Chemistry Lab II	1 credit		
CHEM 340 Unified Lab I	2 credits		
CHEM 341 Unified Lab II	2 credits		
CHEM 406 Advanced Inorganic Chemistry	3 credits		
CHEM 410 Instrumental Analysis	3 credits		
CHEM 440 Biochemistry I	3 credits		
CHEM 471 Chemical Bibliography	1 credit		
CHEM 485 Seminar	1 credit		
CHEM 486 Seminar	1 credit		
CHEM 498A and B Thesis	2 credits		

## B.S. Major in Biochemistry: 71 Credits

### Lower Division

CHEM 101 General Chemistry	3 credits		
CHEM 101L General Chemistry Lab	1 credit		
CHEM 206 Inorganic Chemistry	3 credits		
CHEM 206L Inorganic Chemistry Lab	1 credit		
CHEM 230 Organic Chemistry I	4 credits		
CHEM 230L Organic Chemistry I Lab	1 credit		
BIOL 101 Diversity of Life	3 credits		
BIOL 101L Diversity of Life Laboratory	1 credit		
BIOL 201 Cellular Biology	3 credits		
BIOL 201L Cellular Biology Lab	1 credit		
BIOL 202 Genetics and Evolution	3 credits		
BIOL 202L Genetics and Evolution Lab	1 credit		
MATH 157 and 258	8 credits		
PHYS 103, 103L and 204, 204L	8 credits		

### Upper Division

CHEM 310 and 310L Quantitative Analysis	5 credits		
CHEM 331 Organic Chemistry II	3 credits		
CHEM 331L Organic Chemistry Lab II	1 credit		
CHEM 440 Biochemistry I	3 credits		

CHEM 443 Biochemistry I Lab	2 credit		
CHEM 445 Biochemistry II	3 credits		
CHEM 450 Biophysical Chemistry	3 credits		
(or CHEM 320/321 Physical Chemistry I and II	6 credits)		
BIOL 456 Molecular Biology	3 credits	BIOL 456L Molecular Biology Lab	2 credits
CHEM 471 Chemical Bibliography	1 credit		
CHEM 485 Seminar	1 credit		
CHEM 486 Seminar	1 credit		
CHEM 498A and B Thesis	2 credits		

## CHEMISTRY AND BIOCHEMISTRY

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

### Lower Division

CHEM 101 General Chemistry	3 credits		
CHEM 101L General Chemistry Lab	1 credit		
CHEM 206 Inorganic Chemistry	3 credits		
CHEM 206L Inorganic Chemistry Lab	1 credit		
CHEM 230 Organic Chemistry I	4 credits		
CHEM 230L Organic Chemistry Lab I	1 credit		
MATH 157 and 258	8 credits		
One of the following two sets of courses:	8 credits		
PHYS 101, 101L and 102, 102L			
PHYS 103, 103L and 204, 204L			

### Upper Division

CHEM 310 and 310L Quantitative Analysis	5 credits		
CHEM 320 Physical Chemistry I	3 credits		
CHEM 331 Organic Chemistry II	3 credits		
CHEM 331L Organic Chemistry Lab II	1 credit		
CHEM 340 Unified Lab I	2 credits		
CHEM 440 Biochemistry I	3 credits		
CHEM 471 Chemical Bibliography	1 credit		
CHEM 485 Seminar	1 credit		
CHEM 486 Seminar	1 credit		
CHEM 488 Senior Literature Review	1 credit		
One of the following courses:	3 credits		
CHEM 406			
CHEM 410			
CHEM 321			

## Minor in Chemistry: 33 Credits

### Lower Division

CHEM 101 General Chemistry	3 credits		
CHEM 101L General Chemistry Lab	1 credit		
CHEM 206 Inorganic Chemistry	3 credits		
CHEM 206L Inorganic Chemistry Lab	1 credit		
CHEM 230 Organic Chemistry I	4 credits		
CHEM 230L Organic Chemistry Lab I	1 credit		
MATH 157 Calculus and Analytical Geometry I	4 credits		
PHYS 101, 101L or PHYS 103, 103L	4 credits		

### Upper Division

CHEM 310 and 310L Quantitative Analysis	5 credits		
CHEM 331 Organic Chemistry II	3 credits	CHEM 331L Organic Chemistry Lab II	1 credit
One of the following courses:	3 credits		
CHEM 320 Physical Chemistry I (requires MATH 258)			
CHEM 321 Physical Chemistry II			

(requires MATH 258)  
CHEM 440 Biochemistry I

### Lower Division

- CHEM 101 General Chemistry 3 credits  
A systematic treatment of the fundamental laws and theories of chemistry and their applications. Designed for science and engineering majors. Three lectures per week. Taken concurrently with CHEM 101L.
- CHEM 101L General Chemistry Lab I 1 credit Taken concurrently with CHEM 101. One laboratory per week.
- CHEM 105 General Chemistry 3 credits  
Similar to CHEM 101 but designed for students with a good chemistry background, especially those exploring chemistry as a major. Three lectures per week. Taken concurrently with CHEM 105L. Fall.
- CHEM 105L General Chemistry Lab 1 credit Taken concurrently with CHEM 105. Emphasis on discovery approach. One laboratory per week. Fall.
- CHEM 111 Chemistry in Context 3 credits  
A survey of chemical topics related to contemporary social issues. Specifically designed for non-science majors. CHEM 111L optional. On sufficient demand.
- CHEM 111L Chemistry in Context Lab 1 credit See CHEM 111 for description. Taken concurrently with CHEM 111.
- CHEM 123 (ENVS 104) Environmental Chemistry 3 credits  
This course will cover the fundamental principles of chemistry necessary to understand the source, transport, and fate of chemical substances in the environment. Additional topics will be chosen by the instructor but may include the environmental implications of various energy-generation methods; the chemistry of the atmosphere, hydrosphere, and lithosphere; climate change; and water quality, pollution, and treatment of water sources. Taken concurrently with CHEM 123L.  
Spring.
- CHEM 123L (ENVS 104L) Environmental Chemistry Lab 1 credit See CHEM 123 course description. Taken concurrently with CHEM 123. Spring.
- CHEM 180 Art and Chemistry 3 credits  
This course investigates the molecular basis of color and form with a focus on artists' materials such as pigments, dyes, paints, paper, clay, glass and metals. Chemistry applications include ceramics, printmaking, fresco painting, photography, art authentication, and art restoration. Designed for non-science majors. Taken concurrently with CHEM 180L. On sufficient demand.
- CHEM 180L Art and Chemistry 1 credit  
Hands-on activities and experiments that are integrated with the lecture material presented in CHEM 180. Taken concurrently with CHEM 180.
- CHEM 190 Special Topics 1 - 4 credits  
Topic to be decided by faculty.
- CHEM 198 Topics in Chemistry, Lecture 3 credits  
Designed for non-science majors, this course fulfills the core science requirement. Different subfields of chemistry will be explored depending on the instructor. On sufficient demand.

- CHEM 199 Topics in Chemistry, Lecture and Lab 3 credits  
Designed for non-science majors, this course fulfills the core laboratory science requirement. Different subfields of chemistry will be explored depending on the instructor. Taken concurrently with CHEM 199L. On sufficient demand.
- CHEM 199L Topics in Chemistry, Lab 1 credit See CHEM 199 course description. Taken concurrently with CHEM 199.
- CHEM 206 Inorganic Chemistry 3 credits  
Periodic trends including acid-base, solubility, redox, and radioactive properties of the elements. Emphasis on aqueous solutions and environmental applications. Taken concurrently with CHEM 206L. Fall.  
Prerequisite(s): CHEM 101 or CHEM 105
- CHEM 206L Inorganic Chemistry Lab 1 credit  
Preparation and analysis of inorganic compounds. Qualitative analysis of aqueous solutions. Taken concurrently with CHEM 206. Fall. Prerequisite(s): CHEM 105 or CHEM 101
- CHEM 230 Organic Chemistry 4 credits  
Essential concepts in bonding and structure, acid-base chemistry, reactivity and synthesis of functional groups, nomenclature, and mechanisms of fundamental organic reactions. Three lectures and one recitation per week. Taken concurrently with CHEM 230L. Spring.  
Prerequisite(s): CHEM 101 or CHEM 105 (minimum grade C- or by permission)
- CHEM 230L Organic Chemistry Lab I 1 credit  
Preparation and analysis of representative organic compounds One laboratory per week. Taken concurrently with CHEM 230. Spring. Prerequisite(s): CHEM 101 or CHEM 105
- CHEM 240 Introduction to Bioanalytical Chemistry 3 credits  
Topics include acid-base chemistry, spectrometry, chromatography, electrochemistry, chemical thermodynamics, and kinetics. Emphasis on biological applications. Three lectures per week. Taken concurrently with CHEM 240L. Spring.  
Prerequisite(s): CHEM 230
- CHEM 240L Introduction Bioanalytical Chemistry Lab 1 credit Applications of selected analytical methods to biological problems. One laboratory per week. Taken concurrently with CHEM 240. Spring.  
Prerequisite(s): CHEM 230
- ### Upper Division
- CHEM 310 Quantitative Analysis 3 credits  
Principles of chemical analysis by gravimetric, volumetric, electrochemical, spectrometric, and chromatographic procedures as well as basic scientific statistics. Laboratory focus is on the development of skills that are fundamental to experimental chemistry, quantitative acid-base, redox and complexometric titrimetry, and an introduction to basic analytical instrumentation. Three lectures per week.  
Prerequisite(s): CHEM 206 and CHEM 230
- CHEM 310L Quantitative Analysis Lab 2 credits See CHEM 310 for description. Two laboratories per week. Spring.  
Prerequisite(s): CHEM 206 and CHEM 230

- CHEM 320 Physical Chemistry I 3 credits Quantum mechanics, group theory, and spectroscopy. Three lectures per week. Fall.  
Prerequisite(s): MATH 258 and (PHYS 103 or PHYS 101) and CHEM 310
- CHEM 321 Physical Chemistry II 3 credits Thermodynamics, statistical mechanics, and kinetics. Three lectures per week. Spring.  
Prerequisite(s): CHEM 310 and MATH 258 and (PHYS 103 or PHYS 101)
- CHEM 331 Organic Chemistry II 3 credits Continuation of CHEM 230. Three lectures per week. Taken concurrently with CHEM 331L. Fall. Prerequisite(s): CHEM 230 (minimum grade C- or by permission)
- CHEM 331L Organic Chemistry Lab II 1 credit Preparation and analysis of representative organic compounds. One laboratory per week. Taken concurrently with CHEM 331. Fall.  
Prerequisite(s): CHEM 230L (minimum grade C- or by permission)
- CHEM 340 Unified Laboratory Session I 2 credits Laboratory projects emphasizing instrumental analysis. Two laboratories per week. Fall.  
Prerequisite(s): CHEM 310 and CHEM 331
- CHEM 341 Unified Laboratory II 2 credits Laboratory experiments emphasizing physical chemistry methods. Two laboratories per week. Spring.  
Prerequisite(s): CHEM 310 and CHEM 320 and CHEM 331
- CHEM 360 Introduction to Bioinformatics 3 credits An introduction to the methods and applications of bioinformatics. Participants will learn the basics of how the computer is used as an investigative tool by researchers in the biochemical and biomedical sciences. Approximately half the course will be devoted to methods for the viewing and analysis of protein structures.
- CHEMISTRY AND BIOCHEMISTRY**
- Summer via internet.  
Prerequisite(s): CHEM 331 and BIOL 201
- CHEM 390 Directed Research 0 - 3 credits  
Topic to be decided by faculty.
- CHEM 406 Advanced Inorganic Chemistry 3 credits Application of quantum mechanics, group theory, and molecular orbital theory to inorganic compounds including transition metal complexes. Special topics include recent advances in inorganic chemistry. Three lectures per week. Spring, even years. Prerequisite(s): CHEM 320
- CHEM 410 Instrumental Analysis 3 credits Theory and practice of representative modern analytical techniques and instrumentation with an emphasis on measurement fundamentals and spectrometric, separation, and electrochemical methodology. Special topics may include interfacial, micro, and commercial analytical methods. Three lectures per week. Spring, odd years. Prerequisite(s): CHEM 310 and CHEM 320 (or concurrent enrollment)
- CHEM 421 Advanced Physical Chemistry 1 - 3 credits Material to be chosen from topics such as quantum chemistry, rate theory, surface chemistry, or electrochemistry. On sufficient demand.  
Prerequisite(s): CHEM 321
- CHEM 430 Advanced Organic Chemistry 3 credits Selected topics in organic chemistry. On sufficient demand.  
Prerequisite(s): CHEM 331
- CHEM 440 (BIOL 440) Biochemistry I 3 credits Structure and function of the major classes of biomolecules (carbohydrates, lipids, proteins, and nucleic acids) with an emphasis on proteins and enzymology. The central metabolic pathways of glycolysis, gluconeogenesis, and the citric acid cycle are discussed from a mechanistic, energetic and regulatory viewpoint.  
Prerequisite(s): CHEM 331 and (CHEM 310 or CHEM 240)
- CHEM 443L (BIOL 443L) Biochemistry Lab I 2 credits An investigation of the techniques used to examine biomolecules and biological systems. Integrated laboratory experiments in biochemistry. Two laboratories per week.  
Spring.  
Prerequisite(s): CHEM 440 or BIOL 440
- CHEM 445 (CHEM 445) Biochemistry II 3 credits Continuation of CHEM 440, including an examination of the primary processes of cellular energy production, oxidative phosphorylation and photosynthesis. The major metabolic pathways of carbohydrates, lipids, amino acids, and nucleotides are covered. Spring.  
Prerequisite(s): CHEM 440 or BIOL 440
- CHEM 450 (BIOL 450) Biophysical Chemistry 3 credits An introduction to quantum mechanics, thermodynamics, kinetics and physical methods as they relate to the study of biological macromolecules. Spring.  
Prerequisite(s): MATH 157, CHEM 440 or BIOL 440
- CHEM 471 Chemical Bibliography 1 credit Survey of the chemical literature as background for the senior thesis or senior literature review. Presentation, both written and oral, of scientific material will be emphasized. Spring.
- CHEM 485 Seminar 1 credit Required of all fourth year chemistry and biochemistry majors.
- CHEM 486 Seminar 1 credit Required of all fourth year chemistry and biochemistry majors. Continuation of CHEM 485. Spring.  
Prerequisite(s): CHEM 485

## CHEMISTRY AND BIOCHEMISTRY/CLASSICAL CIVILIZATIONS

CHEM 488 Senior Literature Review 1 credit under the direction of a faculty member. Required of all Literature review of special chemical problem or topic B.S. majors. Fall.

under the direction of a faculty member.

Prerequisite(s): CHEM 471

Prerequisite(s): CHEM 471 CHEM 498B Thesis 1 credit CHEM 490 Directed Reading 1 - 3 credits Required of all B.S. majors. Continuation of CHEM 498A.

Material and credit to be arranged.

Spring.

CHEM 498A Thesis 1 credit

Prerequisite(s): CHEM 498A

Investigation of special chemical problems and topics

## Classical Civilizations

Chairperson: Andrew L. Goldman Professors: P.

Hartin, F. Schlatter, S.J. (Emeritus) Senior

Lecturer: K. Krall, S.J.

The Department of Classical Civilizations – the oldest at our University – provides undergraduates with access to over 2,500 years of human experience drawn from the multicultural world of the ancient Mediterranean and Near East. Coursework emphasizes the history, material culture, mores, and values of the societies that have helped shape Western civilization, drawing attention to the significant achievements of the past and the considerable impact of their legacy upon the present.

The department offers both a B.A. major (35 credits) and a B.A. minor (23 credits) degrees in Classical Civilizations. All majors and minors are required to complete two (2) upperdivision CLAS courses as part of the degree, as well as a minimum of at least two (2) language courses in either Latin or Greek at the introductory (100) level. Students who elect to pursue a major degree in this program must choose a focus in either Latin or Greco-Roman Civilization and complete six (6) elective courses among those listed in the current catalogue as well as a senior thesis (CLAS 499) appropriate to the chosen concentration. Minors are required to select three (3) upper level electives from among those listed in this catalogue. The electives encompass a range of disciplines, including history, archaeology, philosophy, religious studies, and intermediate and advanced Latin and Greek. Majors are required to include at least one (1) course in Greek culture and one (1) course in Roman culture from among the elective offerings. Participating students are thus required to complete a balanced curriculum divided between the study of ancient languages (Latin, Greek) and their contemporary societies. Through this combined focus, students gain a broader comprehension and appreciation of the rich cultural and humanistic heritage stemming from the classical world. The ancients themselves embraced this model of liberal arts education; according to the Roman orator Cicero, such cultural and historical study “illuminates reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.” The program’s courses are by nature interdisciplinary, with application to the sciences, art, theater, literature, philosophy, religion, politics, and government. Moreover, through addressing relevant issues of gender, ethnicity, and interaction between cultures, the

curriculum reaches well beyond the borders of Greece and Rome to embrace other civilizations across the world and time. By immersing students in an examination of the languages and ethnically diverse societies of antiquity, the program prepares them for careers within a world that is increasingly multicultural, interdependent, and global in outlook, in such fields as politics, ethics, business, law, sciences and education. The department will meet the needs of three classes of students: (1) those who wish a major or minor in Classical Civilizations; (2) those who wish to begin or continue the study of Latin or Greek in support of other majors or in preparation for advanced work in other areas; and (3) those who wish to fulfill part of the foreign language requirement of the Arts and Sciences Core curriculum by taking one of the classical languages.

### B.A. Major in Classical Civilizations: 35 credits

#### Lower Division

Two (2) Language Courses 8 credits  
LATN 101-102 or GREK 101-102 or GREK 151-152

#### Upper Division

Two (2) Classical (CLAS) courses 6 credits  
CLAS 310: Greek Gods and Heroes (3 credits)  
CLAS 320: The Iliad and the Odyssey (3 credits)  
CLAS 330: Women in Antiquity (3 credits)  
CLAS 410: Topics in Greek Civilization (3 credits)  
CLAS 420: Topics in Roman Civilization (3 credits)  
Six (6) Elective courses\* 18 credits  
CLAS 499 Senior Thesis 3 credits

Students **MUST** focus in either Latin or Greco-Roman Civilization

#### \*Focus in Latin Language and Authors

LATN 201 Intermediate Latin 3 credits  
LATN 202 Intermediate Latin 3 credits  
LATN 301 Advanced Latin Prose I 3 credits  
LATN 302 Advanced Latin Prose II 3 credits  
LATN 303 Advanced Latin Poetry I 3 credits  
LATN 304 Advanced Latin Poetry II 3 credits  
LATN 310 Medieval Latin 3 credits  
LATN 491 Independent Study (Latin) 1-4 credits

#### \*Focus in Greco-Roman Civilization

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

The following courses fulfill the Greek culture requirement:

GREK 201 Intermediate Greek (3 credits)  
GREK 202 Intermediate Greek (3 credits)



GREK 251 Intermediate Biblical Greek I (3 credits)  
 GREK 252 Intermediate Biblical Greek II (3 credits)  
 GREK 491 Independent Reading Course (1-4 credits)  
 HIST 302 The Ancient City (3 credits)  
 HIST 303 Athens in the 5th century BC (3 credits)  
 HIST 304 Alexander the Great and the Hellenistic World (3 credits)  
 HIST307 The Archaeology of Greece and Rome (3 credits)  
 PHIL 401 History of Ancient Philosophy (3 credits)  
 PHIL483:Philosophical Issues in Greek Drama (3 credits)

The following courses fulfill the Roman Culture requirement:

HIST 302 The Ancient City (3 credits)  
 HIST 305 The Roman Republic (3 credits)  
 HIST 306 The Roman Empire (3 credits)  
 HIST 307 The Archaeology of Greece and Rome (3 credits)  
 LATN 201 Intermediate Latin I (3 credits)  
 LATN 202 Intermediate Latin II (3 credits)  
 LATN 491 Independent Reading Course (1-4 credits)  
 PHIL 401 History of Ancient Philosophy (3 credits)  
 PHIL 406 Philosophy of St. Augustine (3 credits)  
 RELI 417 Christians, Romans and Jews (3 credits)  
 RELI 443 The Early Church (3 credits)

## Minor in Classical Civilizations: 23 credits

### Lower Division

Two (2) Language Courses 8 credits  
 LATN 101-102  
 GREK 101-102  
 GREK 151-152

### Upper Division

Two (2) Classical courses: 6 credits  
 CLAS 310 Greek Gods and Heroes 3 credits  
 CLAS 320 The Iliad and the Odyssey 3 credits  
 CLAS 330 Women in Antiquity 3 credits  
 CLAS 410 Topics in Greek Civilization 3 credits  
 CLAS 420 Topics in Roman Civilization 3 credits

Three Electives: 9 credits

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

Latin Language:

LATN 201 Intermediate Latin 3 credits  
 LATN 202 Intermediate Latin 3 credits

Greek Language:

GREK 201 Intermediate Greek 3 credits  
 GREK 202 Intermediate Greek 3 credits  
 GREK 251 Intermediate Biblical Greek I 3 credits  
 GREK 252 Intermediate Biblical Greek II 3 credits

Archaeology:

HIST 302 The Ancient City 3 credits  
 HIST 307 Art and Archaeology of

Greece and Rome 3 credits

History:

HIST 303 Athens in the 5th Century 3 credits

HIST 304 Alexander the Great and the Hellenistic World 3 credits

HIST 305 The Roman Republic 3 credits

HIST 306 The Roman Empire Philosophy: 3 credits

PHIL 401 History of Ancient Philosophy 3 credits

PHIL 406 Philosophy of St. Augustine 3 credits

PHIL 483 Philosophical Issues in Greek Drama Religious 3 credits

Studies:

RELI 417 Christians, Romans and Jews 3 credits

RELI 443 The Early Church 3 credits

## Classic Civilization

### Upper Division

CLAS 310 (RELI 403) Greek Gods and Heroes 3 credits

A study of Greek mythology that uses texts (in translation), architecture and archaeology to explore the most important characters and stories of Greek mythology that have become part of the art, literature and imagination of western civilization. This course gives students insight into approaches toward the understanding of myth, especially classical myth that are helpful for their own studies and interests. Offered annually.

CLAS 320 The Iliad and the Odyssey 3 credits

This course explores (in translation) Homer's *Iliad* and *Odyssey*, two poems that are among the foundations of the literature of western civilization. Students will demonstrate an ability to read and analyze these two great epics of ancient Greece in a way that appreciates and unlocks their timeless beauty, depth and significance

## CLASSICAL CIVILIZATIONS

especially in a way that is helpful for their own studies and interests. Offered annually.

CLAS 330 Women in Antiquity 3 credits

Women in Antiquity will examine the representation of women in the ancient Near East and the Classical World through image and text, using a variety of literary, art historical, and archaeological sources. It will examine women's strengths and limitations in the context of the patriarchal societies in which they lived, exploring their social and legal status as well as their beauty, dignity, intellect and wisdom. Offered alternate years.

CLAS 410 Topics in Greek Civilization 3 credits

A course offering the student an opportunity to study aspects of classical civilization, with a specialized focus on aspects of the Greek world and its culture. Offered annually.

CLAS 420 Topics in Roman Civilization 3 credits

A course offering the student an opportunity to study aspects of classical civilization, with a specialized focus on aspects of the Roman world and its culture. Offered annually.

CLAS 499 Senior Thesis 3 credits The senior thesis is required for all majors in Classical Civilization in their fourth year.

Prerequisite(s): Permission from the department.

## Greek Language Courses

### Lower Division

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

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

Prerequisite(s): GREK 101

GREK 151 (RELI 497A) Elementary Biblical Greek I 4 credits A beginner's course in New Testament Greek: grammar, composition, and easy prose selections. Fall, alternate years.

GREK 152 (RELI 497B) Elementary Biblical Greek II 4 credits Continuation of GREK 151 and more advanced grammar, composition and readings. Spring, alternate years. Prerequisite(s): GREK 151 or equivalent

GREK 201 Intermediate Greek I 3 credits Continuation of GREK 102: review of forms, syntax, readings. Fall alternate years.

Prerequisite(s): GREK 102

GREK 202 Intermediate Greek II 3 credits Continuation of GREK 201; readings. Spring, alternate years.

Prerequisite(s): GREK 201

GREK 251 Intermediate Biblical Greek I 3 credits Continuation of GREK 152: review of forms, syntax and readings. Fall, alternate years. Prerequisite(s): GREK 152 or equivalent.

GREK 252 Intermediate Biblical Greek II 3 credits Continuation of GREK 251: readings. Spring, alternate years.

Prerequisite(s): GREK 251 or equivalent.

### Upper Division

GREK 491 Independent Reading Course 1 - 4 credits

## Latin Language Courses

### Lower Division

LATN 101 Elementary Latin I 4 credits A beginner's course: grammar, composition, and easy prose selections. Fall and Spring.

LATN 102 Elementary Latin II 4 credits Continuation of LATN 101 and more advanced grammar, composition and readings. Fall and Spring.

Prerequisite(s): LATN 101

LATN 190 Directed Reading 1-3 credits  
Topic to be determined by instructor.

LATN 201 Intermediate Latin I 3 credits  
Continuation of LATN 101 and 102: review of forms and syntax; composition, and readings. Fall.

Prerequisite(s): LATN 102

LATN 202 Intermediate Latin II 3 credits  
Continuation of LATN 201: readings. Spring.

Prerequisite(s): LATN 201

### Upper Division

LATN 301 Advanced Latin Prose I 3 credits  
Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Prerequisite(s): LATN 202 or equivalent

LATN 302 Advanced Latin Prose II 3 credits Courses

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

Prerequisite(s): LATN 202 or equivalent

LATN 303 Advanced Latin Poetry I 3 credits  
Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Prerequisite(s): LATN 202 or equivalent

LATN 304 Advanced Latin Poetry II 3 credits  
Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Prerequisite(s): LATN 202 or equivalent

LATN 310 Medieval Latin 3 credits  
Courses or tutorials for students who have completed the intermediate level Latin and are reading original Latin authors. Fall and Spring.

Prerequisite(s): LATN 202 or equivalent

LATN 491 Independent Reading Course 1 - 4 credits

## CLASSICAL CIVILIZATIONS

# Communication Arts

Chairperson: Robert Lyons, S.J.

Professors: J. S. Caputo, H. Hazel (Emeritus)

Associate Professors: S. English, J. Hofland, R. Lyons, S.J., C. McMahon, T. Miller, T. Osborne, B. Russo

Assistant Professors: E. Davis, J. Fitzsimmons, N. Schmidt

Sr. Lecturers: E. Dorsey, G. Frappier, D. Garrity

Lecturers: J. Kafentzis, S. Ostersmith, F. Slak

The communication process constitutes the fabric of human society. This relational process is woven into personal,

community, business, artistic, and religious life - and into the dialogue among the cultures and nations of the world.

Critical examination of this process describes, interprets, and evaluates these relationships. As faculty in the Department of Communication Arts, we seek to assist students in becoming effective, creative, and ethically responsible communicators who can understand theoretical choices and design, express, interpret, and critically evaluate oral, written, nonverbal, and electronically mediated messages.

Communication, as an academic discipline, draws upon the humanities, the social and natural sciences, and the professions. The curriculum is both conceptual and applied. Courses prepare for an in-depth exploration of one or more

areas of inquiry. Bachelor of Arts degrees are offered in these areas:

- 1) Applied Communication Studies.
- 2) Broadcast and Electronic Media Studies.
- 3) Journalism.
- 4) Public Relations.5) Theatre Arts.

Additionally, we offer a minor in advertising that is jointly taught by communication arts and marketing faculty. The pedagogy combines lecture, seminar, production, and performance. The intent of our program is to guide students toward academic excellence and realistic career goals. Communication arts at Gonzaga reflects the Catholic, Jesuit character and liberal arts tradition of the institution. Internships may be taken at television stations, newspapers, magazines, online outlets, public relations and marketing firms, as well as profit and non-profit agencies. There are service-learning components in applied communication, public relations and theatre courses. Students can serve on the campus newspaper, The Bulletin, in theatre productions, with GUTV, or at KAGU-FM, the campus radio station. In addition, some classes develop newsletters and magazines such as the intercultural publication, The Blue Marble. The curriculum is supported by video and photography labs and Russell Theatre, along with a computer lab for research on the Internet, graphic design or editing copy.

Lambda Pi Eta is the National Communication Honor Society for outstanding students in any of the Communication Arts. Membership in Iota Rho, the campus chapter, is limited to third-year and fourth-year students who have demonstrated high academic achievement, leadership and service, and a commitment to the discipline of communication.

### Communication Arts Department Core:

Majors within the Communication Arts Department are required to complete the Communication Arts Department core:

COMM 101 Mass Communication (except Theatre)	3 credits
COMM 499 Senior Seminar	0 credit

\*Note: No upper-division courses may be applied to two separate majors and/or minors within the Department of Communication Arts, with the exception of COMM 305 and COMM 364.

### Applied Communication Studies

Director: A. Osborne

The Applied Communication Studies major combines the classical liberal arts tradition of rhetoric with contemporary trends in speech communication with special emphasis on organizational studies and leadership. The major is founded on the Jesuit ideal of producing leaders who excel in *Ars eloquentiae* - the ability to communicate effectively in personal and professional settings. More specifically, the program serves students who plan to pursue a career in public service, non-profit administration, teaching,

government, business or law. Faculty provide foundational courses for those who plan to attend graduate school in communication or related subjects. The major is a blend of the academic and the practical since it is designed to make students better communicators, not merely by developing interpersonal and public speaking skills but by having them understand the centrality of communication in the development of thought and culture.

All students are expected to have completed SPCO 101 (Introduction to Speech) in their first year or SPCO 102 if they are transfer students.

Applied Communication Studies includes a nationally successful intercollegiate debate program situated and equipped in its own facility, the Conway House.

### B.A. Major in Applied Communication Studies: 37 credits

#### Lower Division

COMM 101 Introduction to Mass Communication	3 credits
JOUR 110 Introduction to Journalistic Writing	3 credits

#### Upper Division

COMM 305 Communication Theory and Research	3 credits
One of the following two courses: 3 credits	
COMM 375 Communication Training and Consulting	
COMM 475 Organizational Communication	
COMM 418 Intercultural and International Communication*	3 credits
SPCO 321 Advanced Public Speaking	3 credits
SPCO 356 Persuasion	3 credits
SPCO 400 Nonverbal Communication	3 credits
SPCO 401 Communication and Leadership	3 credits
SPCO 453 Interpersonal and Small Group Communication	3 credits
SPCO 457 Communication Criticism	3 credits
SPCO 497 Internship**	2 credits
SPCO 498 Senior Communication Colloquium	2 credits
COMM 499 Senior Seminar	0 credit

\*This course meets the College of Arts and Sciences Social Justice requirement

\*\*Students who wish to go on to graduate school may substitute for this course in consultation with their advisor.

### Minor in Applied Communication Studies: 21 credits

#### Lower Division

COMM 101 Introduction to Mass Communication	3 credits
JOUR 110 Introduction to Journalistic Writing	3 credits

#### Upper Division

COMM 305 Communication Theory and Research	3 credits
One of the following two courses: 3 credits	

COMM 375 Communication Training and Consulting	
COMM 475 Organizational Communication	
SPCO 401 Communication and Leadership	3 credits
Two of the following three courses:	6 credits
COMM 418 Intercultural and International Communication	
SPCO 321 Advanced Public Speaking	
SPCO 453 Interpersonal and Small Group Communication	

Production	3 credits
BRCO 304-494 Electives	12 credits

## Journalism

Director: S. English

The Journalism major prepares students for careers in journalism or related occupations. The major focuses on reporting, writing, editing, and production for newspapers and magazines. Graduates of the journalism program often carry these skills into advertising or public relations, broadcast news, business, government, law and graduate schools, as well as into daily or weekly journalism.

The major blends practical experience, discussion of ethics, traditions and the nature of news, and theory. Work is carried on in the Journalism and Broadcast Center Lab. The program is integrated with the University's liberal arts requirements, which are considered important ingredients of a journalist's education at Gonzaga. Students are expected to make use of their liberal arts and professional education to become critical and creative contributors to journalism and civic life.

## Broadcast and Electronic Media Studies

Director: D. Garrity

The major in Broadcast and Electronic Media Studies prepares students for careers in radio, television and related communications fields in addition to providing a foundation for graduate work in the same areas. Students gain a theoretical appreciation of mass media, but are then challenged to apply their knowledge in live, original productions on KAGU radio and GUTV, the broadcast program's television station. Majors are provided state-of-the-art non-linear technology with which to create programming, and brand new studios in which to perform. Broadcast and Electronic Media graduates are taught the ultimate goal of the program is for them to make a positive difference in the world with their newfound talents.

## B.A. Major in Broadcast and Electronic Media Studies: 37 Credits

### Lower Division

COMM 101 Introduction to Mass Communication	3 credits
BRCO 203 Fundamentals of Television Production	3 credits
BRCO 204 Fundamentals of Audio Production	3 credits

### Upper Division

COMM 364 Mass Media Law	3 credits
BRCO 303 Intermediate Television Production	3 credits
BRCO 370 Broadcast Journalism	3 credits
BRCO 469 Advanced Television Production and Programming	3 credits
BRCO 470 Broadcast Leadership	3 credits
BRCO 481 Television and Social Justice	3 credits
BRCO, COMM, JOUR, PRLS or THEA electives	9 credits
BRCO 499 Comprehensive Exam	1 credit
COMM 499 Senior Seminar	0 credit

## Minor in Broadcast Studies: 21 Credits

### Lower Division

COMM 101 Introduction to Mass Communication	3 credits
BRCO 203 Fundamental Television Production	3 credits

### Upper Division

BRCO 303 Intermediate Television	
----------------------------------	--

Most journalism students contribute to The Bulletin, the University's student-produced weekly newspaper. But credits for Journalism 220 and 230 may also be given for work on other publications, or under certain circumstances even in other media. Those meeting the prerequisites are encouraged to complete an internship. Students are encouraged but not required to complete minors in other departments.

## B.A. Major in Journalism: 36 Credits

### Lower Division

COMM 101 Introduction to Mass Communication	3 credits
JOUR 110 Journalistic Writing 3 credits	JOUR 210 News Reporting and Writing 3 credits
JOUR 230 Practical Newspaper Reporting 1 credit	JOUR 270 Newspaper Editing and Production 1 credit
JOUR 280 News Editing and Layout 3 credits	

### Upper Division

COMM 364 Mass Media Law	3 credits
JOUR 310 Public Affairs Reporting	3 credits
JOUR 341 News Seminar	3 credits
JOUR 353 History of Journalism	3 credits
JOUR/BRCO - - - Electives	6 credits
JOUR 499 Senior Comprehensive	1 credit
COMM 499 Senior Seminar	0 credit

## Minor in Journalism: 25 Credits

### Lower Division

COMM 101 Introduction to Mass Communication	3 credits
JOUR 110 Journalistic Writing	3 credits
JOUR 210 News Reporting and Writing 3 credits	JOUR 220 Practical Newspaper Reporting 1 credit
JOUR 270 Principles of Photojournalism 3 credits	
JOUR 280 News Editing and Layout 3 credits	

### Upper Division

COMM 364 Mass Media Law 3 credits	JOUR - - - Electives 3 credits
JOUR/BRCO - - - Electives	3 credits

## Public Relations

Director: R. Prindle

The public relations major is interdisciplinary in scope and writing intensive in design. The objective of the major is to provide students with a critical understanding of the symbolic, rhetorical behavior which creates and influences relationships between organizations and their public. Courses encourage the examination of practical and theoretical perspectives, historical developments, research methodology, legal applications and the expanding role of public relations in modern society. All first-year majors participate in a service learning practicum tailored to the unique challenges of public relations within a non-profit setting. In addition, students acquire skills in public speaking, reporting, and critical thinking.

A minor in public relations appeals to students majoring in a variety of other fields, including those students majoring within another division of the Communication Arts Department. Political science majors may see the minor as a means to enhance their expertise and understanding of public communication and campaign development.

Business students may use it in association with concentrations in finance, management, or marketing. Students majoring in English may use the minor to explore the dynamics of organizational advocacy and communicative strategy.

## B.A. Major in Public Relations: 38-39 credits

### Lower Division

COMM 101 Introduction to Mass Communication	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 267 Principles of Public Relations	3 credits

### Upper Division

COMM 305 Communication Theory and Research	3 credits
PRLS 305 Writing for Public Relations	3 credits
COMM 364 Mass Media Law	3 credits
One of the following three courses:	3 credits
COMM 375 Communication Training and Consulting	
COMM 418 Intercultural and International Communication	
COMM 475 Organizational Communication	
PRLS 367 Public Relations Planning and Case Review 3 credits	PRLS 467 Public Relations Campaign 3 credits
SPCO 321 Advanced Public Speaking 3 credits	
One of the following two courses:	3 credits
SPCO 356 Persuasion	
SPCO 457 Communication Criticism	
PRLS 497 Internship in Public Relations*	2-3 credits
PRLS 498 Senior Communication Colloquium	3 credits
COMM 499 Senior Seminar	0 credit
PRLS 499 Professional Development Seminar	1 credit

\* A 300-400 level, three credit Communication Arts Department elective may be substituted for an internship if the student does not meet the minimum cumulative 3.00 gpa requirement prior to the beginning of the last semester of the fourth year OR if the student's academic advisor does not recommend a professional internship. \*\*For students planning on graduate school, COMM 306, Research Methods, is recommended. It may substitute for any non-PRLS upper-division requirement except COMM 305 or COMM 364.

All public relations majors are also required to complete a minor in either another division within the Communication Arts Department, or another department within the College of Arts and Sciences or the School of Business. Minors in advertising, political science, modern languages, and journalism have been popular choices.

## Minor in Public Relations: 24 credits

### Lower Division

## COMM 101 Introduction to Mass

Communication	3 credits
JOUR 110 Journalistic Writing	3 credits
PRLS 267 Principles of Public Relations	3 credits

**Upper Division**

COMM 305 Communication Theory and Research	3 credits
PRLS 305 Writing for Public Relations	3 credits
SPCO 356 Persuasion	3 credits
PRLS 367 Public Relations Planning and Case Review	3 credits
PRLS 467 Public Relations Campaign	3 credits

**Minor in Advertising: 27 credits**

The minor in Advertising is offered only to students majoring in a Communication Arts division. Only in this particular minor may students count courses in the minor toward their major as well.

**Marketing Courses:**

MKTG 310 Principles of Marketing	3 credits
MKTG 315 Consumer Behavior	3 credits
MKTG 330 Marketing Research	3 credits
MKTG 335 Marketing Communications	3 credits
MKTG 342 Graphic Design	3 credits
MKTG 411 Advertising	3 credits

**Communication Arts Courses:**

PRLS 267 Principles of Public Relations	3 credits
COMM 305 Communication Theory and Research	3 credits
One of the following three courses:	3 credits

COMM 375 Communication Training and Consulting	
COMM 418 Intercultural & International Communication	
COMM 475 Organizational Communication	

**Theatre Arts**

Director: J. Hofland

**Mission Statement**

The Theatre Arts program at Gonzaga University is committed to training and developing artists who confront the important issues of our lives through their engagement with the art forms of live theatre.

Gonzaga theatre arts provides disciplined training in both performance and technical theatre.

Students study and critically reflect on a broad range of literature, theatrical forms, and techniques in order to promote an active engagement with the foundations of our culture and to promote the formation of a character that reflects the faith and justice mission of Gonzaga University. The intended outcome of this study and reflection is to

provide service to our audience and the broader community and to promote the search for social justice.

Our purpose is to serve young artists hoping to apply disciplined training and thoughtful work to a search for justice and the greater good of those around them.

**B.A Major in Theatre Arts: 45-47 credits****Lower Division**

THEA 100 Introduction to Theatre Arts	3 credits
THEA 200 Theatre History	3 credits
THEA 111 Acting I	4 credits
One of the following two courses:	4 credits
THEA 214 Advanced Acting: Classic Neo-Classic	
THEA 216 Advanced Acting: 19th – 20th Century	
THEA 235 Theatre Graphics	3 credits
THEA 253 Directing I	3 credits
THEA 260 Technical Theatre	2 credits
THEA 261 Performance Theatre Lab	2 credits
Two of the following four courses:	4-5 credits

THEA 132 Stagecraft	
THEA 134 Costume construction	
THEA 239 Lighting Design	
THEA 332 Scene Design	
Minimum of two credits from the following ten courses: 2 credits	
THEA 120 Movement for the Performer (3 credits)	
THEA 124 Ballet I (1 credit)	
THEA 125 Jazz Dance I (1 credit)	
THEA 224 Modern Dance (1 credit)	
THEA 225 Sacred Dance (1 credit)	
THEA 230 Topics in Dance (1-2 credits)	
THEA 320 Ballet II (2 credits)	
THEA 321 Jazz Dance II (2 credits)	
THEA 322 Musical Theatre Dance (2 credits)	
THEA 323 Tap Dance (2 credits)	

One of two endorsement tracks: 7-10 credits **Upper Division**

THEA 354 Directing II 4 credits	
THEA 497 Internship 1-3 credits	
THEA 498 Senior Project I 1 credit	
THEA 499 Senior Project II	1 credit
COMM 499 Senior Seminar	1 credit

**Performance endorsement: 9-10 credits**

Two of the following four courses:	7-8 credits
THEA 214 Advanced Acting: –Classic - Neo-classic	
THEA 216 Advanced Acting: 19th – 20th Century	
THEA 240 Creative Dramatics	
THEA 316 Acting for the Camera	
Two credits from the following courses:	2 credits
THEA 261 Performance Theatre Lab	
THEA 490-494 Directed Studies	

**Tech Theater endorsement: 7-8 credits**

One of the following courses:	2-3 credits
THEA 134 Costume Construction	
THEA 239 Lighting Design	
THEA 332 Scene Design	
One of the following courses:	3 credits

BRCO 204 Audio Production  
 BRCO 303 Intermediate Television Production  
 Two credits from the following courses: 2 credits  
 THEA 260 Tech Theatre Lab  
 THEA 490-494 Directed Studies

**Minor in Theatre Arts: 20-21 credits**

**Lower Division**

THEA 100 Introduction to Theatre Arts 3 credits  
 THEA 111 Acting I 4 credits  
 One of the following two courses: 3-4 credits  
 THEA 132 Stagecraft  
 THEA 134 Costume Construction  
 THEA 200 Theatre History 3 credits  
 THEA 212 Acting II 3 credits  
 THEA 235 Theatre Graphics 3 credits  
 THEA 261 Performance Theatre Lab 1 credit

**Upper Division**

One of the following three courses: 3 credits  
 THEA 240 Creative Dramatics  
 THEA 253 Directing I THEA  
 332 Design Process

**Minor in Dance: 22-23 credits**

**Lower Division**

THEA 120 Movement for the Performer 3 credits  
 One of the Following two courses: 1 credit  
 THEA 124 Ballet I  
 THEA 226 Accelerated Ballet Techniques  
 THEA 125 Jazz Dance I 1 credit  
 One of the following three courses: 1-2 credits  
 THEA 224 Modern Dance  
 THEA 225 Sacred Dance  
 THEA 230 Topics in Dance  
 One of the following three courses: 3 credits  
 EDPE 222 Health and Human Movement  
 EDPE 224 Nutrition for Health and Fitness  
 THEA 227 Principles of Dance Conditioning

One of the following six courses: 2 credits  
 EDPE 101 Tai Chi  
 EDPE 115 Aerobics  
 EDPE 117 Beginning Social Dance  
 EDPE 156 Pilates  
 EDPE 157 Yoga  
 EDPE 158 Fitness and Conditioning

**Upper Division**

Two of the following four courses: 4 credits  
 THEA 320 Ballet II  
 THEA 321 Jazz Dance II  
 THEA 322 Musical Theatre Dance  
 THEA 323 Tap Dance  
 THEA 424 Dance History 2 credits THEA 425  
 Choreography 2 credits  
 THEA 496A Strategies for Dance Instruction I 3 credits  
 THEA 496B Strategies for Dance Instruction II 1 credit

**Applied Communication Studies Lower Division**

SPCO 101 Introduction to Speech

Communication 2 credits Basic principles of speech communication for public address, small group, and interpersonal communication settings. Emphasis on oral communication proficiency.

Fall and Spring.

SPCO 102 Introduction to Speech

Communication 2 credits This course is identical to SPCO 101 with the exception of begin designed for transfer students, or students who were unable to take SPCO 101 in their freshman year. Fall, Spring, and Summer.

SPCO 190 Directed Study 1 - 3 credits

Topic to be decided by faculty.

SPCO 226 Oral Interpretation 3 credits

Analysis and oral reading of prose, poetry, and drama with interpretive and dramatic emphasis. Spring, odd years.

Prerequisite(s): SPCO 101

SPCO 270H Honors Rhetoric 3 credits The

principles and historical development of rhetoric from classical to contemporary speeches. Speeches by students will demonstrate their grasp of rhetoric. On sufficient demand. Prerequisite(s): HONS 190

SPCO 290 Directed Study 1 - 3 credits

Topic to be decided by faculty.

**Upper Division**

SPCO 321 Advanced Public Speaking 3 credits

A concentration on various forms of public address.

Frequent speeches given before the class. Fall and Spring.

Prerequisite(s): SPCO 101

SPCO 331 Principles of Debate 3 credits

Examination of the fundamentals of advocacy including argumentation theory, techniques of persuasion, refutation, and cross-examination. This course is open to both debate team members and anyone interested in improving argumentation skills. Fall. Prerequisite(s): SPCO 101

SPCO 341 Argumentation and Debate 3 credits

Advanced theory and practice of debate principles.

Intended for debate team members only. Spring.

Prerequisite(s): SPCO 331

SPCO 342 Debate Participation 1 credit

Participation on University debate teams.

Prerequisite(s): SPCO 331

SPCO 356 Persuasion 3 credits Theory and practice of effective persuasive techniques.

Fall, Spring, and Summer.

Prerequisite(s): SPCO 101 or SPCO 102

SPCO 390 Directed Study 1 - 3 credits

Topic to be decided by faculty.

SPCO 400 Nonverbal Communication 3 credits

Comprehensive study of the role of nonverbal communication in interpersonal relationships. Current research, discussion and exercises are used to understand the definition and importance of nonverbal communication as a social semiotic. Spring, alternate years.

SPCO 401 Communication and Leadership 3 credits A study of the link between communication and leadership. Includes an examination of leadership styles, theories, and research. Emphasis is placed on ways leaders use power, manage diversity, influence followers and solve group problems. Fall or Spring. Prerequisite(s): SPCO 101 or SPCO 102

SPCO 453 Interpersonal and Small Group Communication 3 credits Study of interpersonal and small group communication behaviors, research and theory. Practice and application of theory. Spring.

Prerequisite(s): SPCO 101 or SPCO 102

SPCO 457 Communication Criticism 3 credits An introduction to the methods and theories of communication criticism. Classical and contemporary approaches are applied to speeches, books, films, television programs, and musical productions. Fall. Prerequisite(s): SPCO 101 or SPCO 102

SPCO 481 Seminar 1 - 3 credits Special topics with credit to be arranged. On sufficient demand.

SPCO 482 Advanced Seminars 1 - 3 credits Special arranged topics with credits to be arranged. On sufficient demand.

SPCO 491 Directed Study 1 - 3 credits Special topics and reading; credit by arrangement with the instructor. Fall, Spring, and Summer.

SPCO 497 Internship 1 - 3 credits Professional work experience in speech communication related fields. Fall, Spring, and Summer.

SPCO 498 Senior Communication Colloquium 1 credit The colloquium is designed to assist students' ability to articulate the substance of their major as well as develop a philosophy of communication. In this sense, the colloquium will be a capstone on their education at Gonzaga University. The course will include weekly seminars, a written project and the development of a portfolio including a resume, writing samples and other completed work, and a philosophical statement of communication. All public relations and speech communication majors must register for this course for the fall and spring semesters of their senior year.

## Broadcast and Electronic Media Studies

### Lower Division

BRCO 190 Directed Study 1 - 6 credits  
Topic to be decided by faculty.

BRCO 203 Fundamentals of Television Production 3 credits A practicum dealing with the technical aspects of television production along with creative generation of live, original programs. Students learn the basics of how television signals are created and transported, and then demonstrate proficiency in all crew areas concerned with live productions. In addition, this course provides a much greater sense of media literacy as it applies to mainstream messages in the media today. BRCO 203 will give the students the basic technical competence required for BRCO 303. Fall and Spring. Prerequisite(s): COMM 101

BRCO 203L Fundamentals of Television Production Lab 0 credits

See BRCO 203.

BRCO 204 Fundamentals of Audio Production 3 credits A practicum dealing with the technical aspects of radio management, programming, and production. Emphasis will be placed on the mastering of all operational procedures. This course is a prerequisite for all participants in KAGU, Gonzaga's FM radio station. Fall and Spring. BRCO 204L Fundamentals of Audio Production Lab 0 See BRCO 204.

BRCO 290 Directed Study 1 - 6 credits  
Topic to be decided by faculty.

### Upper Division

BRCO 303 Intermediate Television Production 3 credits An application of the technical and aesthetic aspects of electronic news gathering and production. The class provides experience as camera operators, video tape editors, writers, and performers. Students are required to achieve a basic level of competency with analog and digital cameras, and become proficient in non-linear editing techniques. Fall and Spring. Prerequisite(s): BRCO 203

BRCO 303L Intermediate Television Production Lab 0 credits

See BRCO 303.

Prerequisite(s): BRCO 203

BRCO 307 Writing with Sights and Sounds 3 credits A class designed to develop creative writing skills for the purpose of telling stories with the languages of aural and visual media. Traditional media of radio and television are the foundations, but new forms of Internet communications will be studied. Prerequisite(s): BRCO 303

BRCO 320 Image Communication 3 credits A study of the fundamental elements of image communication and examination of contemporary image expression as found in film, television, and print. Spring.

BRCO 361L TV Remote and Field Production Lab 0 credits  
Prerequisite(s): BRCO 203

BRCO 370 Broadcast Journalism 3 credits Planning, reporting, and practice in gathering and covering news for radio and television. As resources allow, depth reporting and documentaries.

Prerequisite(s): BRCO 303

BRCO 370L Broadcast Journalism Lab 0 credits  
Prerequisite(s): BRCO 303

BRCO 390 Directed Study 1 - 6  
Topic to be decided by faculty.

BRCO 450 Advanced Audio Production 3 credits Organization, preparation, production of audio productions for a variety of media. Study of recording, mixing and editing of audio elements.

Prerequisite(s): BRCO 204

BRCO 450L Advanced Audio Production Lab 0 credits

BRCO 469 Advanced Television Production and Program 3 credits Organization, preparation, and production of student-generated programs for telecast on live television



(GUTV, channel 15). Students generate a news magazine show, a talk show, and a comedy show, and are responsible for every aspect of each production. Fall and Spring.  
 Prerequisite(s): BRCO 303 and COMM 101

BRCO 469L Advanced Television Production and Program Lab 0 credits  
 Prerequisite(s): BRCO 303

BRCO 470 Broadcast Leadership 3 credits Study the inner workings of various media leadership and management. Students will be exposed to day-to-day media leadership and management situations which deal with day-to-day decision making, staffing, departmental structures, human resources, accountability, research and strategic planning.  
 Prerequisite(s): (COMM 101 and BRCO 203) or (BRCO 204 and BRCO 303)

BRCO 475 Advanced Producing 3 credits Course topic to be determined by the instructor.  
 Prerequisite(s): BRCO 469

BRCO 481 Television and Social Justice 3 credits Examines the application of this powerful medium toward improving the human condition. Students study examples of this concept in today's media, then use their own analytical and production skills to improve the condition locally. Spring.

BRCO 482 Remote Video Production 3 credits Provides advanced experience in scripting, producing, directing, and editing televised field events. Examples include basketball and baseball games, along with theatre productions. May be repeated for a total of not more than nine (9) credits. Spring. Prerequisite(s): BRCO 203

BRCO 482L Advanced Audio Production Lab 0 credits  
 BRCO 483 Advanced Non-Linear Editing 3 credits Students are introduced to state-of-the-art digital editing and learn how the technology fits into the industry today.  
 Prerequisite(s): BRCO 303

BRCO 484 Seminar in Live Television 3 credits Allows students considering a career in live TV to specialize in roles of anchor, reporter, producer, or director.  
 Prerequisite(s): BRCO 469

BRCO 484L Seminar Lab 0 credits See BRCO 484.

BRCO 485 Seminar in Broadcasting 3 credits May be repeated for a total of not more than six (6) credits. Fall and Spring.  
 Prerequisite(s): Fourth year standing, broadcast studies majors only, and permission from department.

BRCO 486 Applied Radio Production 3 credits Students work with the latest audio production technologies to examine the current state of the radio industry and to participate in creation of actual radio programming on KAGU.  
 Prerequisite(s): BRCO 204

BRCO 486L Applied Radio Lab 0 credits See BRCO 486.

BRCO 491 Directed Studies and Projects 1 - 6 credits May be repeated for a total of not more than six (6) credits. Fall and Spring.  
 Prerequisite(s): Fourth year standing, broadcast studies majors only, and permission from department

BRCO 492 Directed Studies and Special Projects 1 - 3 credits May be repeated for a total of not more than six (6) credits. Fall and Spring.  
 Prerequisite(s): Fourth year standing, broadcast studies majors only, and permission from department

BRCO 494 Special Projects 1 - 3 credits May be repeated for a total of not more than six (6) credits. Fall and Spring.  
 Prerequisite(s): BRCO 303, fourth year standing, broadcast studies majors only, and permission from department.

BRCO 497 Broadcast Internship 0 - 12 credits Application of the broadcast curriculum in the controlled environment of a commercial or public radio or television facility. Fall, Spring, and Summer.  
 Prerequisite(s): Third year standing, completed major 3.00 cumulative GPA, and permission from department

BRCO 499 Comprehensive Examination 1 credit Students must register during regular registration for comprehensive.

**Communication Studies**

**Lower Division**

COMM 101 Introduction to Mass Communication 3 credits An overview of mass media processes in America; economic, technological, and ideological issues in contemporary systems. Current problems and criticism. Required first course for all communication arts majors except theatre. Fall and Spring.

COMM 190 Directed Study 1 - 3 credits Topic to be decided by faculty.

COMM 202 Principles of Photographic Art 3 credits A survey of photographic history and the study of photography as a fine art. It deals as well with the psychological and social place of photographic image making in the contemporary human experience. This course emphasizes the creative control of the camera through a good understanding of the principles of optics and silver emulsions. It also works towards developing refined darkroom techniques towards the production of the fine print, a photograph worthy of being called wall art. Fall and Spring.  
 Prerequisite(s): COMM 101

COMM 202L Principles of Photographic Art Lab 0 credits See COMM 202 for description.

COMM 290 Directed Study 1 - 3 credits Topic to be decided by faculty.

**Upper Division**

COMM 302 Advanced Printing and Alternates Processes 3 credits This course builds on the printmaking skills developed in COMM 202, using toning and bleaching processes, multiple negatives, fiber base papers etc. to work towards the "fine print," and exhibition quality enlargement. It also works with alternative printing processes, teaching the art of using liquid silver

- emulsions on a variety of materials, using 19th century printing processes, such as Platinum/ Palladium printing, gum bichromate and cyanotype. These require the use of large negatives either made in camera or enlarged from 35 mm negatives. This class is primarily lab work, requires a significant commitment of time, and is directed towards the fine arts approach to photography. Spring.  
Prerequisite(s): COMM 202
- COMM 305 Communication Theory and Research 3 credits  
This course examines various "ways of knowing" about communication. The course will consist of a review and criticism of the major approaches to communication research and the major theories that have been devised by scholars to explain and predict the processes and effects of human communication. Fall, Spring, and Summer.  
Prerequisite(s): COMM 101 and (SPCO 101 or SPCO 102)
- COMM 306 Communication Research Methods 3 credits  
Qualitative and quantitative research methodology, strategic planning, research design, population sampling, polling and survey strategies, data gathering, analysis, interpretation and reporting, scientific public relations program management. Spring.  
Prerequisite(s): COMM 305
- COMM 320 Communication Technology and Society 3 credits  
Does communication technology cause social change, or do societal factors cause change in communication technologies? Examination of relationships between mass media and community, and computers and the self. On sufficient demand.
- COMM 364 Mass Media Law 3 credits  
A study of major facets of mass communications law and their effects upon print, broadcast media and online. Fall and Spring. Prerequisite(s): COMM 101
- COMM 375 Communication Training and Consulting 3 credits  
This course explores the unique application of communication theory and skills to help design effective consultant/trainer programs. By focusing on non-traditional instructional settings, the class will prepare students to develop a plan for assessing, designing, delivering and evaluating communication consultation and/or training for an organization. Fall and Spring.
- COMM 390 Seminar-Media Criticism 3 credits  
A study of all forms of media and development of critical writing skills. Students will look at, and discuss, the way the media work and, more important, don't work. Emphasis is placed on discussion. On sufficient demand.
- COMM 418 Intercultural and International Communication 3 credits  
Identification and analysis of processes and problems of communication as affected by national cultures. Effects of differences in attitudes, social organization, role expectations, language and non-verbal behavior - all of which are interrelated. Principles of communication theory as they apply to the intercultural context will be studied. Spring.
- COMM 471 (ENGL 394) Literature and Film 3 credits  
The relationship between literature and film, with discussion centering on means of production, finished product, and audience/media relationship and expectations. Students will be asked to write a shooting script and (since basic methods of film production will be explored) those who wish to do so will be encouraged to make a film. Basic equipment will be available. Summer.  
Prerequisite(s): ENGL 101
- COMM 475 Organizational Communication 3 credits  
Study of research findings, theories, and models of communication in organizations; examination of the impact of organizational culture and structure on the communication process, including factors maximizing effective communication and overcoming communication barriers. Fall and Spring.
- COMM 480 Themes in Communication Studies 3 credits  
The specific theme of the course varies each semester, but bridges the several perspectives represented by the five programs within communication arts. Themes presented may include: Distortion (Propaganda, Deception, and Lies), Communication and Social Change (Campaigns, Crusades, and Agi- Props), Communication and Criticism, Ethical Issues in Communication, Media Effects, Intercultural Communication, Communication and Technology, Ways of Seeing, Semiotics and Communication, Philosophy of Language, Virtual Realities, Audience and Self. Course may be repeated. On sufficient demand.  
Prerequisite(s): SPCO 101, COMM 101 and third year standing
- COMM 481 Ancient Rhetoric 3 credits  
This course encapsulates the history of rhetoric and its symbiotic relationship to the development of philosophy. Beginning with the first attempts to systematize and teach persuasive argument in Syracuse (5<sup>th</sup> century B.C.), the course will examine how rhetoric was further defined and developed by Plato and Aristotle.  
Prerequisite(s): SPCO 101
- COMM 482 Rhetoric Criticism 3 credits  
This course is designed to develop the student's analytical powers and promote an appreciation and understanding of the process of human communication, which encompasses various reciprocal or interconnected aspects. Among the more prominent of these are cultural identity (i.e., shared symbols), the creation of meaning and its social and historical context.  
Prerequisite(s): SPCO 101
- COMM 490 - 492 Directed Study in Communication 0 - 10 credits  
Directed study requires completion of a form, and department permission and cannot be registered for via Zagweb.  
Prerequisite(s): SPCO 101 and COMM 101
- COMM 499 Senior Seminar 0 credits  
The senior seminar is designed to assist students' ability to articulate the substance of their major as well as

develop a philosophy of communication. In this sense, the seminar will be a capstone on their education here at Gonzaga University. Comprehensive exams are arranged by program directors. The seminar will include majors throughout the Communication Arts Department and may include guest speakers, a written project or performance, the development of a portfolio including a resume, writing samples and other completed work, and a philosophical statement of communication. This course must be taken concurrently with BRCO 499, JOUR 499, PRLS 498, SPCO 498 or THEA 499. Spring.

## Journalism

### Lower Division

JOUR 110 Introduction to Journalistic Writing 3 credits An overview of writing for the mass media. Introduces students to newspaper, broadcast journalism, and public relations writing. Fall, Spring and Summer.

JOUR 110L Journalistic Writing Lab 0 credits see JOUR 110.

JOUR 210 News Reporting and Writing 3 credits Reporting techniques and experiences in identifying news and information sources, contacting sources, interviewing, and obtaining information. A variety of writing styles will be emphasized. Some emphasis on journalism ethics and law. Prerequisite(s): JOUR 110

JOUR 220 Practicum Newspaper Reporting 1 credit Under the direction of the newspaper adviser and editors, students seek news, write opinion and take photographs for the campus newspaper, The Bulletin, or possibly for other publications. Fall and Spring.

Prerequisite(s): JOUR 110

JOUR 230 Newspaper Editing and Production 1 credit Under the direction of the newspaper adviser and editors, students help produce the campus newspaper, The Bulletin. Fall and Spring.

Prerequisite(s): JOUR 110

JOUR 270 Principles of Photojournalism 3 credits Fundamental concepts and methods of photojournalism with an emphasis on the use of the camera as a reporter. Two-hour lecture per week. Lab fee. Fall and Spring.

Prerequisite(s): JOUR 110

JOUR 280 News Editing and Layout 3 credits Designing the newspaper page for print and online platforms, writing headlines, and editing copy. Attention also to news values and principles. Fall, Spring and Summer.

### Upper Division

JOUR 310 Public Affairs Reporting 3 credits Reporting municipal, county, state, and federal affairs. Open meeting, shield and disclosure laws, law enforcement and the judicial process. Fall and Spring.

Prerequisite(s): JOUR 210

JOUR 341 News Seminar 3 credits Examines the organizational, cultural, technological, and ideological nature of news. Attention is given to theories of the press, the construction of news, news as a form of knowledge, and the broader social implications of news organizations and practices. Fall and Spring.

Prerequisite(s): JOUR 210

JOUR 353 History of Journalism 3 credits The historical development of the press and journalistic practices in America. The focus is the development of journalistic values such as objectivity, accuracy, balance and legal and ethical issues such as free speech and access. Spring.

JOUR 410 Special Topics 3 credits Topics vary, and may include community journalism, and reporting on courts, religion, science and medicine, sports, business, education, environment, entertainment, and the arts. On sufficient demand.

Prerequisite(s): JOUR 210

JOUR 420 Literary Journalism 3 credits The course focuses on writing longer forms of journalism. Content includes a look at the traditions of literary journalism in America, memoir-style nonfiction and using fiction techniques in nonfiction stories. Writing topics are individualized. Fall.

Prerequisite(s): JOUR 210

JOUR 482 Seminar: Media Criticism 3 credits A study of all forms of media and development of critical writing skills. Students will look at, and discuss, the way the media work and, more importantly, don't work. Emphasis is placed on discussion. On sufficient demand.

JOUR 485 Seminar: Journalism Ethics 3 credits Journalistic ethical issues ranging from fairness, balance and conflicts of interest to sensationalism will be discussed in depth. Course content includes an overview of ethical models. Fall. Prerequisite(s): COMM 101

JOUR 490 Directed Study-Special Project 1 - 3 credits In a typical journalistic organization, a person might be a reporter one day and asked to assume a leadership or supervisory role the next. Course will explore what it takes to be an effective leader in a journalistic organization and investigate the structure of newsgathering and distribution.

JOUR 491 Directed Study-Special Project 1 - 3 credits Tutorial study and special projects. Limit six (6) credits. Fall and Spring.

JOUR 494 Independent Study 1 - 3 credits Tutorial study and special projects. Limit six (6) credits. Fall and Spring.

JOUR 497 Internships 1 - 6 credits Professional work experience in journalism. Possibilities include metropolitan dailies, suburban dailies, weeklies, and magazines. Fall, Spring and Summer.

JOUR 499 Comprehensive Exam 1 credit This course must be taken in conjunction with Senior Seminar COMM 499. Spring.

## Public Relations

### Lower Division

PRLS 190 Directed Study 1 - 3 credits Topic to be decided by faculty.

PRLS 267 Principles of Public Relations 3 credits History of public relations, communications theories applicable to strategic communication, law and ethics for public relations practitioners, crisis management, dynamics of

public opinion, establishment of media relations, survey of practice and techniques. Fall and Spring.

Prerequisite(s): COMM 101

PRLS 290 Directed Study 1 - 3 credits  
Topic to be decided by faculty.

### Upper Division

PRLS 305 Writing for Public Relations 3 credits Writing media releases, scripts for broadcast, copy for ads, brochures and newsletters, and feature stories with an emphasis on understanding the target audience. Editing, desktop and on-line publishing techniques with which to integrate graphics and visual elements within the text. Fall, Spring, and Summer.

Prerequisite(s): (ENGL 101 or ENGL 200 or ENGL 103H) and COMM 101 and PRLS 267 and JOUR 110

PRLS 367 Public Relations Planning and Case Review 3 credits Strategic planning principles for campaigns and program implementation, crisis planning and communications; issue management, integrated marketing, communications and case study reviews. Fall and Spring.

Prerequisite(s): COMM 101 and JOUR 110 and PRLS 267 and PRLS 305

PRLS 390 Directed Study 1 - 3 credits  
Topic to be decided by faculty.

PRLS 467 Public Relations Campaign 3 credits Emphasis on group work on behalf of a local client based on current theories of organizational communication. Students will engage in research elements such as focus groups and surveys, public relations tactics and strategies, and completion of a campaign plan. Students formally present comprehensive findings and proposals to the client. Fall, Spring, and Summer. Prerequisite(s): PRLS 367 or PRLS 305

PRLS 490 Directed Study 1 - 4 credits Directed study requires completion of a form, and department permission and cannot be registered for via Zagweb.

Prerequisite(s): SPCO 101 and COMM 101 and PRLS 267

PRLS 497 Internship in Public Relations 1 - 3 credits Professional work experience in public relations. Requires employer contract with individual learning objectives, response papers, supervisor evaluation, and portfolio development. Fall, Spring, and Summer.

PRLS 498 Senior Communication Colloquium 2 credits Completion of a final public relations thesis or final project. Included is the analysis and investigation of trends, principles, policies and ethics of current public relations practices, with an emphasis on the issues facing the profession. Students can choose between a final research thesis or final public relations project. Fall and Spring.

Prerequisite(s): PRLS 367

PRLS 499 Professional Development Seminar 1 credit Provides students with opportunities and skills needed to create and implement exit strategies for graduate work or job placement. Key elements include portfolio design,

interview strategies and position search. Fall and Spring.

Prerequisite(s): PRLS 367

## Theatre

### Lower Division

THEA 100 Introduction to Theatre Arts 3 credits An introductory survey of the history, aesthetics, and literature of the theatre, and the various areas of theatrical production. Fall and Spring.

THEA 111 Acting I 4 credits Techniques for overcoming self-consciousness and establishing vocal and physical presence are taught. Using these as a foundation, basic principles of Stanislavski method are introduced as students work on monologues and scenes from great plays. Prior acting experience is not essential.

THEA 120 Movement for the Performers 3 credits In this course, students will be introduced to the theories and practices of Laban, Alexander, and Bartenieff. Students will also learn and practice yoga, stage combat and neutral mask work. Each session will include some lecture but mainly practical application through movement exercises, stretching, strengthening and freeing. Fall.

THEA 124 Ballet I 1 credit Beginning or continuing instruction in classical ballet. Includes barre and center exercises designed to develop coordination, balance and strength for dance and fitness. May be repeated. Fall.

THEA 125 Jazz Dance I 1 credits This beginning or continuing course in jazz dance will focus not only on technique, vocabulary, stretching and strengthening, but also on stringing movements together through choreography. May be repeated. Fall.

THEA 130 Topics in Dance 1 - 2 credits Advanced courses, visiting artists, cultural dance. Periodic offering.

THEA 132 Stagecraft 4 credits The theory and practice of the construction and painting of scenery and props, the fundamentals of stage lighting, and the organization of technical work in the theatre. Includes a lab component. Fall.

THEA 134 Costume Construction 3 credits An introduction to sewing and to the history and theory of costume construction. Fall and Spring.

THEA 200 Theatre History 3 credits A study of the theatre as an expression of life and culture from a primitive ritual to the 21st century. Theatre literature, performance practice, and theatre architecture will be studied within the larger context of the culture form which the various types of theatrical expression are derived.

THEA 214 Advanced Acting: Classic through Neo-Classic 4 credits Introduction to Greek, Shakespearean and Neo-Classic tragedy and comedy. Techniques for handling elevated language are explored; in addition, meeting the varying physical and vocal demands of these plays is a centerpiece of class work. Prerequisite(s): THEA 111

THEA 216 Advanced Acting: 19th through 20th Century 4 credits The study of modern drama for the actor. The technical and psychological demands of

- realism, metatheatres, theatre of the absurd and other forms are investigated.  
Prerequisite(s): THEA 111
- THEA 224 Modern Dance 1 credit  
Analysis and theory of modern dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of modern dance and its past and present pioneers. May be repeated. Fall, odd years.
- THEA 225 Sacred Dance 1 credit  
Introduction to dance as a means of expressing and celebrating the spirit in a worship setting. Includes a study of the liturgical dance movement and how it is currently used in religious venues. May be repeated. Fall, even years.
- THEA 226 Accelerated Ballet Technique 1 credit  
A continuation of beginning ballet with an emphasis on basic intermediate technique, artistry and choreography. Prerequisite(s): THEA 124
- THEA 227 Principles of Dance Conditioning 3 credits  
This course will provide student dancers scientific information for understanding the human body, injury prevention and enhance longevity and performance. Students will be given the tools to connect the anatomy and physiology of the body to dance while performing practical exercises to allow application of the knowledge learned.
- THEA 235 Theatre Graphics 3 credits  
An introduction to the following kinds of graphics for the theatre: drawing, computer aided drafting, painting, rendering, and model building. Spring, even years.
- THEA 239 Lighting Design 2 credits  
An introduction to the technical procedures, equipment, organization, drafting, and design principles of theatrical lighting. Students will design and execute lighting for main stage productions. Spring, odd years.
- THEA 230 Topics in Dance 1-2 credits  
Selected lower-division topics in dance. Periodic offering.
- THEA 240 Creative Dramatics 3 credits  
An introduction to improvisational, non-exhibitional, process-centered drama intended for use by teachers and leaders of children's and youth groups. The course provides a method for teaching oral and written language skills, socialization skills, problem solving skills, and introducing the art of theatre. Spring, odd years.
- THEA 253 Directing I 3 credits  
The fundamental techniques of play analysis, actor communication, and composition are introduced and applied to model plays. Organizational and leadership skills are developed as students audition, cast, and rehearse chosen scenes from the realistic repertoire for performance.  
Fall.  
Prerequisite(s): THEA 111
- THEA 260 Technical Production Process 1 credit  
Introductory level participation in one or more phases of the technical production process (set construction, costume construction, lighting, sound, etc.).
- THEA 261 Performance 1 credit  
Performance of a role in a main stage theater production.
- Upper Division**
- THEA 316 Acting for the Camera 4 credits  
Basic principles of film/TV acting are introduced. Subtext, use of the face, and internal expression are all approached as students work on contemporary and classic screenplays. Prerequisite(s): THEA 111
- THEA 320 Ballet II 2 credits  
This intermediate course in ballet focuses on technique, vocabulary, stretching, strengthening and choreography. Dancers will participate in the annual spring dance concert. May be repeated. Spring. Prerequisite(s): THEA 124 or THEA 226
- THEA 321 Jazz Dance II 2 credits  
This intermediate course in jazz dance focuses on technique, vocabulary, stretching, strengthening and choreography. Dancers will participate in the annual spring dance concert. May be repeated. Spring.  
Prerequisite(s): THEA 125
- THEA 322 Musical Theatre Dance 2 credits  
Examination of the unique history of musical theatre dance. Practice in the techniques and choreographic styles required for performances in musicals. Dancers will participate in the annual spring dance concert. May be repeated. Spring, odd years.
- THEA 323 Tap Dance 2 credits  
Basic instruction in tap dance techniques. Dancers will participate in the annual spring dance concert. May be repeated. Spring, even years.
- THEA 332 Scenic Design 2 credits  
Theory and application of the process used to design theatrical scenery. Students will collaboratively design the scenery for a main stage production. Fall, even years.  
Prerequisite(s): THEA 235
- THEA 354 Directing II 4 credits  
With a foundation in play analysis, actor communication, and design. Student directors will create a vision for a short play, audition, cast, and work with a design team on realizing the play in a public performance. Spring, odd years.
- THEA 424 Dance History 2 credits  
This course is a study of dance history and fundamental concepts in dance composition. Fall, odd years.
- THEA 425 Choreography 2 credits  
Dynamics, rhythm, design, motivation, gesture and improvisation are explored as basic elements for building dance. Final project is a public performance of choreographic work. Spring, even years.
- THEA 480 - 489 Theatre Seminar 1 - 4 credits  
Intensive study of a particular aspect of theatre. On sufficient demand.  
Prerequisite(s): Permission from department
- THEA 490 - 494 Directed Study 1 - 2 credits  
Students will take leadership in one of the following areas of applied theatrical production: stage management, lighting design, scenic design, sound design, costume design or directing.

THEA 495 Dance History and Choreography 3 credits This course is a study of dance history and fundamental concepts in dance composition. Dynamics, rhythm, design, motivation, gesture, and improvisation are explored as basic elements for building dance. Spring, even years.

THEA 496A Strategies: Dance Instruction I 3 credits  
In the first part of this year-long course, students will learn a variety of teaching styles and strategies, curriculum planning and evaluation methods for teaching dance to elementary students. Emphasis is placed on learning to build a positive classroom environment while meeting the needs of various levels of dance students. Must be concurrently enrolled in THEA 496L. Fall.

THEA 496L Strategies: Dance Instruction I Lab 1 credit  
Students will develop their own dance teaching style through a service learning teaching component with local elementary school children. Must be taken concurrently with THEA 496. Fall.

THEA 496B Strategies for Dance Instruction II 1 credit  
Continuation of THEA 496L. Spring.  
Prerequisite(s): THEA 496A and THEA 496L

THEA 497 Internship 1 - 3 credits Professional work experience in theatre related field. Fall, Spring, and Summer.

THEA 498 Senior Project 1 credit  
All seniors must participate in a fourth year project, a senior capstone course to fulfill this requirement in order to graduate. Fall.

THEA 499 Senior Project 1 credit  
All seniors must participate in a fourth year project, a senior capstone course to fulfill this requirement in order to graduate. Fall. Prerequisite(s): THEA 498

**CRIMINAL JUSTICE****Computer Science**

Please see the School of Engineering for information and degree requirements needed to fulfill a Bachelor of

## Science in Computer Science. **Criminal Justice**

Director: E. Vacha

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

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

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

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

Students have the opportunity to graduate with honors in the major if they have fulfilled all requirements, achieved a grade point average of at least 3.70 in their criminal justice courses, and written and defended a senior honors thesis (CRIM 494). **B.A. Major in Criminal Justice: 34 credits**

**Lower Division**

CRIM 101 Introduction to Criminal Justice	3 credits
SOCI 202 (MATH 121) Statistics for Social Science	3 credits

**Upper Division**

SOCI 304 Research Methods	4 credits
One of the following three courses:	3 credits
CRIM 340 Sociology of Policing	
CRIM 352 Corrections	
CRIM 390 American Court System	
One of the following three courses:	3 credits
SOCI 350 Deviant Behavior	
SOCI 351 Criminology	
SOCI 353 Juvenile Delinquency	
Two of the following seven courses:	6 credits
POLS 303 Civil Liberties	
POLS 304 Criminal Justice Amendments and Courts	

POLS 311 State and Local Government	
POLS 312 Urban Politics and City Life	
POLS 320 Public Administration	
POLS 321 Politics and Public Administration	
POLS 323 Constitutional Law	
One of the following three courses:	3 credits
PSYC 340 Personality	

PSYC 390 Psychopathology	
PSYC 402 Forensic Psychology	
CRIM, POLS, SOCI, PHIL, PSYC Elective* 6	credits
CRIM 499 Criminal Theory and Measurement	3 credits
* Acceptable elective choices are: Any CRIM; SOCI 350, 351, 353, 385; POLS 303, 304, 311,312, 320,321, 323; PSYC 380, 426, 465, 488; and PHIL 470.	

**Minor in Criminal Justice: 18 Credits****Lower Division**

CRIM 101 Introduction to Criminal Justice	3 credits
---	-----------

**Upper Division**

One of the following three courses:	3 credits
-------------------------------------	-----------

CRIM 340 Sociology of Policing	
CRIM 352 Corrections	
CRIM 390 American Court System	

One of the following three courses:	3 credits
-------------------------------------	-----------

SOCI 350 Deviant Behavior	
SOCI 351 Criminology	
SOCI 353 Juvenile Delinquency	

One of the following seven courses:	3 credits
-------------------------------------	-----------

POLS 303 Civil Liberties	
POLS 304 Criminal Justice Amendments and Courts	
POLS 311 State and Local Government	
POLS 312 Urban Politics and City Life	
POLS 320 Public Administration	
POLS 321 Politics and Public Administration	
POLS 323 Constitutional Law	

CRIM, POLS, SOCI, PHIL, PSYC Elective\* 6 credits \* Acceptable elective choices are: Any CRIM; SOCI 350, 351, 353, 385; POLS 303, 304, 311,312, 320,321, 323; PSYC 380, 426, 465, 488; and PHIL 470.

**Lower Division**

CRIM 101 Introduction to Criminal Justice 3 credits A critical analysis of the way the American criminal justice system operates, focusing on the nature of law, the police, and the courts.

CRIM 240 Issues in Law Enforcement 3 credits Examines current issues in law enforcement such as corruption, brutality, use of deadly force, politics and policy administration, resource management, stress, community relations, and major court decisions.

**Upper Division**

CRIM 340 (SOCI 356) Sociology of Policing 3 credits This course examines law enforcement in American society with a focus on empirical research and sociological and criminological theory. Students will review the historical development of policing in the United States, the roles of

the police in contemporary society, the structure and responsibilities of law enforcement agencies in this country, and the interaction between institutional and individual aspects of police work. Students will also be exposed to research and theory on controversial issues in law enforcement, including the use of force, police deviance, the use of discretion, the impact of social inequality on enforcement, and policing in the mass media.

Prerequisite(s): CRIM 101 or SOCI 101

CRIM 352 Corrections 3 credits

An examination of the American correctional system, from its origins to the present day. Focuses on philosophical and policy issues and debates that confront our society in attempting to deal with criminal offenders. Field trips to correctional facilities.

CRIM 354 Extremism in America 3 credits

What is extremism and terrorism? Are there differences in extremist and terrorist ideologies? What makes a person turn to terrorism? Is right wing terrorism similar to left wing or single issue terrorism/extremism? Should we be more afraid of international or domestic terrorism? What is the government and law enforcement doing to protect the American people? What does the future hold for terrorism in America? By the end of the course students will have working knowledge of the following: an understanding of extremism and terrorism in the United States, different American extremist ideologies and groups, law enforcement restrictions in investigating terrorism and past and future trends in American terrorism.

CRIM 355 (SOCI 355) Elite and White Collar Deviance 3 credits This course examines deviance and crimes committed by organizations and the rich and powerful. The nature, extent and societal effects of various types of elite and white collar deviance are examined.

CRIM 357 Inequality and Crime 3 credits

This course reviews the relationship between criminal justice and race, class and gender in history and in contemporary America. The class examines whether members of one race, class or gender commit more crimes than members of other groups, and if so, why? It also explores how and why members of one race, class or gender are treated differently by the criminal justice system than members of other groups. The differential treatment in police work, in courts and in corrections are looked at, and the class assesses how and why these differences may occur more or less in one or another of these branches of the criminal justice system.

CRIM 361 Crime and Gender 3 credits

An exploration of the ways in which gender influences who is and is not considered criminal, why women are often socialized to be the victims of crime and men the perpetrators of such actions, and how such behaviors are used to maintain and support pre-existing inequalities. As such, special attention will also be paid to how issues of social class, ethnicity, and sexual orientation often temper these societal outcomes.

CRIM 380 Criminal/Civil Trial Procedure 0 or 3

Full court case preparation in a year-long mock trial team environment, including knowledge of the law, opening and closing statements, directs, redirects, cross-examinations, courtroom procedure and demeanor. Formal American Mock Trial competition takes place during spring semester, at the end of which credit will be granted for successful completion of the course. Intended only for those with a serious interest in law. Cannot be repeated for credit.

## CRIMINAL JUSTICE

CRIM 386 Criminal Law

Substantive criminal law; principles, functions, and limits; basic crime categories with extensive case analysis; state and national legal research materials.

CRIM 390 American Court System 3 credits

A hands-on class conducted by a Superior Court Judge. Students observe actual trials and are instructed about the proceedings by the judge.

CRIM 395 - 399 Topics in Criminal Justice 3 credits

Specific topics to be chosen by faculty.

CRIM 465 Comparative Criminal Justice 3 credits

A comparison of criminal justice systems from around the world using the Internet and a seminar format.

CRIM 490 Directed Reading in Criminal Justice 1 - 4 credits

Supervised readings in the criminal justice area.

CRIM 494 Senior Thesis 3 credits

Students with a 3.70 GPA in the criminal justice major and a 3.30 overall GPA who wish to graduate with departmental honors in criminal justice must enroll in CRIM 494 two semesters prior to their graduation and complete an honors thesis. The thesis may be a significant expansion of the student's work in SOCI 304 or CRIM 499. A committee of three faculty members will direct the thesis. Two members of the committee must be from the Criminal Justice/Sociology Department, and one may be from another department. The chair of the committee will be the instructor of record. The committee's decision about whether to award departmental honors is independent of the course grade.

CRIM 495 SPD Cooperative Education 1 credit

The course involves a 40 hour training academy and a commitment of at least 20 hours a month to the Spokane Police Department. Students will provide low priority responses to citizen needs such as property recovery and accident reporting.

CRIM 496 Practicum in Criminal Justice 1 - 3 credits

Supervised experience for Criminal Justice majors in selected criminal justice agencies such as the Spokane County Prosecutor's Office, the Spokane County Public Defender's Office, or the Spokane County Juvenile Court.

CRIM 497 Criminal Justice Summer Internship 1 - 10 credits

This is a limited program for third and fourth year students who will spend a minimum of 40 hours per week for ten weeks in the summer with a participating criminal justice agency in varied work and observer experience with both line and staff assignments.

CRIM 499 Criminal Theory and Measurement 3 credits An advanced class in criminological theory and methods. In



a seminar format students will review and discuss current criminological research and theories. Required of all Criminal Justice majors and fulfills the comprehensive examination requirement. Spring.

Prerequisite(s): SOCI 304 and (SOCI 350 or SOCI 351 or SOCI 353)

## ECONOMICS

# Economics

Director: John H. Beck

Erwin Graue Professor of Economics: J. Beck

Professors: C. Barnes, R. Bennett

Assistant Professors: K. Henrickson, E. Johnson

The mission of the economics program is to give students a broad background and knowledge of domestic and international economic systems that are essential for people in today's competitive global economy. Graduates can apply economic theory to problems relating to market structures, resource markets, employment, and fiscal and monetary policies. Economics courses may be taken to satisfy the social science core requirement of the College of Arts and Sciences. Most 300-level courses require only ECON 201 as a prerequisite. Students considering an Economics major or minor should note that ECON 302 has a prerequisite of ECON 202 with a grade of B- or better and ECON 403 has a prerequisite of ECON 201 with a grade of B- or better.

Two economics majors are offered. The B.S. major in economics includes extensive coursework in mathematics as well as economics for students considering graduate study in economics. The B.A. major in economics is offered for students who want an extensive background in economics in preparation for careers in business or government as well as for those pursuing advanced study in law or business. A minor in economics is also offered for students with other majors who need less extensive knowledge of economics. Economics courses are taught by faculty of the School of Business Administration, but students pursuing the B.A. and B.S. majors are enrolled in the College of Arts and Sciences and must fulfill its degree requirements. Students must earn at least 104 credits from departments in the College of Arts and Sciences (including economics).

All majors must register for a comprehensive examination (ECON 499) in their fourth year. Students expecting to go into a business field are encouraged to take courses in accounting and may want to consider the general business minor or the minor in analytical finance offered by the School of Business Administration.

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

### Lower Division

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

### Upper Division

MATH 321 Statistics	3 credits	MATH 339 Linear Algebra	3 credits
ECON 300 Business Forecasting			

	3 credits
3 credits ECON 302 Intermediate Macroeconomics	
3 credits ECON 403 Advanced Microeconomic Theory	3 credits

Two of the following courses: 6 credits

ECON 304 Economics of Environmental Protection

ECON 305 Public Finance

ECON 310 Antitrust Policy and Regulation

ECON 312 Work, Wages and Inequality

ECON 320 Economics of Sports

ECON 411 International Economics

ECON 401 or 402 3 credits

One elective chosen from: 3 credits

MATH 328, 421, 422 or any upper division ECON

ECON 499 Senior Comprehensive Exam 0 credit

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

### Lower Division

ECON 201 Microeconomics 3 credits

ECON 202 Macroeconomics 3 credits MATH 114 or 148 or 157 3-4 credits

BUSN 230, MATH 321, or MATH 121 3 credits

### Upper Division

ECON 302 Intermediate Macroeconomics 3 credits

ECON 403 Advanced Microeconomic Theory 3 credits

Two of the following courses: 6 credits

ECON 304 Economics of Environmental Protection

ECON 305 Public Finance

ECON 310 Antitrust Policy and Regulation

ECON 312 Work, Wages and Inequality

ECON 320 Economics of Sports

ECON 411 International Economics

One of the following two courses: 3 credits

ECON 401 Adam Smith and Karl Marx

ECON 402 Currents in 20th Century Economics

Any two upper division ECON electives: 6 credits

ECON 499 Senior Comprehensive Exam 0 credit

## Minor in Economics: 18 Credits

### Lower Division

ECON 201 Microeconomics 3 credits

ECON 202 Macroeconomics 3 credits

### Upper Division

ECON 302 Intermediate Macroeconomics 3 credits

Two of the following courses: 6 credits

ECON 304 Economics of Environmental Protection

ECON 305 Public Finance

ECON 310 Antitrust Policy and Regulation

ECON 312 Work, Wages and Inequality

ECON 320 Economics of Sports

ECON 403 Advanced Microeconomic Theory

ECON 411 International Economics

Any upper division ECON elective 3 credits

### Lower Division

ECON 200 Economic Analysis 3 credits

A one-semester economics course for general business minors and others interested in a one-semester survey course. Key microeconomics and macroeconomic models which are critical to the development of modern economics are explored. Analysis includes theories of

supply and demand, theory of the firm, pricing, employment, monetary and fiscal policy, and international trade and finance. Fall.

ECON 201 Microeconomics 3 credits  
Economics of the firm and the consumer. Principles underlying supply and demand; analysis of competition, monopoly, and other market structures; labor and other resource markets. Fall and Spring.

ECON 202 Macroeconomics 3 credits  
The structure and functioning of the national economy. Particular attention is given to determinants of national income, employment and the price level, fiscal and monetary policies, international trade, exchange rates, and trade restrictions. Fall and Spring.

ECON 270H Honors Economics 3 credits  
The fundamental concepts and approaches used in economics for analyzing problems involving the use of scarce resources to satisfy wants. The roles and limitations of both markets and government-directed forms of resource allocation are studied. Modern economic theories are discussed in the context of the historical development of the study of economics. May be substituted for ECON 201 Microeconomics. Fall.  
Prerequisite(s): HONS 190 or ENTR 101

ECON 290 Directed Study 1 - 3 credits  
Lower division topic to be determined in consultation with the faculty. Directed study requires completion of a form and permission from department. Zagweb registration is not available. Summer.

#### Upper Division

ECON 300 Business Forecasting 3 credits  
Mathematical and statistical techniques applied to economic and business research and forecasting. Students will undertake a research project. Spring.  
Prerequisite(s): ECON 202 and (BUSN 230 or MATH 121) and MATH 157

ECON 302 Intermediate Macroeconomics 3 credits  
Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Spring.  
Prerequisite(s): ECON 202 with a B- or better

ECON 303H Honors Seminar in Game Theory 3 credits  
Game theory is the study of strategic decision-making. Students learn to make decisions that are not only in their best interests but also anticipate and incorporate the fact that their decisions (and subsequent actions) have an impact on others and vice versa. On sufficient demand.  
Prerequisite(s): HONS 190

ECON 304 (ENVS 320) Economics of Environmental Protection 3 credits  
Explores the economic dimensions of environmental topics such as air and water pollution, deforestation, nonrenewable resource depletion, recycling, global warming. The course studies the extent of environmental problems and alternative solutions. Fall.  
Prerequisite(s): ECON 201 or ECON 270H

ECON 305 Public Finance 3 credits  
Develops economic tools used to analyze government expenditures and taxation. Discussion of public policy

issues such as welfare reform, health care, Social Security, tax reform, and fiscal problems of state and local governments. Fall.

Prerequisite(s): ECON 201 or ECON 270H

ECON 306 Comparative Economic Systems 3 credits  
Economic analysis of various systems of economic organization, including Capitalism, Socialism, and Communism. Historical development of the theoretical basis and description of the institutional organization of each system. Florence campus only.

Prerequisite(s): ECON 201 or ECON 202 or ECON 270H

ECON 310 Anti-Trust Policy and Regulation 3 credits  
Examines the rationale for and effects of various government policies toward business. Analyzes the economic consequences of market power. Emphasis is placed on anti-trust policy as a response to market power. Fall.

Prerequisite(s): ECON 201 or ECON 270H

ECON 311 (INST 343) Global Economic Issues 3 credits  
This course is a presentation of a broad range of global economic issues and policies relevant to a number of disciplines including business, political science, and international studies. Topics include: why nations trade, international trade and economic growth, protectionism, discriminatory trade policies, the foreign exchange market, factor mobility, and comparative economic systems.

Fall and Spring.

Prerequisite(s): ECON 201 or ECON 270H

#### ECONOMICS

ECON 312 Work, Wages, and Inequality An economic perspective on labor market issues. Explores recent controversial topics such as inequality in earnings, race and sex discrimination in labor markets, immigration, minimum wage laws and labor unions, health and safety regulations in the work place. Spring.

Prerequisite(s): ECON 201 or ECON 270H

ECON 320 Economics of Sports 3 credits  
Explores the economic incentives present in both professional and amateur sports. Topics analyzed include league structure, advertising, ticket pricing, team decision making, labor relations, incentive structures, stadium financing and Title IX. Summer.

Prerequisite(s): ECON 201 or ECON 270H or by instructor permission

ECON 401 Adam Smith and Karl Marx 3 credits  
A course focused on reading and discussing the works of two opposite but highly influential economic thinkers, Smith and Marx. Supplemented with material on other important economic thinkers from 1500 to 1870. Spring, even-numbered years. Prerequisite(s): ECON 202

ECON 402 Currents in 20th Century Economics 3 credits  
Emphasis on the works of Thorstein Veblen and NeoClassical, Austrian, Keynesian, post-Keynesian and Chicago school economists. Spring, odd-numbered years.

Prerequisite(s): ECON 202

**ECON 403 Advanced Microeconomic Theory** 3 credits The focus of this course is economic decision-making in consumer and producer theory. Topics include: consumer's budget constraints and utility maximization, producer's profit maximization and cost minimization, comparison of decisions under perfect competition and monopoly, and externalities. Fall.

Prerequisite(s): ECON 201 or ECON 270H with a B- or better, and MATH 114 or MATH 157

**ECON 404 Economic Integration - European**

Community 3 credits A survey of the origins and development of the European Community; its relation to GATT (General Agreement on Trade and Tariffs); monetary coordination; monopoly, competition, and the balances of payments. Florence campus only.

**ECON 411 International Economics** 3 credits

The focus of this course is on international trade theory and macroeconomic issues related to international finance. Topics include: economic analysis of the basis for international specialization and trade; gains from trade; the balance of international payments; tariffs; international monetary problems; exchange rate adjustments; capital movements; and international economic organizations. Spring.

Prerequisite(s): ECON 201 or ECON 270H

**ECON 489 Special Topic Seminar** 1 - 3 credits

Topics and credit by arrangement.

Prerequisite(s): ECON 201 or ECON 270H

**ECON 491 Directed Study** 1 - 3 credits

Individually-designed course at the upper division level appropriate to the student's major. Directed study requires completion of a form, and permission from the department. Zagweb registration is not available. Summer only.

**ECON 497 Internship** 0 - 3 credits

Work experience directly related to the student's major area of study. Internship requires completion of an application form, a 3.00 GPA and permission from the department. Zagweb registration is not available. Fall, Spring and Summer.

## ENGLISH English

Chairperson: Daniel Butterworth

Professors: D. Butterworth, M. Herzog, E. Cooley, M. Pringle

Associate Professors: J. Eliason, P. Fowler, T. Marshall, P. Taufen (emerita), J. Thayer, L. Tredennick, P. Terry, A. Wadden (emeritus)

Assistant Professors: A. Ciasullo, B. Cooney, H. Easterling, J. Miller, I. Ranum,

Through the study of language and literature we analyze the world, the human condition, and our own experience. In this era when technical abilities can quickly become obsolete, the study of literature and language teaches the expressive and analytical skills necessary for a wide range of career opportunities, not only in teaching but also in publishing, editing, technical writing, the legal professions, and the business world. As faculty in the Department of English, we

teach students to read critically, acquaint them with a diverse range of texts and contexts, instruct them to write with analytical skill and rhetorical proficiency, and increase their engagement with the ways language and literature reflect and explore human knowledge and values. We also seek to support the University's mission by engaging students in the development of our individual and collective intellect, imagination, and sense of social justice.

English Department courses fulfill the requirements of the core curricula of the University and College of Arts and Sciences and constitute a Bachelor of Arts degree in English; they provide majors in other disciplines with further experience in and appreciation for literature and writing; they offer majors and minors in English engagement with the literary heritage of Western and non-Western traditions; they develop students' mastery of the conventions and nuances of written prose.

All undergraduate degree programs in the University require six (6) semester hours in English: ENGL 101 and ENGL 102-106 (ENGL 103H for Honors Program members). Students in the College of Arts and Sciences must also take a 200-level literature course.

English majors may not use lower division courses to fulfill any part of the twenty-seven upper division credits required. Before graduation all English majors must register for and pass ENGL 499, the comprehensive examination, which is based on a departmental reading list.

English majors earning a secondary teaching credential must fill one (3 credit) elective with ENGL 370 or 480. These students must also take ENGL 395.

Because we believe that effective writing is essential for professional, personal, and intellectual development, the English Department offers a Writing Track and directs the operation of a Writing Center open to the Gonzaga community.

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

#### Lower Division (English Core for Arts and Sciences\*)

ENGL 101 (ENGL 103H) or ENGL 200

English Composition 3 credits

One of the following: 3 credits

ENGL 102 Introduction to Literature

ENGL 105 Themes in Literature

ENGL 106 Special Topics in Multicultural or World Literature

ENGL 200 level literature 3 credits

Note: ENGL 200, 204, and 250 do not satisfy this requirement.

\*Students with majors outside Arts and Sciences do not need the 200 level literature for their English Core.

#### Upper Division

British Literature Pre-1660 6 credits

ENGL 320 Middle English Literature

ENGL 323 The Middle Ages

ENGL 325 Medieval Romance

ENGL 330 Shakespeare

ENGL 331 Renaissance Literature

ENGL 366 Topics in Literature (Florence)

ENGL 420 The Age of Beowulf		ENGL 480 Critical Theory: Literary and Cultural Studies	
ENGL 423 Chaucer		ENGL 485 Poetics	
ENGL 433 Milton and His Contemporaries		ENGL 490 Directed Reading	
ENGL 434 Tudor and Stuart Drama		ENGL 492 Independent Study	
ENGL 460* Studies in Women Writers		ENGL 498 Directed Research	
ENGL 466* Topics in Literature		ENGL 495 Seminar	3 credits
British Literature Post-1660	6 credits	ENGL 499 English Comprehensive 0 credits Note: No single class can satisfy more than one requirement.	
ENGL 340 Romantic Age		*Indicates Chair's approval for using this course as a requirement	
ENGL 342 Victorian Era		<b>Minor in English: 21 Credits</b>	
ENGL 348 Restoration and 18th Century Literature		<b>Lower Division</b>	
ENGL 350 20th Century British Literature		ENGL 101 (ENGL 103H) or ENGL 200 English Composition	3 credits
ENGL 360* Modern Drama		One of the following:	3 credits
ENGL 436 18th Century British Novel		ENGL 102 Introduction to Literature	
ENGL 438 Restoration and 18th Century Drama		ENGL 105 Themes in Literature	
ENGL 446 19th Century British Novel		ENGL 106 Special Topics in Multicultural or World Literature	
ENGL 450 20th Century British Novel		ENGL 200 level literature (ENGL200, 204, and 250 do not satisfy this requirement)	3 credits
ENGL 460* Studies in Women Writers		<b>Upper Division</b>	
ENGL 462* Studies in the Novel		ENGL 300-489 Electives	12 credits
ENGL 464* Studies in 20th Century Poetry		<b>The Writing Track: 39 Credits</b>	
ENGL 465* Studies in 20th Century Drama		<b>Lower Division</b>	
ENGL 466* Topics in Literature		ENGL 101 (ENGL 103H) or ENGL 200 English Composition	3 credits
American Literature Pre-1900	3 credits	One of the following:	3 credits
ENGL 310 American Literature I		ENGL 102 Introduction to Literature	
ENGL 311 American Literature II		ENGL 105 Themes in Literature	
ENGL 313 American Narratives: D&N		ENGL 106 Special Topics in Multicultural or World Literature	
ENGL 413 19th Century American Novel		ENGL 200 level literature (ENGL200, 204, and 250 do not satisfy this requirement)	3 credits
ENGL 455 Special Topics in American Literature		<b>Upper Division</b>	
ENGL 460* Studies in Women Writers		British Literature before 1660	3 credits
ENGL 462* Studies in the Novel		British Literature after 1660	3 credits
ENGL 466* Topics in Literature		American Literature before 1900	3 credits
American Literature Post-1900	3 credits	American Literature after 1900	3 credits
ENGL 312 American Literature III		Elective Literature	3 credits
ENGL 318 African-American Literature		Five of the following writing courses:	15 credits
ENGL 360* Modern Drama		ENGL 300 Research and Writing for Major	
ENGL 414 20th Century American Novel		ENGL 301 Poetry Writing	
ENGL 415 Recent American Writing		ENGL 302 Fiction Writing	
ENGL 455 Special Topics in American Literature		ENGL 303 Creative Nonfiction	
ENGL 460* Studies in Women Writers		ENGL 304 Professional Writing	
ENGL 462* Studies in the Novel		ENGL 305 The Writing Traveler	
ENGL 464* Studies in 20th Century Poetry		ENGL 306 Special Topics in Writing	
ENGL 465* Studies in 20th Century Drama		ENGL 390 Writing Center Practicum	
ENGL 466* Topics in Literature		ENGL 395 The Teaching of Composition	
English Electives	6 credits	ENGL 401 Advanced Poetry Writing	
Two more of the courses in the above period requirements, or:		ENGL 402 Advanced Fiction Writing	
ENGL 300 Research and Writing for Majors		ENGL 403 Advanced Nonfiction Writing	
ENGL 301 Poetry Writing		ENGL 406 Advanced Special Topics in Writing	
ENGL 302 Fiction Writing		ENGL/JOUR 420 Literary Journalism	
ENGL 303 Creative Non-Fiction Writing		ENGL 498 Independent Study	
ENGL 305 The Writing Traveler		ENGL 499 Senior Project (0 credits)	
ENGL 314 Multi-Cultural Literature of the U.S.			
ENGL 316 Studies in Post-Colonial Literature			
ENGL 370 History of the English Language			
ENGL 391 Directed Study			
ENGL 394 Literature and Film			
ENGL 395 The Teaching of Composition			
ENGL 467 Special Topics			

Note: Students must take at least one 400 level writing course. Note: For courses that satisfy each historical period see the English major.

### Lower Division

- ENGL 090 Remedial Independent Study 1 - 3 credits  
 ENGL 099 Basic Writing 3 credits  
 A basic writing course whose purpose is to prepare students for ENGL 101. This course counts for general university elective credit but does not fulfill any core or major requirements.

## ENGLISH

- ENGL 101 English Composition  
 An expository writing class intended to be taken in conjunction with PHIL 101 and SPCO 101. The course is designed to help students express themselves effectively in writing.
- ENGL 102 Introduction to Literature 3 credits  
 Part of the University core curriculum and required of all undergraduates, this course studies the major genres of literature (poetry, fiction, and drama), and entails practice in effective critical writing based on close analysis of literary texts.
- ENGL 103H Honors Literature I 3 credits  
 A survey of literature in the Western tradition from the Classical to Renaissance periods. The equivalent of ENGL 101 or ENGL 200 for Honors students.  
 Prerequisite(s): HONS 190
- ENGL 104H Honors Literature II 3 credits  
 A survey of Literature in the Western tradition since the Renaissance. The equivalent of ENGL 102, ENGL 105, or ENGL 106 for Honors students.  
 Prerequisite(s): HONS 190
- ENGL 105 Themes in Literature 3 credits  
 This course introduces students to literary study through the exploration of a particular theme. Like English 102, this will serve as part of the University core curriculum and can be taken instead of English 102. This course examines the major genres of literature (poetry, fiction and drama), and entails practice in effective critical discussion and writing based on close analysis of literary texts.
- ENGL 106 Special Topics: Multicultural and World Literature 3 credits  
 This course introduces students to literature through works produced by different minority groups in America and/or by cultures throughout the world. This course examines the major genres of literature (poetry, fiction and drama), and entails practice in effective critical writing based on close analysis of literary texts. Like English 102, this will serve as part of the University core curriculum and can be taken instead of English 102.
- ENGL 190 Directed Study 1 - 3 credits  
 Topic to be decided by faculty. Prerequisite(s): Permission from department.
- ENGL 200 Intermediate Composition 3 credits  
 A course providing additional practice in expository writing. This course does not fulfill University or Arts and

3 credits

Science core requirements in literature. Can be taken instead of ENGL 101 with permission from department.

Prerequisite(s): Permission of Instructor

**All ENGL 200 level courses require Prerequisite(s): (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H)**

- ENGL 201 Studies in Poetry 3 credits  
 The study of poetry, with emphasis on the major elements: imagery, tone, rhythm, etc.; practice in effective critical writing focused on explication and interpretation of poems.
- ENGL 202 (WOMS 220C) Studies in Fiction 3 credits  
 The study of fiction, with emphasis on the major elements of narrative form: plot, character, point of view, etc.; practice in effective critical writing focused on textual analysis and interpretation of short stories and novels.
- ENGL 203 Studies in Drama 3 credits  
 The study of drama, with emphasis on major elements of dramatic form: action, audience, structure, character, etc.; practice in effective writing focused on close reading and interpretation of plays. Readings will include a variety of types and forms that reflect the traditions of the genre.
- ### ENGLISH
- ENGL 204 Literature and Film 3 credits  
 This class is an introductory exploration of the relationship between literature and film, with the goal of learning to "read" films critically and appreciatively.
- ENGL 205 Studies in Shakespeare 3 credits  
 An introductory survey of Shakespeare's histories, comedies, and tragedies as well as the sonnets; close textual analysis.
- ENGL 206H Honors Literature III 3 credits  
 A Capstone Course for Honors students providing an indepth study in a specific area of literary approaches. Examples include a specific genre, historical/literary period, theme, author, etc.  
 Prerequisite(s): ENGL 103H and ENGL 104H
- ENGL 207 Literature of Western Civilization I 3 credits  
 This course is a survey of Classical, Medieval and Renaissance literature of the Western tradition.
- ENGL 208 Literature of Western Civilizations II 3 credits  
 This course is a survey of the Western tradition in literature since the Renaissance.
- ENGL 210 British Literature Survey I 3 credits  
 This course is a survey of British literature through the 18th Century.
- ENGL 220 British Literature Survey II 3 credits  
 This course is a survey of British literature since the 18th Century.
- ENGL 230 Survey of American Literature 3 credits  
 This course examines a selection of representative American writers from the Colonial period to the present.
- ENGL 240 Topics: Multicultural Literature 3 credits  
 This course examines literature produced by different social, ethnic and racial groups within the United States.
- ENGL 250 Creative Writing 3 credits  
 A course in the practice of writing poetry and fiction. This course does not fulfill the University core requirement in composition or literature.
- ENGL 260 Topics: World Literature 3 credits

- This course examines selected authors, themes and historical periods in world literature with emphasis on works outside the Western tradition.
- ENGL 285 Special Topics 3 credits  
This course provides special offerings in English literature that may not fit under other 200-level course offering descriptions. Topics will be approved by the department chair.
- ENGL 290 GIEOP Mentoring 1 credit  
Gonzaga Indian Education Outreach Project (GIEOP) Student Mentoring: Students will learn how to help junior high and high school students with writing and literature assignments and to role model for them the importance of a college education.
- ENGL 291 Directed Study 1 - 3 credits  
Topic to be decided by faculty.
- Upper Division**
- All ENGL 300 and 400 level courses require**  
**Prerequisite(s): (ENGL 101, ENGL 200, or ENGL 103H) and (ENGL 102, ENGL 105, ENGL 106, or ENGL 104H) and (ENGL 200 level, except ENGL 200, 204, and 250).**
- ENGL 300 Research and Writing for Major 3 credits  
Students will learn how to engage in academic discourse through research-informed writing.
- ENGL 301 Poetry Writing 3 credits  
The practice of poetry writing.
- ENGL 302 Fiction Writing 3 credits  
The practice of fiction writing.
- ENGL 303 Creative Non-Fiction Writing 3 credits  
The practice of writing creative non-fiction.
- ENGL 305 The Writing Traveler 3 credits  
The practice of writing poetry, fiction, and essays in the context of foreign travel and residency.
- ENGL 306 Special Topics in Writing 3 credits  
A study of writing practices within a focused context. Possible examples include: the intersection of visual media and written texts; ekphrastic writing; nature writing; and/or specific study of the relationship between writing and place.
- ENGL 310 American Literature I 3 credits  
Colonial American literature to the early Romantic movement of the 1830s and 1840s.
- ENGL 311 American Literature II 3 credits  
American literature from 1840-1900.
- ENGL 312 American Literature III 3 credits  
American literature from 1900 to present.
- ENGL 313 American Narratives 3 credits  
Over 200 years of literature relating to the aspirations and fears of colonists/Americans, from 1620 to 1854.
- ENGL 314 Multicultural Literature of the US 3 credits  
Literature produced by different social, ethnic and racial groups in the U.S.
- ENGL 316 Studies in Post Colonial Literature 3 credits  
Works written in English by writers responding to the impact of Western colonization and imperialism.
- ENGL 318 African-American Literature 3 credits  
A study of African-American writers.
- ENGL 320 Middle English Literature 3 credits  
Middle English literature 1200-1500, exclusive of Chaucer.
- ENGL 323 The Middle Ages 3 credits  
This course is a general survey of English literature in the Middle Ages. Students will encounter the major texts, themes and genres recorded in Old English and Middle English.
- ENGL 325 Medieval Romance 3 credits  
Continental and English medieval romances.
- ENGL 330 Shakespeare 3 credits  
Selected plays and poetry.
- ENGL 331 Renaissance Literature 3 credits  
British literature covering the period 1500-1600, excluding drama.
- ENGL 340 The Romantic Age 3 credits  
British writers of the Romantic period, 1798-1832, with emphasis on poetry.
- ENGL 342 Victorian Era 3 credits  
Writers of the Victorian Era, 1832-1901, with emphasis on poetry.
- ENGL 348 Restoration and 18th Century Literature 3 credits  
Major prose, drama and poetry from 1660-1800, exclusive of the novel.
- ENGL 350 Twentieth Century British Literature 3 credits  
British literature of the twentieth century including poetry, drama and prose.
- ENGL 360 Modern Drama 3 credits  
This course will cover a broad sweep of plays from the modern and contemporary eras of drama, emphasizing the beginnings of dramatic modernism in nineteenth century continental Europe (texts to be read in translation), as well as the development of drama in Britain and America from the late nineteenth century to the present.
- ENGL 366 Themes in Literature 3 credits  
Topic to be determined by faculty. Taught in Florence, Italy only.
- ENGL 370 History of the English Language 3 credits  
The English language from its beginnings to the present.

ENGL 390 Writing Center Practicum	1 credit	ENGL 450 20th Century British Novel	The	3 credits
Supervised tutoring in the Writing Center.		British novel from 1900 and 2000.		
ENGL 391 Directed Study	1 - 3 credits	ENGL 450L 19th/20th Century Novel	ENGL	4 credits
Topic to be decided by faculty.		ENGL 455 Special Topics in American		
ENGL 394 (COMM 471) Literature and Film	3 A	Literature		1 - 3 credits
comparative study of selected works of art in to media.		Topics to be decided by faculty.		
ENGL 395 The Teaching of Composition	3 credits	A course		
in techniques and approaches to teaching composition on		the secondary-school level.		
ENGL 401 Advanced Poetry Writing	3 credits	<b>ENGLISH</b>		
An intensive exploration of the practice of writing poetry.		ENGL 460 (WOMS 460) Studies in Women Writers		
Specific sections may focus on subgenres including		3 credits This course will examine various literary works		
lyrical poetry, narrative poetry, and/or the long poem.		written in dialogue with or in response to other literary		
Prerequisite(s): One course from ENGL 301, 302, 303,		works, but not all of the texts we examine will illustrate		
305, 306 or instructor permission.		women writers responding to earlier male authors.		
ENGL 402 Advanced Fiction Writing	3 credits	ENGL 462 (WOMS 424C) Studies in the Novel		
An intensive exploration of the practice of writing fiction.		3 credits		
Specific sections may focus on subgenres including the		Focuses on thematically or historically-related novels		
novella, flash fiction, and/or chapters within a novel.		(general topic/theme of the class varies). Through close		
Prerequisite(s): One course from ENGL 301, 302, 303,		examination of texts, critical background and theory, this		
305, 306 or instructor permission		course explores the way gender issues, among other		
issues, are portrayed by various English and/or American		writers.		
ENGL 403 Advanced Nonfiction Writing	3 credits	ENGL 464 Studies in 20th Century Poetry		
An intensive and challenging exploration of the practice		3 credits A		
of writing nonfiction. Specific sections may focus on the		study of poetry written in English since 1900.		
intersection of nonfiction writing and focused subject		ENGL 465 Studies in 20th Century Drama		
matter.		3 credits Major		
Prerequisite(s): One course from ENGL 301, 302, 303,		figures of the modern European and American theater		
305, 306 or instructor permission		since 1900.		
ENGL 406 Advanced Special Topics in Writing	3 credits	ENGL 466 Topics in Literature		
An intensive and challenging study on writing practices within		3 credits		
a focused context. Possible examples include: writing		Selected authors or themes.		
and philosophy, writing and questions of social justice,		ENGL 467 Special Topics		
environmental writing, and/or writing and mysticism.		1 - 3 credits The course will		
Prerequisite(s): One course from ENGL 301, 302, 303,		tie in to the Florence experience and will require reading		
305, 306 or instructor permission		literature in English or in translation.		
ENGL 413 19th Century American Novel	3 credits	ENGL 480 Critical Theory: Literary and Cultural		
Major American novels of the period 1800-1900.		Studies		
ENGL 414 20th Century American Novel	3 credits	3 credits		
Selected major novelists of the 20th century.		Theories about the nature of literature and criticism.		
ENGL 415 Recent American Writing	3 credits	ENGL 485 Poetics		
American prose and poetry since World War II.		3 credits		
ENGL 420 The Age of Beowulf	3 credits	This course will study English Language poetry from		
Language and literary study of the Old English period with		Chaucer to present. Focus on the "formal" qualities of		
special emphasis on the anonymous epic poem Beowulf.		poetry.		
ENGL 423 Chaucer	3 credits	ENGL 490 Directed Reading		
Chaucer's principal works in the original language.		1 - 3 credits		
ENGL 433 Milton and His Contemporaries	3 credits	A directed program of readings and written responses.		
Poetry and prose from the 17th century with particular emphasis		ENGL 492 Independent Study		
on Milton.		1 - 3 credits		
ENGL 434 Tudor and Stuart Drama	3 credits	Courses which allow the individual student to engage in		
Principal plays 1520-1640, excluding Shakespeare.		interdepartmental and interdisciplinary study. Credit by		
ENGL 436 18th Century British Novel	3 credits	arrangement.		
The British novel from 1700-1800.		ENGL 495 Seminar		
ENGL 438 Restoration and 18th-Century British	3 credits	3 credits A focused, in-depth study		
Drama		of a literary/cultural topic chosen by the instructor. The		
British drama from the re-opening		course will familiarize students with the critical		
of the London stages in 1660 through 1800.		conversation surrounding the topic, prepare them to		
ENGL 446 19th Century British Novel	The	engage in this and similar conversations, and give them		
3 credits		an opportunity to make a significant scholarly contribution		
British novel from 1800-1900.		to this topic of study. Required for English Majors.		
		Prerequisite(s): Senior status, or permission of instructor		
		ENGL 498 Directed Research		
		1 - 3 credits		
		A directed program in which the individual student will		
		engage in approved research activity and submit a		
		scholarly paper or papers.		
		ENGL 499 BA English Comprehensive		
		0 credits Based on a		
		departmental reading list and required of all majors in		
		their fourth year.		

## ENVIRONMENTAL STUDIES

# Environmental Studies

Director: J. Isacoff

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

Based on the view that the natural world is crucial to human life, the environmental studies major seeks to foster an awareness of human interactions with the environment. The environmental studies major offers a diverse but integrated curriculum based in the natural sciences, the social sciences, and the humanities, and complimented by an interdisciplinary introductory course and capstone seminar. Set among some of the most beautiful and important natural areas in North America, the environmental studies major offers courses, speakers, and special events aimed at advancing an intellectual understanding of and practical solutions for environmental problems. Students pursuing the environmental studies major have opportunities to undertake service learning in the outdoors, work with Environmental Community Partners, and collaborate with GU's on-campus environmental organizations such as the Gonzaga Environment Organization (GEO), the Advisory Committee on Sustainability and Stewardship (ACSS), and the Americorps campus environmental coordinator.

Students may begin the 36-credit major with the introductory interdisciplinary course, ENVS 101, which builds cohesion and a sense of community for the major. Students take three science courses specifically designed for non-science majors (ENVS 103/BIOLOGY 123 ENV 104/CHEM 123 or ENV 199/199 and ENV 200). Biology majors take ENV 102/BIOLOGY 102 instead of 103/123 or 199. All students complete the program with a Senior Symposium in Environmental Studies (ENVS 499). Students take six (6) additional courses: Environmental Ethics (ENVS 458/PHIL 458) two (2) upper-division courses in the social sciences, two (2) upper division courses in the humanities, and one upper division elective. Environmental studies majors are encouraged to take more than 36 credits, especially if considering post-graduate study.

## B.A. Major in Environmental Studies: 36 credits

### Lower Division

ENVS 101 Introduction to Environmental Studies	3 credits
ENVS 104 Environmental Chemistry	4 credits
ENVS 110-199	0-4 credits
if taken in the freshman or sophomore years	
One of the following:	4 credits
ENVS 102 Introduction to Ecology and Lab	
ENVS 103 Human Ecology and Lab	
ENVS 199 Conservation Biology and Lab	
ENVS 200 Case Studies in Environmental Science and Lab	4 credits

### Upper Division

ENVS/PHIL 458 Environmental Ethics	3 credits
ENVS 499 Symposium in Environmental Studies	3 credits
ENVS 320-339 Social Sciences	6 credits
ENVS 340-379 Humanities	6 credits
ENVS 300-399 Electives	0-4 credits

## Minor in Environmental Studies: 20 credits

### Lower Division

ENVS 101 Introduction to Environmental Studies	3 credits
One of the following:	4 credits
ENVS 102 Ecology and Lab - BIOL majors only	
ENVS 103 Human Ecology and Lab	
ENVS 104 Environmental Chemistry and Lab	
ENVS 199 Conservation Biology and Lab	
ENVS 200 Case Studies in Environmental Science	4 credits

### Upper Division

ENVS Environmental Ethics	3 credits
ENVS 320-339 Social Sciences	3 credits
ENVS 340-379 Humanities	3 credits

### Lower Division

ENVS 101 Introduction to Environmental Studies	3 credits	An introduction to the field of environmental studies. The course provides an overview of the connections between science, politics, philosophy, history, and ethics regarding nature and the environment. The course urges students to think critically about the relationships between knowledge and judgment, humans and nature, justice and ethics, and natural and human history. Fall.
ENVS 102 (BIOL 102) Introduction to Ecology	3 credits	An introduction to the interactions between organisms and their environments. Topics include responses of organisms to each other and their environments, the physiological ecology of individuals, population dynamics, community structures, and the movement of matter and energy through ecosystems. The impacts of human activities on these interactions will be considered throughout the course. Spring.
Prerequisite(s): BIOL 101		
ENVS 102L (BIOL 102L) Introduction to Ecology Lab	1 credit	Field and laboratory experiments and computer simulations are used to investigate ecological interactions in populations and communities. The communication of scientific results is also emphasized, including basic statistics, graphical presentation of data, and the preparation of a scientific paper. Taken concurrently with ENV 102.
ENVS 103 (BIOL 123) Human Ecology	3 credits	A study of the principles of ecology (including population dynamics, diversity, and energy flow) and the impact humans have on the environment. Lab is required. Designed for non-science majors. Fall, Spring, and Summer II.
ENVS 103L (BIOL 123L) Human Ecology	1 credit	See course description for ENV 103 (BIOL 123). Taken concurrently with ENV 103.



- ENVS 104 (CHEM 123) Environmental Chemistry 3 credits  
This course will cover the fundamental principles of chemistry necessary to understand the source and fate of chemical substances in the environment. Additional topics will be dependent on the instructor but may include the environmental implications of energy utilization; the chemistry of the atmosphere, hydrosphere, and lithosphere; climate change; and pollution and treatment of water sources. Taken concurrently with CHEM 123L. Spring.
- ENVS 104L (CHEM 123L) Environmental Chemistry 1 credit  
See course description for ENVS 104. Spring.
- ENVS 110 (BIOL 140) Field Botany 3 credits  
Course includes systematics of flowering plants, plant communities of the Inland Northwest, sight identification of major plant families and selected topics in plant ecology. A plant collection is required. Two four-hour lectures/lab meetings per week and three, ten-hour field trips on Saturdays. Designed for non-science majors. Summer I.
- ENVS 110L (BIOL 140L) Field Botany Lab 1 credit  
See course description for ENVS 110L. Summer I.
- ENVS 160 (RELI 112) Old Testament and Ecojustice 3 credits  
Examines the Old Testament in terms of its literary, historical, and cultural dimensions with special attention to the role Earth and all creation plays in the biblical materials. Spring.
- ENVS 199 (BIOL 199) Conservation Biology 4 credits  
Designed for non-science majors, this course fulfills the core laboratory science requirement. Lectures and laboratory sessions emphasize science as an inquiry based process. Selected topics will be offered each semester. Lab is required. Fall or Spring.
- ENVS 199L Conservation Biology Lab 1 credit  
Taken concurrently with ENVS 199.
- ENVS 200 (BIOL 200) Case Studies in Environmental Science 4 credits  
This course is designed to introduce students to scientific issues and concepts related to environmental problems. The course will consist of investigations of a number of specific cases of environmental impacts by humans, such as: chemical contamination of soils, air, or water; overexploitation of fisheries or other living resources; freshwater availability and quality; habitat conversion, fragmentation, and loss of biodiversity; invasive species; renewable and non-renewable energy sources; and the production and management of waste. Specific cases will vary from semester to semester, and will include examples of current local, regional and global relevance. Laboratory exercises will allow students to investigate the scientific principles important for understanding the cases, and will help students develop an appreciation for the strength and limitations of scientific knowledge in addressing environmental issues. Spring. Prerequisite(s): ENVS 102/BIOL 102 or ENVS 103/BIOL 123 or ENVS 199/BIOL 199
- ENVS 303 (BIOL 323) Conservation Biology 3 credits  
This course covers the biological concepts important for the conservation of natural populations, communities, and ecosystems. Both theoretical and empirical studies will be applied to such topics as: the genetics and ecology of small populations, consequences of habitat degradation and fragmentation, the impact of introduced species, and the ecological value of biological diversity. Spring. Prerequisite(s): ENVS 102/BIOL 102 or ENVS 103/BIOL 123 or ENVS 199/BIOL 199
- ENVS 303L (BIOL 303L) Conservation Biology Lab 1 credit  
This lab includes field trips. Taken concurrently with ENVS 303.
- ENVS 304 (ENSC 481/NURS 490/MTSL 480) Water for Life: West Africa 3 credits  
WATER (West African Appropriate Technology, Education, and Reciprocity) is an interdisciplinary course with a three-part focus: cross cultural training and in-depth study of West African culture, study of health conditions and health promotion in developing countries, and epidemiological research designs and their practical application using appropriate technologies for eradicating water-related illnesses in Benin, West Africa.

## ENVIRONMENTAL STUDIES

- Students will work in multidisciplinary project teams and use course content as the foundation for developing and implementing educational materials. This course is a service-learning course and addresses issues of social justice in West Africa, including but not limited to health interventions, discussions of contemporary third-world development, and a critical examination of political and economic conditions affecting individual and population health in "periphery" nations. Summer (Abroad).
- ENVS 320 (ECON 304) Economics of Environmental Protection 3 credits  
Explores the economic dimensions of environmental topics such as air and water pollution, deforestation, nonrenewable resource depletion, recycling, global warming. The course studies the extent of environmental problems and alternative solutions. Fall.
- ENVS 321 (POLS 317) Ecological Thought and Politics 3 credits  
This service learning course focuses on the writings of seminal figures in American ecological thought, such as John Muir, Gifford Pinchot, and Aldo Leopold. Examines the history and politics of land use and wilderness planning. Class will go on field trips in partnership with the United States Forest Service (USFS) and local environmental groups to learn first-hand about the politics of local land use. Fall.
- ENVS 322 (POLS 375) Global Environmental Politics 3 credits  
Unique interdisciplinary examination of the historical, philosophical, and moral consequences of human interaction with the global environment by focusing on the relevant local, national and international governments, national and indigenous peoples, non-governmental organizations (NGOs), regimes and industries. Spring and Summer.
- ENVS 323 (POLS 311) State and Local

Government 3 credits Surveys state and local government: intergovernmental relations, finance, state sovereignty, shifts in federalism and social policy, politics of urban and rural regions. State election systems may be studied for their significant influence over national elections. Fall.

ENVS 324 (SOCL 382) Population and Society 3 credits There are more people on this planet than ever before, and the problems associated with population growth seem to be everywhere. Urban crowding, disease, poverty, ethnic tensions, refugees, illegal immigration, environmental degradation, unemployment, aging and the social security "crisis" are just a few of these troubles. This course introduces students to the study of population and demography to help them better understand these issues. After learning how to measure and analyze population characteristics and trends, students will explore the relationship between population changes and contemporary social and political issues in the developing regions of the world. Spring.

ENVS 325 (POLS 325) Native American Government and Politics 3 credits Surveys Native American politics and government today and provides students a sense of

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

## ENVIRONMENTAL STUDIES/HISTORY

ENVS 326 (SOCL 383) Environmental Sociology 3 credits This course examines human relationships with the natural environment. It explores how power structures, social norms, ideologies and politics affect our relationship and treatment of the environment.

ENVS 328 (POLS 328) Politics of the Pacific Northwest 3 credits State and society in the Pacific Northwest: government, parties, reform movements, regionalism, and social forces in the U.S. Pacific Northwest, and British Columbia and Alberta. Regional issues such as taxation, health care, urbanization, land use, education, the environment, and resource-based economics are addressed in a comparative Canadian-U.S. context. Fall.

ENVS 329 (POLS 329) North American Environmental Policies 3 credits Study of local, regional, and international environmental policy, its challenges for not only administration and understanding, but also citizenship and accountability. Topics include water, ecosystem management and sustainability in the U.S., Canada and Mexico. Fall.

ENVS 333 (PSYC 400) Environmental Psychology 3 credits An exploration of the interaction between human behavior and the physical environment. Emphasis on perception,

preference, and coping with less preferred environments. Spring. Prerequisite(s): PSYC 101

ENVS 340 (HIST 396) History of Yellowstone 3 credits This course looks at the history of the nation's first national park. We will briefly examine early native and white activity in the area and exploration and establishment of the park. We will then look at the evolution of park management, particularly issues of: the park's mission; staffing and funding; animal management; and tourism. We will pay increasing attention to environmental issues and controversies, especially concerning elk, bears, bison, wolves, fire, snowmobiles, and increased tourism. We'll conclude with the state of the park at present and with its place in the greater Yellowstone ecosystem. There will be several required texts, reading quizzes, two or three unit tests, and a paper. Fall.

ENVS 350 (PHIL 486) Ethics of Global Warming 3 credits Many have described global climate change as the defining challenge of the 21st century, noting that unless dramatic changes are made today, future generations will suffer terrible consequences, such as rising seas, wars over fresh water, tens of millions of environmental refugees, and the extinction of species such as the polar

bear. This course will investigate the complex technological, historical, economic, scientific, political, and philosophical issues surrounding this issue. Global warming skeptics are especially encouraged to enroll. Spring and Summer.

Prerequisite(s): PHIL 301

ENVS 360 (RELI 390) Sacraments for a Just

World 3 credits This course is primarily driven by the students' questions that arise from a close examination of the God-given world they inherit and inhabit. As the world's tenants and stewards, the students will readily note that there is much beauty, joy, goodness, and justice – true human and nonhuman flourishing. The course will be grounded in two basic principles. The first is a rudimentary definition of justice based on the Judeo-Christian tradition: "Justice is fidelity to the demands of relationship." The second is rooted in what Catholic tradition calls the "sacramental principle," which states: "All reality, both animate and inanimate, is potentially the bearer of God's presence and the instrument of God's saving activity on humanity's behalf." Thus, a fundamental and truly sacramental worldview is, first, more broadly interpreted and constitutive of the material creation and the human relationships. Spring.

Prerequisite(s): 200 level RELI

ENVS 399 Special Topics 1 - 3 credits Topic to be determined by instructor.

ENVS 458 (PHIL 458) Environmental Ethics 3 credits The detailed philosophical study of humanity's understanding of its relationship to the natural environment, concentrating on historically prominent conceptions of that relationship, and the philosophical foundation of the contemporary 'environmental movement.' Fall. Prerequisite(s): PHIL 301 or PHIL 301H or WOMS

237C

ENVS 499 Symposium in Environmental Studies 3 credits

This capstone experience is designed to help environmental studies students integrate their experience and perspectives and apply them to specific environmental issue. Students will be expected to produce a major written analysis of a current complex environmental issue facing the Inland Northwest. Projects

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

## History

Chairperson: Michael W. Maher, S.J.

Professors: R. Carriker, E. Downey, J.R.

Stackelberg (Emeritus), A. Via, S.J.

Associate Professors: S. Balzarini, K. Chambers,

E. Cunningham R. DeAragon, A. Goldman,

M. Maher, S.J., T. Nitz, K. O'Connor

Assistant Professors: R. Donnelly

The Department of History offers a variety of courses that enable students to fulfill the core requirements of their schools as well as to obtain a Bachelor of Arts with either a major or a minor in history. The goals of the department curriculum are to engender an informed, critical, and articulate sense of the past, an appreciation for the diversity of human experience, and an awareness of the role of tradition in shaping the present. The history major develops a variety of practical research, analytic and communication skills and provides a foundation for graduate programs, teaching, archival and library sciences, the study of law, and many careers in business and the other professions. The department sponsors a chapter of Phi Alpha Theta, (Xi Gamma) the international history honor society.

Majors are required to take HIST 101; either HIST 102 or 112; HIST 201; and HIST 202. In addition they must take 18 elective credits beyond HIST 202, no more than six (6) credits of which may be at the 200-level. Of those 18 credits, three credits must be taken from each of four specific categories (i.e., a total of four courses): 1) Non-western or developing areas and 2) Pre-modern Europe and 3) Modern Europe and 4) United States.

Majors should consult their advisors for the specific courses

within these categories. Majors are also required to complete HIST 301 (Historical Methods), normally taken in the second semester of their sophomore year or the first semester of their junior year, and HIST 401, normally taken in their senior year. In exceptional cases and with the approval of the department, students may elect to take a zero credit HIST 499 (Senior Thesis) in lieu of HIST 401. Majors who wish to obtain teacher certification should confer each semester with the School of Education as well as their departmental advisor to assure proper accreditation. Students in the College of Arts and Sciences who are not history majors complete their core requirement in history by taking HIST 101 and *either* HIST 102 or HIST 112 in their first year. Students who are unable to complete all six 100-level HIST credits in their first year, may substitute HIST 201 or 202 for *one* 100-level course after the first year.

## B.A. Major in History: 33 Credits

### Lower Division

HIST 101 Survey of Western Civilization I	3 credits
One of the following two courses:	3 credits
HIST 102 Survey of Western Civilization II	
HIST 112 Survey of World Civilization	
HIST 201 History of U.S.A. I	3 credits
HIST 202 History of U.S.A. II	3 credits
HIST Elective(s)	0-6 credits

### Upper Division

HIST Electives 12-21 credits three credits must be taken as HIST 301 One of the following two courses:  
 HIST 401 Research Seminar 3 credits  
 HIST 499 Honors Thesis 0 credit  
 HIST electives must include one course in each of the following areas:

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

- HIST 274 China Past and Present
- HIST 275 Japan Past and Present
- HIST 301 Historical Methods\*
- HIST 348 Islamic Civilization
- HIST 349 History of the Modern Middle East
- HIST 370 Foundations of East Asian Civilization
- HIST 374 Maoist China
- HIST 375 Modern East Asian Civilization
- HIST 376 Tokugawa Japan
- HIST 378 Zen, Modernity and the Counterculture
- HIST 380 Colonial Latin America
- HIST 381 Modern Latin America
- HIST 382 Revolutions in Modern Latin America
- HIST 383 Mexico
- HIST 384 Women in Colonial Latin America 2)

#### Pre-Modern Europe:

- HIST 219 Sex and Gender in European History
- HIST 301 Historical Methods\* HIST
- 302 The Ancient City
- HIST 303 Athens in the 5th Century B.C.
- HIST 304 Alexander the Great and the Hellenistic World
- HIST 305 The Roman Republic
- HIST 306 The Roman Empire

- HIST 307 The Archaeology of Greece and Rome
- HIST 310 Early Medieval Europe
- HIST 311 Medieval Europe
- HIST 312 Renaissance Europe
- HIST 313 The Reformation
- HIST 314 High Medieval Europe
- HIST 315 Medieval Britain
- HIST 316 Tudor and Stuart Britain
- HIST 318 The Age of Absolutism
- HIST 320 Jesuit History

#### 3) Modern European:

- HIST 301 Historical Methods\*
- HIST 321 Age of the French Revolution
- HIST 323 Europe in the 19th Century
- HIST 324 Church and State in the Making of Italy
- HIST 325 World War I 1914-1918
- HIST 326 Europe 1918-1939
- HIST 327 Europe-U.S. Relations Since WW II
- HIST 328 19th Century Germany
- HIST 329 Hitler's Germany
- HIST 330 The Holocaust
- HIST 331 World War II
- HIST 332 Modern Britain
- HIST 333 Tsarist Russia
- HIST 334 Russia and the U.S.S.R. Since 1945
- HIST 335 Eastern Europe Since 1863
- HIST 337 The Stalin Era
- HIST 338 Fascist Italy HIST 339 Italy

#### and Europe after WW II 4) U.S. History:

- HIST 263 U.S. Since 1945
- HIST 301 Historical Methods\*
- HIST 340 The Cold War
- HIST 350 The City in American History
- HIST 351 Coming to America
- HIST 352 U.S. in the Era of Jefferson and Jackson
- HIST 353 U.S. in the Era of the Civil War and Reconstruction
- HIST 354 North American Exploration
- HIST 355 The American West
- HIST 356 The Age of Theodore Roosevelt
- HIST 357 The Age of Franklin D. Roosevelt
- HIST 358 African-American History
- HIST 360 Pacific Northwest History
- HIST 361 Post-World War II Presidency
- HIST 363 Women in United States History
- HIST 364 Public History

\* Chair's approval necessary to fulfill a subject area requirement for majors. May only be taken once.

## Minor in History: 18 Credits

### Lower Division

HIST 101 Survey of Western Civilization I	3 credits
One of the following two courses:	3 credits
HIST 102 Survey of Western Civilization II	
HIST 112 World Civilization 1500- Present	
HIST Electives (200 level)	0 - 6 credits

### Upper Division

HIST Electives	6-12 credits
----------------	--------------

**Lower Division**

HIST 101 Survey of Western Civilizations I 3 credits A survey of the origins of western civilization in the Near East; Greek and Roman civilizations; and developments in Europe through the Reformation.

HIST 101H Survey Western Civilizations I Honors 3 credits For Honors students only. A survey of the origins of western civilization in the Near East; Greek and Roman civilizations; and developments in Europe through the Reformation.

Prerequisite(s): HONS 190

HIST 102 Survey of Western Civilizations II 3 credits A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.

**HISTORY**

HIST 102H Survey Western Civilizations II Honors 3 credits For Honors students only. A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.

Prerequisite(s): HONS 190

HIST 112 World Civilization 1500-Present 3 credits A survey of world civilization from the 16th century to the present with an emphasis on the different civilizations of the world and their interactions.

HIST 201 History of the U.S. I 3 credits The political, diplomatic, and territorial history of the United States from colonial beginnings through the Civil War. Historical geography is emphasized.

HIST 201H History of U.S. I Honors 3 credits For Honors students, see HIST 201.  
Prerequisite(s): HONS 190

HIST 202 History of the U.S. II 3 credits A continuation of HIST 201 with special attention given to the Reconstruction period, the rise of industry, reform, and American participation in world events in the late 19th and the 20th centuries.

HIST 202H History of the U.S. II Honors 3 credits For Honors students, see HIST 202.  
Prerequisite(s): HONS 190

HIST 206 Washington History 1 credit This course is intended for students working toward teacher certification.

HIST 219 Sex and Gender in European History 3 credits An introduction to ideas about gender, sex, and the family in western culture, and women's experiences of and contributions to civilizations in the Mediterranean region and western Europe, from ancient times to the early modern period (circa 1600). Prerequisite(s): HIST 101

HIST 263 U.S. Since 1945 3 credits The political ideologies, social movements, and cultural revolutions that emerged after World War II, as reactions to the Cold War, social injustice, and changes in ideals, have influenced our contemporary politics, society, and culture. By examining this period in U.S. history, we will be able to better understand some of the issues that are most important to us today. HIST 263 will survey the international conflict, great social movements, and

popular culture of the decades since 1945. This course has a social justice component.

HIST 274 (INST 374) China Past and Present 3 credits This course is a focused survey of Chinese history from the Shang Dynasty (@1600 B.C.) up to the present. Using the standard interpretive categories of politics, economics, society, and culture, the course will explore such topics as pre-imperial China; the Qin-Han consolidations and breakdowns; pre-modern Imperial China (Jin, Sui, Tang, Song, including inter-dynasty kingdoms); the Mongol (Yuan) dynasty; early modern and modern imperial China (Ming and Qing); and the Revolutionary periods of the twentieth century, including the Guomindang era, Maoism, and Post-Mao modernizations. Students who take this course for INST credit will be required to do an extra writing assignment that integrates the material of this course with their international studies focus. It is desired but not required that students will have taken History 112 (World Civilizations Since 1500) prior to taking this course. Students who take this class as a history course may not use or substitute the credits for International Studies.

HIST 275 (INST 375) Japan Past and Present 3 credits This course is a focused survey of Japanese history from the Jomon Period (@14,000 B.C.) up to the present.

Using the standard interpretive categories of politics, economics, society, and culture, the course will explore such topics as the Jomon and Yayoi classical ages; the Yamato, Nara, and Heian aristocratic ages; the Kamakura, Ashikaga, and Tokugawa warrior ages, and the modern period from the Meiji Restoration through the twentieth century. Students who take this course for INST credit will be required to do an extra writing assignment that integrates the material of this course with their international studies focus. It is desired but not required that students will have taken History 112 (World Civilizations Since 1500) prior to taking this course. Students who take this class as a history course may not use or substitute the credits for international studies.

HIST 290 Directed Study 1 - 3 credits  
Topic to be decided by faculty.

**Upper Division**

HIST 301 Historical Methods 3 credits An in-depth introduction to the discipline of history. While subject matter varies by professor and semester, all sections will have in common the following topics: the history and philosophies of history; varieties of historical evidence (oral, archaeological, documentary); mechanics of historical writing, introduction to various interpretive frameworks and theories, with an emphasis on contemporary methods and issues. Students will complete library research and writing projects, demonstrating understanding of historical prose, citation, analysis and interpretation.

Each 301 course is based on specific areas of study (one of the four content areas) and therefore may be counted as a course that fulfills one of the content areas required for the history major. It is highly advised that this course

- be taken in the spring semester so as to prepare history majors for their future coursework.
- HIST 302 Ancient City 3 credits  
This course is a survey of the development of the city in the ancient world. Students will explore urban forms and processes as they are shaped by - and as they shape their social, cultural, economic and physical contexts. The course will focus on representative urban centers of the ancient Near East, Egypt, and the Mediterranean world, tracing the evolution of ancient urbanism from the Near East to the classical worlds of Greece and Rome.  
Prerequisite(s): HIST 101
- HIST 303 Athens in the 5th Century B.C. 3 credits  
The history of ancient Greece from the Bronze Age through the end of the fifth century BC, with special emphasis on the city of Athens and its political, social, and economic landscape during Classical Greece.  
Prerequisite(s): HIST 101
- HIST 304 Alexander Great and Hellenistic World 3 credits  
The political, social, and cultural history of Greece and the Hellenistic World from 399 to 30 B.C., from the death of Socrates to the death of Cleopatra. The course will focus particularly on the rise of Macedon as a Mediterranean power, the achievements of Alexander the Great, and the transformation of the eastern Mediterranean under the monarchies of the Hellenistic Period.  
Prerequisite(s): HIST 101
- HIST 305 (ITAL 363) The Roman Republic 3 credits  
The political, social and cultural history of Republican Rome from its legendary origins to the Battle of Actium and its de facto end in 31 B.C. The course will focus closely on the factors leading to the Republic's successful rise as uncontested Mediterranean ruler as well as the internal political and social conflicts that brought the Republic crashing down to its ultimate fall. (Generally offered through the Gonzaga-in-Florence program on an irregular basis.)  
Prerequisite(s): HIST 101
- HIST 306 (ITAL 364) The Roman Empire 3 credits  
The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the Principate in 27 B.C. to the decline of the Roman Empire in the west by the 5th century A.D. Special focus in this course will be given to the workings of the Imperial System, daily life in Rome and the provinces, the rise of Christianity and the ultimate transformation of the empire.  
Prerequisite(s): HIST 101
- HIST 307 Archaeology of Greece and Rome 3 credits  
This course examines the techniques and methods of classical archaeology as revealed through an examination of the major monuments and artifacts of the Greek and Roman world. Architecture, sculpture, vase and fresco painting, and the minor arts are all examined. We consider the nature of this archaeological evidence, and the relationship of classical archaeology to other disciplines such as history, art history, and the classical languages.  
Prerequisite(s): HIST 101
- HIST 310 Early Medieval Europe 3 credits  
A study of the period from Constantine to the mideleventh century, the Investiture Controversy. Emphasis will be placed on the social, economic, and political decline of Rome, the reign of Justinian, the era of Charlemagne, the origin of feudalism and the feudal kingdoms. The course closes with an analysis of the conflict between Henry IV and Gregory VII.
- HIST 311 (ITAL 366) Medieval Europe 3 credits  
Developments in the first flowering of western European civilization, C.A.D. 500-1350, including feudalism, the rise of representative assemblies, the commercial revolution and the papal monarchy. Florence campus only.
- HIST 312 (ITAL 367) Renaissance Europe 3 credits  
The history of western Europe 1350-1550, emphasizing the political, religious, social, and economic foundations for the cultural achievements of the age of Michelangelo, Henry VIII, and Joan of Arc.  
Prerequisite(s): HIST 101
- HIST 313 The Reformation 3 credits  
The figures, ideas, and events that produced the religious upheaval and disruption of medieval Christendom in the sixteenth century. Prerequisite: HIST 101
- HIST 314 High Medieval Europe 3 credits  
A survey of western European civilization circa 1000-1350, the era which saw the birth of universities, nationstates, parliamentary assemblies, the Crusades, chivalry, and Gothic architecture. The course will examine medieval political, social, cultural, economic, and religious developments.
- HIST 315 Medieval Britain 3 credits  
A survey of the political, religious, social, and cultural history of the British Isles, circa 400-1450, examining Celtic, Roman, Anglo-Saxon, Viking, Norman, and Plantagenet domination and influences. Topics will include Christianization, the Viking and Norman invasions, Magna Carta and Parliament, relations of England, Wales, Scotland, and Ireland.  
Prerequisite(s): HIST 101
- HIST 316 Tudor and Stuart Britain 3 credits  
British religious, political, social, and economic developments from the late 1400s to 1689, including the English Renaissance and Reformation, the rise of Parliament, the Civil War and the Restoration, and the Revolution of 1688.  
Prerequisite(s): HIST 101
- HIST 318 The Age of Absolutism 3 credits  
This course will serve as a bridge between the courses offered in the Renaissance and Reformation and those that study the French Revolution and the 19th century (1550-1800). Attention will be paid to the growth of the absolutist state, the emergence and capitalism and its structures, and the important intellectual ideas and conflicts which arose, particularly those dealing with matters of religious and state authority and the intellectual discussion between religion and science.
- HIST 320 Jesuit History 3 credits

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

HIST 321 (FREN 430F/INST 383) Age of the French

Revolution 3 credits The political, social, intellectual, and religious history of Europe from the eighteenth century to 1815, including the Enlightenment, the fall of the ancient regime, the French Revolution, and Napoleon.

Prerequisite(s): HIST 102 or HIST 112

HIST 323 (INST 386) Europe in the 19th Century 3 credits

The social and political history of Europe from the Congress of Vienna (1815) to the outbreak of the First World War (1914), including the industrial revolution, the revolutions of 1848, the unifications of Italy and Germany, the growth of liberalism, socialism, nationalism, and imperialism.

Prerequisite(s): HIST 102 or HIST 112

HIST 324 (INST 380) Church and State in the Making

of Italy 3 credits The social and political history of Italy from the Congress of Vienna (1815) to the outbreak of the First World War (1914).

HIST 325 World War I 1914-1918 3 credits

A history of Europe and the world's involvement in the Great War from 1914-1918. The course will discuss the origins, conduct and consequences of World War I. Arguably the pivotal event of the modern age, World War I set the stage for the "century of violence." The nature of war and Western civilization changed on the battlefields of the First World War. These themes will be explored in the course. Prerequisite(s): HIST 102 or HIST 112

HIST 326 (INST 387) Europe 1918-1939 3 credits A

history of Europe from the end of the Great War to the beginning of the Second World War. This course will include the impact of World War I, the postwar peace settlements, the social, political, intellectual and economic disruption of the war, the rise of fascism, the Great Depression, Hitler and National Socialism, and the origins of World War II. Prerequisite(s): HIST 102 or HIST 112

HIST 327 Europe-U.S. Relations After WW II 3 credits A

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

## HISTORY

HIST 328 (INST 388) Modern Germany 3 credits This

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

development of political and social institutions during the Imperial Period.

Prerequisite(s): HIST 102 or HIST 112

HIST 329 (INST 397) Hitler's Germany 3 credits German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.

Prerequisite(s): HIST 102 or HIST 112

HIST 330 The Holocaust 3 credits

A history of the Nazi genocide of the Jews in World War II, including its origins and historical context, the methods used by the Nazis to identify and exterminate victims, a study of the perpetrators, the reaction of the international community, and post-war historiography, interpretation and commemoration. Prerequisite(s): HIST 102 or HIST 112

HIST 331 World War II 3 credits The causes, conduct and consequences of the Second World War.

Prerequisite(s): HIST 102 or HIST 112

HIST 332 (INST 398) Modern Britain 3 credits British

history from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform, imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar welfare state. Prerequisite(s): HIST 102 or HIST 112

HIST 333 Tsarist Russia 3 credits

This course examines the major political, social, intellectual, and cultural developments in Russia from the Kievan Rus era through the great reforms of the midnineteenth century. Its major themes include the development of Russian autocratic traditions, Russian imperial expansion, and the growing tensions between state and society under the Romanovs.

Prerequisite(s): HIST 101 or HIST 102 or HIST 112 HIST

334 (INST 376) Russia and the U.S.S.R.

since 1945 3 credits This course may be considered an autopsy on the Soviet empire. Its themes include: "developed" socialism under Stalin's successors; the rise and decline of the Soviet economy; the Cold War; the Soviet Union's nationalities issues; the impact of Gorbachev's reforms; and the collapse of the USSR. The course will also consider the domestic and foreign policy challenges faced by Yeltsin and Putin after 1991. Prerequisite(s): HIST 102 or HIST 112

HIST 335 Eastern Europe Since 1863 3 credits

This course surveys the major political developments in central, eastern, and southeastern Europe from the midnineteenth century to the present. Its major themes include the collapse of the region's multinational empires, the creation of nation-states, World War II and the Holocaust, the Cold War, and the political challenges posed by democracy, nationalism, communism, and foreign domination.

Prerequisite(s): HIST 102 or HIST 112

HIST 337 The Stalin Era 3 credits

This course focuses on the dictatorship of Josef Stalin from the late 1920s until his death in 1953. Its main topics include: Stalin's consolidation of personal rule; the impact

of crash industrialization and agricultural collectivization; Stalinist terror; the Soviet experience in World War II; the worldwide influence of the Soviet model after the war; and the legacy of Stalinism in Russia.

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

HIST 338 (INST 391) Fascist Italy 3 credits Italian history from 1918 to 1945, including an examination of social and economic conditions in post-World War Italy, rise of the Fascist Party, the role of Benito Mussolini, the nature of Fascist government in Italy, Italian imperialism under Mussolini, and the part played by Italy as an ally with Hitler's Germany. Generally offered through the Gonzaga-in-Florence program on an irregular basis.

Prerequisite(s): HIST 102 HIST 112

HIST 339 (INST 379) Italy and Europe after WW II 3 credits The transformation of Italian political institutions and society after the defeat of the Fascist government at the end of the Second World War, the continuing evolution of Italy during the Cold War and post-Cold War eras, and Italy's role in post-war Europe (including NA-, the European Economic Community, and the establishment of the European Union). Generally offered through the Gonzaga-in-Florence program on an irregular basis.

Prerequisite(s): HIST 102 or HIST 112

HIST 340 The Cold War 3 credits The focus of this course is the ideological and geopolitical confrontation between the superpowers that shaped the second half of the twentieth century. The course analyzes the origins of the Cold War, its global manifestations in Europe and the "Third World," as well as the effects of the Cold War on American and Soviet societies and cultures.

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

HIST 346 Europe and World Since 1945 3 credits World affairs since the end of World War II with special emphasis on the Cold War, North-South relations, wars in Indochina and the Mid-East, European integration, and the disintegration of the East bloc in 1989-1991.

HIST 348 (INST 368/RELI 492E) Islamic

Civilization 3 credits This course examines the history of Islam from the time of the Prophet Muhammad to the great Islamic gunpowder empires of the early modern period. Specific topics covered include the Quran, the practices and beliefs of the faith, and an examination of the intersection between faith and culture. The course also includes an introduction to key issues related to Islam in the contemporary world.

HIST 349 (INST 371) History of Modern Middle

East 3 credits The development of the Middle East from the middle of the nineteenth century to the late twentieth century. Topics covered include the end of the Ottoman and Qajar Empires, the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the twentieth century.

HIST 350 The City in American History 3 credits How, when, and why did cities in America develop where they did? How do physical form and institutions vary from city to city and how are these differences significant? This

course will explore these and other questions while emphasizing twentieth-century American cities. We will examine urban populations, city culture, crime and municipal politics. Prerequisite(s): HIST 202

HIST 351 Coming to America 3 credits Immigration and ethnicity in American history. We will discuss the factors that impelled our ancestors to leave the 'Old Country' and the 'New World' features that made it attractive. What 'baggage' did they bring? Where did they settle? How were they received? While considering ethnic identity, religion, assimilation, community, citizenship, work, gender, class, and exclusion, we will discover why it is important that we study not only our own roots, but also the background of others in this polyethnic nation. This course has a social justice component. Prerequisite(s): HIST 202

HIST 352 U.S.: Jefferson and Jackson 3 credits This course examines the critical period in the early American republic from roughly 1800-1850. Particular attention is given to the rise of popular democratic participation and party politics, the development of race as a central line of division, national expansion, and the political, economic, and cultural processes by which the United States began to cohere as a nation.

Prerequisite(s): HIST 201

HIST 353 U.S. Civil War and Reconstruction 3 credits The Civil War and Reconstruction era ranks as a decisive moment in American history by any measure. This course will examine the political, economic, social, and cultural impact of the period on the United States and the world. Topics covered will include the origin of the war on slavery, sectional conflict, the structure of the two nations that fought, the changing character and objectives of the war, the nature of the Union that emerged from the war, and the ways that its 'Reconstruction' after the war changed the nation. Additionally, the course explores the reasons for our enduring national obsession with this formative and dramatic period.

Prerequisite(s): HIST 201

HIST 354 North American Exploration 3 credits A biographical approach to individual, government and institutional exploration of the trans-Mississippi West after 1800.

HIST 355 The American West 3 credits An investigation into frontier American institutions and activities that have helped form the modern American character.

HIST 356 The Age of Theodore Roosevelt 3 credits The United States from 1877 to 1914. Emphasis is on big business, agricultural crisis, labor strife, political reform, and the emergence of America as a world power. The period is studied through the career of Theodore Roosevelt.

Prerequisite(s): HIST 202

HIST 357 Age of Franklin D. Roosevelt 3 credits The United States from 1914-1945: Progressivism, the Jazz Age, the New Deal and World War II. The period is studied through the careers of Franklin and Eleanor Roosevelt.

Prerequisite(s): HIST 202



- HIST 358 African-American History** 3 credits  
A study of the experiences of African-Americans from the 1600s to the 1960s, which will include the development of slavery, the Civil War and Reconstruction, African-Americans on the frontier, and the African-American experience in the 20th century.
- HIST 360 Pacific Northwest History** 3 credits  
The social and political roots of the Pacific Northwest, from early exploration to the present, with a concentration on the people and places of Washington State.
- HIST 361 Post-WW II Presidency** 3 credits  
The post-1945 presidency evolved and changed drastically as consequence of domestic and foreign events and ideology. We will examine the powers and limitations of the post-1945 U.S. presidents in both foreign and domestic affairs. We will assess their relationships with Congress, the American people, the press, and other nations, and we will explore presidential power, agenda, persuasion, secrecy, and character.
- HIST 363 (WOMS 330) Women in United States History** 3 credits  
An examination of the roles, experiences, and activities of American women from the colonial period to the 1970's.
- HIST 364 Public History** 3 credits  
What is the role of history in our society? What role does the historian play in that debate? This course examines the place of 'public history' ' historical study and/or display designed for a general audience. We will examine the presentation of 'history' in museums, films, monuments, and television, in an effort to understand the uneasy relationship between academic historians and the broader public. We will also explore the changing meanings, understandings, and uses of 'history' over time. Course requirements include active and informed participation in class discussions, serving as discussion leader for one of the weeks, and an individual final project approved by the instructor, as well as a presentation of your project to the class.
- HIST 370 (INST 384) Foundations of East Asian Civilization** 3 credits  
This course seeks to give students an understanding of the history and culture of pre-modern China, Japan, Korea, and Vietnam. After exploring the historical roots of Confucianism, Daoism and Buddhism in China, students will examine the ways in which these foundational philosophies helped form social, cultural, and political institutions in China and its neighbors. Students will also focus attention on the historical emergence of the Chinese imperial system, and its greatest pre-modern exemplars, the Qin, Han and Tang Dynasties. Not limiting the focus to China alone, students will also explore how the concept of China as the 'middle kingdom' influenced the language, religion and political developments in Japan and Korea, leading to an authentic 'macro-culture' in East Asia. The course will finish with a discussion of samurai culture and an analysis of how the Mongol conquests of Central and East Asia transformed the region, taking students to the threshold of the early modern period in Asia.  
Prerequisite(s): HIST 112
- HIST 374 Maoist China** 3 credits  
This course is an in-depth study of China during the revolutionary twentieth century, focused upon the career of People's Republic of China Chairman Mao Zedong. In addition to analyzing the political, economic, social, and cultural developments of post-imperial China, the course takes a look at the theory of revolution, and examines China's historical development in the context of imperialism, post colonialism, and international Marxist revolution.
- HIST 375 (INST 373) Modern East Asian Civilization** 3 credits  
This course is a focused integrated survey of East Asian civilization since the Late Ming period of China (@ 1600 A.D.). Using the standard interpretive categories of politics, economics, society, and culture, the course will explore the historical inter-relationships between the rise of the Manchu (Qing) Dynasty and the unification of Japan; the historical inter-relationships between East Asian societies and western commercial expansion, including overseas missions to China and Japan; the explosion of western imperialism in the nineteenth century, including the Opium War and Taiping Rebellion; Japanese imperialism in China and Korea; the historical inter-relationships between Chinese communism and Japanese militarism; East Asia in the Cold War, and the pop-cultural influence on East Asia on the modern west. Students who take this course for international studies credit will be required to do an extra writing assignment that integrates the material of this course with their international studies focus. It is desired but not required that students will have taken History 112 (World Civilizations Since 1500) prior to taking this course.

## HISTORY/INFORMATION TECHNOLOGY

- HIST 376 Tokugawa Japan** 3 credits  
This course is an in-depth study of Japan's "early modern" period, covering the years of the Tokugawa Shogunate (1603-1868). In addition to analyzing the political, economic, social, and cultural developments of Japan's centralized feudal period, the course takes a look at the theory of modernity and examines Japan's historical development in the context of modernization.
- HIST 378 Zen, Modernity and the Counter-Culture** 3 credits  
This course is an in-depth of the historical relationship between modern Japanese Zen Buddhism and the American counter-culture of the post WWII period. Through readings and discussions of a number of religious, literary and historical works, the course explores the degree to which the modern "reinvention" of an ancient Japanese religious tradition has influenced, and continues to influence western popular culture.
- HIST 380 (INST 372) Colonial Latin America** 3 credits  
A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America.
- HIST 381 (INST 394) Modern Latin America** 3 credits  
A general introduction to the history of the former colonies of Spain and Portugal in the Western Hemisphere. Topics

include the rise of caudillos, rural developments, the emergence of liberal economic development, populism, banana republics, dictatorships, dirty wars, Marxist revolution, and contemporary predicaments.

**HIST 382 (INST 369) Revolutions in Modern Latin**

**America 3 credits** This course examines the origins, emergence, process, and consequences of major Latin American social and political revolutions in the twentieth century. It will investigate a variety of types of revolutions including different urban and rural movements, as well as groups that sought radical change from high politics to the grass roots level.

**HIST 383 (INST 377) Mexico 3 credits** A survey of Mexican history from the Aztec wars to the present.

**HIST 384 (WOMS 331) Women in Colonial Latin**

**America 3 credits** This course will investigate the lives of women in both the pre-contact and post-conquest

societies. The first part of the course concentrates on the activities of women, and their role in society, among the Aztecs, Inca, and Pueblo civilizations. The course will follow with the study of their experiences after the Spanish Conquest. The final section of the course will cover the variety of women, ranging from wealthy Spanish women, established nuns, marginal mystics, Indian leaders, and African women, and their experiences in the Spanish colonies. In the class, students will learn about and discuss the various gender systems which operated in different periods, and how these systems shaped

women's lives as women shaped the systems themselves.

**HIST 390 - 399 Topics in History 1 - 3 credits**

Selected historical topics of current and special interest.

**HIST 401 Senior Seminar 3 credits**

The history capstone course, designed as a seminar focused on discussion, historiography, research, and writing. General topics vary by instructor and term, but all will cover the following: study of a topic in greater depth than possible in the 300-level courses; opportunity to develop and demonstrate their understanding of the historical discipline in course discussion and the production of a significant research and writing project using primary and secondary sources; and up-to-date historiography of the topic. The course is intended to build on the skills and methods introduced in HIST 301.

Prerequisite(s): HIST 301

**HIST 490 Directed Reading and Research 1 - 3 credits** Topic to be decided by faculty.

**HIST 498 Advanced Historical Writing 1 credit** This course is designed for students who have taken HIST 301 and who wish to improve their historical and writing skills by continuing work on their research papers.

Prerequisite(s): HIST 301

**HIST 499 Thesis 0 credits** In exceptional cases, this course may be taken in lieu of HIST 401 by students with honor-level grade point averages, course work, and the permission of the Department of History.

effectively use information technology. Students will become fluent with information technology through coverage of basic underlying concepts and use of common applications. Concepts will include the building blocks of computer systems and software, as well as historical perspectives and social implications of information technology.

## Information Technology

Director: R. Bryant

Information and the technology that processes and stores it are of central importance in today's society. The Information Technology courses at Gonzaga University provide students with the necessary skills, concepts and competencies to utilize information effectively in their careers. The courses in Information Technology are designed to enhance the studies of students in all liberal arts disciplines. Technology is constantly changing at a rapid pace, and in order to stay abreast of the changes, individuals need to understand the underlying foundation of how information is organized and how the devices that access the information work. Due to the constant development of new devices and applications, society's rules and laws often lag behind, dealing with ramifications of these changes. Ethical and social implications cross many disciplines are examined in Information Technology courses. How to find, organize, evaluate, and use information, utilizing critical analysis and reasoning, are essential components of an information technology literate member of today's world.

### Lower Division

**ITEC 101 Fluency in Information Technology 3 credits**  
Introduces skills, concepts and capabilities necessary to

# International Studies

Director: T. A. Nitz

The International Studies (INST) major offers students the opportunity to obtain a Bachelor of Arts in international studies. The overall goal of the program is to promote better understanding of the growing interdependence of nations, the rights and obligations that arise from those interdependencies, and significant transnational issues. The program also aspires to impart an awareness of the religious, political, economic, and cultural diversity among nations. Students pursuing an international studies major or minor must select from one of four areas of emphasis: Asian studies, European studies, Latin American studies, or international relations. Students contemplating a major or minor in international studies are encouraged to take HIST 112 (World Civilizations) as part of their University and College of Arts and Sciences core requirement in history.

To earn the Bachelor of Arts in international studies, students must satisfactorily complete three sets of requirements:

- 1) All students choose a foreign language and achieve competency in that language as defined below.
- 2) Complete the courses which form the upper division international studies core, including INST 499, Senior Project. Students take INST 499 in either semester of the senior year; the course involves completing a written academic paper on a topic related to the student's International Studies major (e.g., Asian Studies, International Relations, etc.) and giving an oral presentation on that same topic.
- 3) Take elective INST or approved related courses not used to satisfy any other INST requirement, including a minimum number which focus on the individual student's area of emphasis.

(Students may only double-count a maximum of three upper division courses with participating departments [i.e. POLS, HIST, MDLA]). Requirements for the international studies major and minor by area of emphasis is explained in more detail below.

## B.A. Major in International Studies: Asian Studies:

### 44 Credits

#### Foreign Language Competency

Students must achieve competency in either Chinese or Japanese. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of Chinese or Japanese courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.) Students who are majoring in international studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a study abroad program of at least one

semester may, with the permission of the International Studies Program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the study abroad program for this requirement.

#### Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit
Plus one of the following three courses:	3 credits
INST 373 Modern East Asian Civilization	
INST 384 Foundations of East Asian Civilization	
INST 389 Politics of the Pacific Rim	

#### Asian Studies Electives

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

HIST 340 The Cold War	3 credits
INST 302 Topics in International Studies (if the topic relates to Asian Studies)	3 credits
INST 310 Third World Development	3 credits
INST 325 Post-Soviet Russia and China	3 credits
INST 326 Women in Comparative Societies	3 credits
INST 330 Religions of Asia	3 credits
INST 333 Buddhism	3 credits
INST 343 Global Economic Issues	3 credits
INST 360 Japanese Culture I	3 credits
INST 361 Japanese Culture II	3 credits
INST 366 Arab-Israeli Conflict	3 credits
INST 367 Comparative Middle East Politics	3 credits
INST 368 Islamic Civilization	3 credits
INST 371 History of the Modern Middle East	3 credits
INST 373 East Asia after World War II	3 credits
INST 374 China Past and Present	3 credits
INST 375 Japan Past and Present	3 credits
INST 384 Foundations of East Asian Civilization	3 credits
INST 389 Politics of the Pacific Rim	3 credits
INST 392 Tyranny to Democracy	3 credits
INST 396 Chinese Philosophy	3 credits
INST 399 Area Studies Abroad (if the topic relates to Asian Studies)	3 credits
INST 480 Topics in International Studies (if the topic relates to Asian Studies)	1-3 credits
HIST 331 World War II	3 credits
HIST 374 Maoist China	3 credits
HIST 376 Tokugawa Japan	3 credits
HIST 378 Zen, Modernity and the Counterculture	3 credits
MKTG417 International Marketing	3 credits
PHIL 416 Marxism	3 credits

(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate area studies courses taken abroad may be accepted at the discretion of the international studies director, provided that a grade of "B" or above is attained.)

**Minor in International Studies: Asian Studies: 31 Credits**

Students must achieve competency through the 202 level or its equivalent in Chinese or Japanese as defined for the major in Asian studies above.

**Upper Division Core**

- INST 301 Survey of International Studies 3 credits
- INST 410 Perspectives on Global Issues 3 credits

**Asian Studies Electives:**

Choose courses totaling nine credits of INST or related courses from the Asian studies electives listed above for International Studies: Asian Studies majors.

**B.A. Major in International Studies: European Studies: 44 Credits Foreign Language Competency**

Students must achieve competency in French, German, Italian, or Spanish. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of French, German, Italian, or Spanish courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency).

Students who are majoring in international studies are required to complete at least six credits at the 300 or higher level in their chosen language. Students who participate in a study abroad program of at least one semester may, with the permission of the international studies program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the study abroad program for this requirement.

**Upper Division Core**

- INST 301 Survey of International Studies 3 credits
- INST 410 Perspectives on Global Issues 3 credits
- INST 499 Senior Project 1 credit plus one of the following three courses: 3 credits
  - INST 386 Europe in the Nineteenth Century
  - INST 387 Europe, 1914-1939
  - INST 395 Comparative European Politics

**European Studies Electives**

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

- HIST 340 The Cold War 3 credits
- INST 302 Topics in International Studies 3 credits (if the topic relates to European Studies)
- INST 325 Post-Soviet Russia and China 3 credits
- INST 326 Women in Comparative Societies 3 credits
- INST 333 Tsarist Russia 3 credits INST 339 French Cinema 3 credits
- INST 341 Continuing. Issues of The Hispanic World 3 credits
- INST 343 Global Economic Issues 3 credits
- INST 346 Parliamentary Government 3 credits
- INST 376 Russia and the USSR Since 1945 3 credits
- INST 379 Italy & Europe after WWII 3 credits
- INST 380 Church and State in the Making of Italy 3 credits
- INST 383 Age of the French Revolution 3 credits

- INST 386 Europe in the 19th Century 3 credits
- INST 387 Europe, 1914-1939 3 credits
- INST 388 19th Century Germany 3 credits
- INST 391 Fascist Italy 3 credits
- INST 392 Tyranny to Democracy: 3 credits
- INST 393 New Europe 3 credits
- INST 395 Comparative European Politics 3 credits
- INST 397 Hitler's Germany 3 credits
- INST 398 Modern Britain 3 credits
- INST 399 Area Studies Abroad 3 credits (if the topic relates to European Studies)
- INST 415 The Hispanic Cinema 3 credits
- INST 416 The Italian Cinema 3 credits
- HIST 325 World War I 3 credits
- HIST 327 Europe-US Relations After WWII 3 credits
- HIST 330 The Holocaust 3 credits
- HIST 331 World War II 3 credits
- HIST 335 Eastern Europe since 1863 3 credits
- MGMT352 International Management 3 credits
- PHIL 416 Marxism 3 credits
- POLS357 Italian Political System 3 credits
- POLS370 Modern Democracies 3 credits
- SOCI 478 Social and Economic Development of Italy 3 credits (Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate area studies courses taken abroad may be accepted at the discretion of the international studies director, provided that a grade of "B" or above is attained.)

**Minor in International Studies: European Studies: 31 Credits**

**Foreign Language Competency**

Students must achieve competency through the 202 level or its equivalent in French, German, Italian, or Spanish as defined for the major in European Studies above.

**Upper Division Core Courses**

- INST 301 Survey of International Studies 3 credits
- INST 410 Perspectives on Global Issues 3 credits

**European Studies Electives**

Choose courses totaling nine credits of INST or related courses from the European Studies electives listed above for International Studies: European Studies majors.

**B.A. Major in International Studies: Latin American Studies: 44 Credits**

**Foreign Language Competency**

Students must achieve competency in Spanish. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of Spanish courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.)

Students who are majoring in international studies are required to complete at least six (6) credits at the 300 or higher level in their chosen language. Students who participate in a study abroad program of at least one (1) semester may, with the permission of the international studies program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the study abroad program for this requirement

#### Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit plus one of the following two courses: 3 credits
INST 385 Latin American Politics	
INST 394 Modern Latin America	

#### Latin American Studies Electives

Take an additional 12 credits of INST or approved related courses not used to satisfy any of the requirements above.

INST 302 Topics in International Studies	3 credits	(if the topic relates to Latin American Studies)
INST 310 Third World Development	3 credits	INST 315 Latin American Society 3 credits
INST 316 Latin American Literature I	3 credits	
INST 317 Latin American Literature II	3 credits	
INST 326 Women in Comparative Societies	3 credits	
INST 341 Contemporary Issues of the Hispanic World	3 credits	
INST 343 Global Economic Issues	INST 369 Revolutions in Modern Latin America	3 credits
INST 372 Colonial Latin America	3 credits	
INST 377 Mexico	3 credits	
INST 385 Latin American Politics	3 credits	
INST 392 Tyranny to Democracy	3 credits	
INST 394 Modern Latin America	3 credits	
INST 406 Narrative Fiction in Spanish America	3 credits	
INST 399 Area Studies Abroad	3 credits	(if the topic relates to Latin American Studies)
INST 415 The Hispanic Cinema	3 credits	
INST 480 Topics in International Studies	1-3 credits	(if the topic relates to Latin American Studies)
HIST 384 Women in Colonial Latin America	3 credits	
PHIL 416 Marxism	3 credits	(Appropriate upper division language or literature courses which are not used to satisfy the language requirement may be accepted to satisfy a portion of the elective requirement. Appropriate area studies courses taken abroad may be accepted at the discretion of the international studies director, provided that a grade of "B" or above is attained.)

#### Minor in International Studies: Latin American Studies: 31 credits

Students must achieve competency through the 202 level or its equivalent in Spanish as defined for the major in Latin American studies above.

#### Upper Division Core Courses

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits

#### Latin American Studies Electives:

Choose courses totaling nine credits of INST or related courses from the Latin American studies electives listed above for international studies: Latin American studies majors.

#### B.A. Major in International Studies: International Relations: 44 credits

#### Foreign Language Competency

Students must achieve competency in a modern foreign language. Competency is defined as passing the equivalent of two years of college-level work at the grade of "C" or higher. Students will normally complete this requirement by taking 16 credits of modern foreign language courses at Gonzaga through the 202 level or its equivalent. (Students who begin their study at Gonzaga University above the 101 level need only take sufficient courses to achieve competency.) Students who are majoring in international studies are required to complete at least six (6) credits at the 300 or higher level in their chosen language. Students who participate in a study abroad program of at least one (1) semester may, with the permission of the international studies program (in consultation as appropriate with the Department of Modern Languages), substitute equivalent language, literature, or culture courses taken as part of the study abroad program for this requirement.

#### Upper Division Core

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits
INST 499 Senior Project	1 credit

#### International Interactions Elective Courses

Choose nine credits not used for any other INST requirement from the following list of courses which focus on International Interactions among nations:

HIST 340 The Cold War	3 credits
INST 302 Topics in International Studies	3 credits
(if the topic relates to international interaction)	
INST 342 International Relations	3 credits
Global Economic Issues	3 credits
INST 345 International Law	3 credits
INST 350 International Ethics	3 credits
INST 366 Arab-Israeli Conflict	3 credits
INST 371 History of the Modern Middle East	3 credits
INST 372 Colonial Latin America	3 credits
INST 373 Modern East Asian Civilization	3 credits
INST 379 Italy and Europe after WWII	3 credits
INST 385 Latin American Politics	3 credits
INST 389 Politics of the Pacific Rim	3 credits
INST 390 African Politics and Development	3 credits
INST 394 Modern Latin America	3 credits
INST 395 Comparative European Politics	3 credits
INST 399 Area Studies Abroad	3 credits
(if the topic relates to international interaction)	
INST 480 Topics in International Studies	1-3 credits
(if the topic relates to international interaction)	
COMM 418 Intercultural and International Communication	3 credits

HIST 325 World War I	3 credits
HIST 327 Europe-US Relations After WWII	3 credits
HIST 330 The Holocaust	3 credits
HIST 331 World War II	3 credits
HIST 335 Eastern Europe Since 1863	3 credits
POLS319 American Foreign Policy	3 credits
POLS375 Global Environmental Politics	3 credits

### International Differences Elective Courses

Take an additional six (6) credits not used for any other INST requirement which focus on international differences among nations. Each course must focus on a different region of the world (Africa, Asia, Europe, Latin America, or the Middle East) or all courses taken to meet this requirement must compare two (2) or more cultures, states, or regions. Courses which meet this comparative requirement are:

INST 302 Topics in International Studies	3 credits	(if the topic relates to international differences and comparisons)	
INST 310 Third World Development	3 credits	INST 315 Latin American Society	3 credits
INST 315 Latin American Society	3 credits	INST 325 Post-Soviet Russia and China	3 credits
INST 325 Post-Soviet Russia and China	3 credits	INST 326 Women in Comparative Societies	3 credits
INST 326 Women in Comparative Societies	3 credits	INST 330 Religions of Asia	3 credits
INST 330 Religions of Asia	3 credits	INST 341 Contemporary Issues of the Hispanic World	3 credits
INST 341 Contemporary Issues of the Hispanic World	3 credits	INST 346 Parliamentary Government	3 credits
INST 346 Parliamentary Government	3 credits	INST 367 Comparative Middle East Politics	3 credits
INST 367 Comparative Middle East Politics	3 credits	INST 368 Islamic Civilization	3 credits
INST 368 Islamic Civilization	3 credits	INST 369 Revolutions in Modern Latin America	3 credits
INST 369 Revolutions in Modern Latin America	3 credits	INST 386 Europe in the 19th Century	3 credits
INST 386 Europe in the 19th Century	3 credits	INST 392 Tyranny to Democracy	3 credits
INST 392 Tyranny to Democracy	3 credits	INST 393 New Europe	3 credits
INST 393 New Europe	3 credits	INST 399 Area Studies Abroad	3 credits
INST 399 Area Studies Abroad	3 credits	(if the topic relates to international differences)	
INST 417 Africa through Literature and Film	3 credits	INST 480 Topics in International Studies	1-3 credits
INST 417 Africa through Literature and Film	3 credits	INST 480 Topics in International Studies	1-3 credits
INST 480 Topics in International Studies	1-3 credits	(if the topic relates to international differences)	
POLS370 Modern Democracies	3 credits	POLS374 Democracy in the Middle East	3 credits
POLS370 Modern Democracies	3 credits	POLS374 Democracy in the Middle East	3 credits

(Appropriate area studies courses taken abroad may also be accepted at the discretion of the international studies director, provided that a grade of "B" or above is attained.)

### Minor in International Studies International Relations 31 credits

Students must achieve competency through the 202 level or its equivalent in a modern foreign language as defined for the major in international relations above.

#### Upper Division Core

INST 301 Survey of International Studies	3 credits
INST 410 Perspectives on Global Issues	3 credits

#### International Relations Electives

Choose courses totaling nine credits of INST or related courses: six (6) credits from the international interactions electives and three (3) credits from the international differences electives listed for international relations majors.

#### Lower Division

INST 190 Directed Study	1 - 3 credits
-------------------------	---------------

Topic to be decided by faculty.

INST 290 Directed Study	1 - 3 credits
-------------------------	---------------

Topic to be decided by faculty.

#### Upper Division

INST 301 (POLS 350) Survey of International Studies 3 credits Contemporary global issues and background information for all courses in international studies. Studies the spiritual wisdom of the world's main civilizations, international economics, international politics, and the potential for international integration. Fall.

INST 302 Topics in International Studies 3 credits This course number designates special topics which are offered on occasion as full semester courses by faculty members from the various disciplines which make up the International Studies program. Such courses will focus on subjects of current or special interest which are not normally a part of the regular curriculum.

INST 310 (POLS 359) Third World Development 3 credits Focus on political development in the Third World. After examining the making of the Third World through imperialism and colonialism, key political institutions (the state, political parties, the military) are analyzed, as is the international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure.

INST 315 (SOCI 322) Latin American Society 3 credits An overview of Latin American development. Several socio-economic factors are examined. Development issues are broadly conceptualized within economic, demographic, and cultural dimensions. These variables are viewed as overlapping forces influencing development.

INST 316 (SPAN 307) Survey of Latin American Literature I 3 credits A study of the major literary works from colonial period to the classic works of the 19th century. Taught in Spanish.

Alternate years.

Prerequisite(s): SPAN 301

INST 317 (SPAN 308) Survey Latin-American Literature II 3 credits A study of the region's literary classics from the Enlightenment to the contemporary period. Alternate years. Taught in Spanish.

Prerequisite(s): SPAN 301

INST 325 (POLS 355) Post-Soviet Russia and China 3 credits Focus on the pre-1985 Soviet political system; how Gorbachev's six-year reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, Maoist China is contrasted with the uneasy mixture of economic reform and political repression co-existing in China today.

INST 326 (POLS 363/WOMS 342) Women in Comparative Societies 3 credits

Compares the lives of women around the world: their public and private roles and responsibilities, positions in

- government, the economy, and the private sphere. Seeks to explain women's status differences in various regions and societies by looking at the influence of culture, religion, economics, and politics.
- INST 330 (RELI 492) Religions of Asia 3 credits Surveys Indian (Hinduism, Buddhism, Jainism, Sikhism), Chinese (Confucianism, Daoism), and Japanese (Shinto, Zen) religious traditions, with attention to: conceptions of ultimate reality/divinity, human condition, and liberation; human effort and faith; mystical experience and social ethics; sex and gender; interreligious dialogue and peace.
- INST 333 (RELI 492D) Buddhism 3 credits Surveys Buddhism as an Asian spirituality and world religion with a focus on skillful reading of primary source materials. We will examine the Buddha's life, teachings, diagnosis of the human condition and path toward awakening, the expansion and development of those teachings in Buddhist communities and apply Buddhist thought to moral issues in contemporary experience ('Socially Engaged Buddhism').
- INST 339 (FREN 331) Contemporary French Cinema 3 credits Astudy of French cinema as it has evolved in the last two decades. The films viewed will be used as a means to encourage reflection on the history, ideas and values that have gone into the making of modern France. The course is offered in English and French in separate sections. For students who take the English section of the course through the INST cross-listing, there is no French prerequisite. Spring.
- INST 341 (SPAN 340) Contemporary Issues of Hispanic World 3 credits Reading and/or discussion of social, political, economic or environmental issues of Hispanic world as presented by foreign media. Taught in Spanish.
- INST 342 (POLS 351) International Relations 3 credits Theory and practice in the functioning of the international political system and the behavior of the nations within it.
- INST 343 (ECON 311) Global Economic Issues 3 credits This course is a presentation of a broad range of global economic issues and policies relevant to a number of disciplines including business, political science, and international studies. Topics include: why nations trade, international trade and economic growth, protectionism, discriminatory trade policies, the foreign exchange market, factor mobility, and comparative economic systems. Fall and Spring. Prerequisite(s): ECON 201 or ECON 270H
- INST 345 (POLS 371) International Law 3 credits Examines the fundamentals of public international law by studying its sources, methods of dispute resolution, and current problems of interest to North Americans.
- INST 346 (POLS 360) Parliamentary Government 3 credits Parliamentary or Cabinet government contrasted with the American government. Focus on disciplined parties, prime ministers, civil servants, and elected politicians, written and unwritten constitutional rules, parliamentary supremacy and rights-based politics. Usually features Canada but draws examples from Great Britain, New Zealand, India, and Australia.
- INST 350 (PHIL 453) International Ethics 3 credits The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration. Prerequisite(s): PHIL 301
- INST 360 (JPNE 350) Japanese Culture I 3 credits This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English.)
- INST 361 (JPNE 351) Japanese Culture II 3 credits This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English.)
- INST 366 (POLS 373) Arab-Israeli Conflict 3 credits Why is there an Arab-Israeli conflict? The question is much-discussed but not very often answered. This course is a comprehensive effort to understand that question as well as the intense political debates that have evolved surrounding it. The course is interdisciplinary, touching on the historical, political, and sociological aspects of the origins and trajectory of the Arab-Israeli conflict.
- INST 367 (POLS 372) Comparative Middle East Politics 3 credits Shows the Middle East is more than a region fraught with violence, ethnic hatred and the struggle for control of oil by examining the modern Middle East's history and context, a diverse set of country case studies, and current issues including the role of women, Islamic fundamentalism, terrorism, and peace in Israel-Palestine.
- INST 368 (HIST 348/RELI 492E) Islamic Civilization 3 credits This course examines the history of Islam from the time of the Prophet Muhammad to the great Islamic "gunpowder empires" of the early modern period. Specific topics covered include the Quran, the practices and beliefs of the faith, and an examination of the intersection between faith and culture. The course also includes an introduction to key issues related to Islam in the contemporary world.
- INST 369 (HIST 382) Revolutions in Modern Latin American 3 credits This course examines the origins, emergence, process, and consequences of major Latin American social and political revolutions in the twentieth century. It will investigate a variety of types of revolutions including different urban and rural movements, as well as groups that sought radical change from high politics to the grass roots level.
- INST 371 (HIST 349) History of Modern Middle East 3 credits The development of the Middle East from the middle of the nineteenth century to the late twentieth century. Topics covered include the end of the Ottoman and Qajar Empires, the creation of the contemporary states of the Middle East at the end of

World War I, and their history from 1920 through the end of the twentieth century.

INST 372 (HIST 380) Colonial Latin America 3 credits A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans. Native Americans, and Africans that shaped colonial Latin America.

INST 373 (HIST 375) Modern East Asian

Civilization 3 credits This course is a focused integrated survey of East Asian civilization since the Late Ming period of China (@ 1600 A.D.). Using the standard interpretive categories of politics, economics, society, and culture, the course will explore the historical inter-relationships between the rise of the Manchu (Qing) Dynasty and the unification of Japan; the historical inter-relationships between East Asian societies and western commercial expansion, including overseas missions to China and Japan; the explosion of western imperialism in the nineteenth century, including the Opium War and Taiping Rebellion; Japanese imperialism in China and Korea; the historical inter-relationships between Chinese communism and Japanese militarism; East Asia in the Cold War, and the pop-cultural influence on East Asia on the modern west. Students who take this course for international studies credit will be required to do an extra writing assignment that integrates the material of this course with their international studies focus. It is desired but not required that students will have taken History 112 (World Civilizations Since 1500) prior to taking this course.

Prerequisite(s): HIST 112

INST 374 China Past and Present 3 credits

This course explores history of China since the fall of the Ming Dynasty in 1644. Of special interest are the expansion of the Qing Empire, the challenges posed by the appearance of western traders in the nineteenth century, the Opium War, the Taiping Rebellion, the decline and fall of Imperial China, the revolutions of the twentieth century, Mao Zedong's attempts to create a communist society after 1949, and the growth of market socialism since the era of Deng Xiaoping.

Prerequisite(s): HIST 112

INST 375 Japan Past and Present 3 credits

This course explores the history of Japan from the Tokugawa Era (1603-1868) through the Meiji Era and the twentieth century, examining such topics as the Edo culture, the Meiji Restoration, the rise of Japanese cultural nationalism, World War II, the Occupation, and Japan's transformation in the post-war era. In addition to the political, economic, and social changes experienced in Japan, we will also look at the phenomenal influence exercised by Japanese pop culture upon the world since the 1950's.

Prerequisite(s): HIST 112

INST 376 (HIST 334) Russia and the U.S.S.R.

since 1945 3 credits This course may be considered an autopsy on the Soviet empire. Its themes include: "developed" socialism under Stalin's successors; the rise

and decline of the Soviet economy; the Cold War; the Soviet Union's nationalities issues; the impact of Gorbachev's reforms; and the collapse of the U.S.S.R.. The course will also consider the domestic and foreign policy challenges faced by Yeltsin and Putin after 1991. Prerequisite(s): HIST 102 or HIST 112

INST 377 (HIST 383) Mexico 3 credits A survey of Mexican history from the Aztec wars to the present.

INST 379 (HIST 339) Italy and Europe after WW II 3 credits The transformation of Italian political institutions and society after the defeat of the Fascist government at the end of the Second World War, the continuing evolution of Italy during the Cold War and post-Cold War eras, and Italy's role in post-war Europe (including NATO, the European Economic Community, and the establishment of the European Union). Generally offered through the Gonzaga-in-Florence program on an irregular basis.

Prerequisite: HIST 102 or HIST 112

INST 380 (HIST 324) Church and State in the Making of Italy 3 credits The social and political history of Italy from the Congress of Vienna (1815) to the outbreak of the first world war (1914).

INST 383 (FREN 430F/HIST 321) Age of the French Revolution 3 credits The political, social, intellectual, and religious history of Europe from the eighteenth century to 1815, including the Enlightenment, the fall of the ancient regime, the French Revolution, and Napoleon.

Prerequisite(s): HIST 102 or HIST 112

INST 384 (HIST 370) Foundation of East Asian

Civilization 3 credits This course seeks to give students an understanding of the history and culture of pre-modern China, Japan, Korea, and Vietnam. After exploring the historical roots of Confucianism, Daoism and Buddhism in China, students will examine the ways in which these foundational philosophies helped form social, cultural, and political institutions in China and its neighbors. Students will also focus attention on the historical emergence of the Chinese Imperial System, and its greatest pre-modern exemplars, the Qin, Han and T'ang Dynasties. Not limiting the focus to China alone, students will also explore how the concept of China as the "middle kingdom" influenced the language, religion and political developments in Japan and Korea, leading to an authentic "macro-culture" in East Asia. The course will finish with a discussion of samurai culture and an analysis of how the Mongol conquests of Central and East Asia transformed the region, taking students to the threshold of the early modern period in Asia. Prerequisite(s): HIST 112

INST 385 (POLS 352) Latin American Politics 3 credits Impressive contributions and drawbacks of the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government; democratic, dictatorial, revolutionary. Some treatment of U.S. foreign policy.

INST 386 (HIST 323) Europe in the 19th Century 3 credits The social and political history of Europe from the



- Congress of Vienna (1815) to the outbreak of the First World War (1914), including the industrial revolution, the revolutions of 1848, the unifications of Italy and Germany, the growth of liberalism, socialism, nationalism, and imperialism. Prerequisites: HIST 102 or HIST 112
- INST 387 (HIST 326) Europe, 1918-1939 3 credits Europe from 1918 to 1939 including the Great War, the Paris Peace Conference and the Treaty of Versailles, the rise of fascism, the Great Depression, Hitler and national socialism, and the origins of World War II. Prerequisite(s): (HIST 102 or HIST 112)
- INST 388 (HIST 328) 19th Century Germany 3 credits This course examines the history of the German states from the end of the Napoleonic era to the end of the first world war. Issues to be explored include German nationalism and liberalism, the revolutions of 1848-1849, the rise of Prussia and the formation of the German Empire, and the development of political and social institutions during the imperial period. Prerequisite(s): HIST 102 or HIST 112
- INST 389 (POLS 364) Politics of the Pacific Rim 3 credits Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan, Hong Kong, and Singapore) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines as a representative of ASIAN; finally, a brief look at the likely impact of this Pacific Basin dynamism on the U.S.A., Russia, and the P.R.C.
- INST 390 (POLS 365) African Politics and Development 3 credits Examines contemporary sub-Saharan Africa in four key areas: (1) contemporary social, economic, and ecological conditions; (2) origins of the modern African state; (3) development strategies and post-independence decline; and (4) state and society after developmentalism.
- INST 391 (HIST 338) Fascist Italy 3 credits Italian history from 1918 to 1945, including an examination of social and economic conditions in post-World War Italy, rise of the Fascist Party, the role of Benito Mussolini, the nature of Fascist government in Italy, Italian imperialism under Mussolini, and the part played by Italy as an ally with Hitler's Germany. Generally offered through the Gonzaga-in-Florence program on an irregular basis. Prerequisite(s): HIST 102 HIST 112
- INST 392 (POLS 368) Tyranny to Democracy 21st Century 3 credits Between 1974 and 2000 more than fifty countries in Southern Europe, Latin America, East Asia, and Eastern Europe shifted from authoritarian to democratic systems of government. Examines the causes and nature of these democratic transitions. Investigates several case studies of democratic transitions in different areas of the world in order to understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation.
- INST 393 (POLS 367) New Europe 3 credits Traces the evolution of two Europes, East and West, from the Middle Ages through the 20th century's Cold War. Looks at the emerging "new Europe" since 1989 as integration through the European Union deepens and widens it. Explores contemporary issues such as resurgence of extreme right-wing parties, increasing cultural diversity, building a supra-national European identity, managing immigration and migration, and Europe's place in the global economy and foreign affairs as it challenges American hegemony.
- INST 394 (HIST 381) Modern Latin America 3 credits A general introduction to the history of the former colonies of Spain and Portugal in the western hemisphere. Topics include the rise of caudillos, rural developments, the emergence of liberal economic development, populism, banana republics, dictatorships, dirty wars, Marxist revolution, and contemporary predicaments.
- INST 395 (POLS 354) Comparative European Politics 3 credits Familiarizes students with the traditions, ideas, and institutions that have shaped Europe's political and economic development. Uses the cases of the United Kingdom, France, Germany, Italy, Czech Republic and Poland to understand European political cultures and national identities, as well as specific institutions such as parliamentary democracy, statism, multi-party democracy, the European social model, and citizenship policies.
- INST 396 (PHIL 434) Chinese Philosophy 3 credits A survey of the history of Chinese philosophy focusing on the Confucian tradition and taking other traditions such as Taoism and Buddhism into account.
- INST 397 (HIST 329) Hitler's Germany 3 credits German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule. Prerequisite: HIST 102 or HIST 112
- INST 398 (HIST 332) Modern Britain 3 credits British history from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar

welfare state.

Prerequisite(s): HIST 102 or HIST 112

INST 399 Area Studies Abroad 2 - 4 credits Area study courses in politics, history, and economics taken abroad.

INST 406 (SPAN 406) Narrative Fiction in Spanish

American 3 credits The novel and short story in Spanish America during the twentieth century.

INST 410 (POLS 366) Perspectives on Global

Issues 3 credits Critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. Exploration of competing world-views and value systems, weighing of evidence from differing ideological, cultural, and gender perspectives. Introduces major analytical perspectives and organizing concepts fashioned by scholars to make these issues comprehensible. INST 415 (SPAN 415) Spanish Cinema 3 credits

This course will provide an introduction to Spanish cinema through the study of film theory and

representative films from different periods. Particular attention will be

## Italian Studies Program

Director: S. Nedderman

Italian Studies is an interdisciplinary program aimed at imparting an understanding of Italian culture and competence in the Italian language. The Director of the Italian Studies Program is advised by a committee formed by the chairs or representatives of the departments that offer upper division electives for Italian studies. Meetings of the advisory committee are called by the Director of Italian Studies as needed.

The Bachelor of Arts degree with a major in Italian studies includes one semester of participation in the Gonzaga-in-Florence program or comparable experience in Italy and a senior thesis (ITAL 498). Italian studies majors are required to take an upper division course in Italian during their fourth year regardless of credits earned.

**Italian course description can be found on pages 100-102.**

### B.A. Major in Italian Studies: 38 Credits or 22 credits at the 300 level and above

#### Lower Division Courses

ITAL 101 Elementary Italian I 4 credits ITAL 102  
Elementary Italian II 4 credits ITAL 201 Intermediate  
Italian I 4 credits

### INTERNATIONAL STUDIES/ITALIAN

given to the historical, social, and cultural framework in the production and reception of those movies, as well as theories of authorship, gender, and national/cultural identity.

Prerequisite(s): SPAN 302

INST 416 (ITAL 315) The Italian Cinema 3 credits This course aims at presenting aspects of Italian society through film. in English. Special arrangements may be made for majors in Italian studies and minors in Italian.

INST 480 Topics in International Studies 1 - 3 credits Selected international studies topics of current and special interest.

INST 490 Directed Reading 1 - 3 credits Credit by arrangement for directed reading and reports on selected topics.

INST 492 Independent Research or Study 1 - 4 credits

INST 499 Senior Project 1 credit  
Students research a topic related to their area of

emphasis in international studies, write an academic research paper, and give an oral presentation on that topic. Required of all majors in their fourth year.

Prerequisite(s): Senior standing

ITAL 202 Intermediate Italian II 4 credits **Upper**

#### Division Courses

ITAL - - - (Florence) 9 credits Three electives taught in English in Italian art, comparative literature, economics, history, Italian literature, political science, or sociology

ITAL 301 Advanced Italian I 3 credits

Upper-division courses taught in Italian 9 credits

ITAL 498 Italian Studies Thesis 1 credit

### Minor in Italian Studies: 25 credits or 17 credits at the 200 level and above

#### Lower Division Courses

ITAL 101 Elementary Italian I 4 credits

ITAL 102 Elementary Italian II 4 credits

ITAL 201 Intermediate Italian I 4 credits

ITAL 202 Intermediate Italian II 4 credits

#### Upper Division Courses

Any upper-division 9 credits Italian courses or any courses chosen from those listed below:

#### Gonzaga-in-Florence Courses

The following Florence courses may be applied toward electives for the major and minor in Italian studies. Complete course descriptions can be found under the Modern Languages departmental listings. Courses offered in Florence which are not offered regularly and are not on this list will need the approval of the Director of Italian studies to be used toward the major and minor in Italian Studies.

COMM 480 Themes in Communication Studies  
(this could include, for example, a course on Rhetoric with an Italian content)

ENGL 366 Themes in Literature  
(this could include, for example, a comparative study of modern English/American and Italian experimental writers)

HIST 305/ITAL 363 The Roman Republic  
(in Florence and Spokane)

HIST 306/ITAL 364 The Roman Empire  
(in Florence and Spokane)

HIST 311/ITAL 366 Medieval Europe (in Florence only)

HIST 312/ITAL 367 Renaissance Europe (in Florence and Spokane)

VART 398 Roman Art and Architecture

VART 393 Modern Italian Art  
(in Florence and Spokane)

VART 397 Renaissance Art

ECON404 Economic Integration - European Community

ITAL 301 Advanced Italian I

ITAL 303 Survey of Italian Literature I

ITAL 304 Survey of Italian Literature II

ITAL 307 Conversational Approach to Contemporary Issues

ITAL 308 Italian through Film (Florence)

ITAL 350 Italian Culture and Civilization

INST 380 Church and State in the Making of Italy

INST 379 Italy and Europe after WW II

INST 391 Fascist Italy

POLS 357 Italian Political System

SOCI 478 Social and Economic Development of Italy

## MATHEMATICS

# Mathematics

Chairperson: Thomas McKenzie  
Professors: J. Burke, W. Carsrud (Emeritus), J. Firkins (Emeritus)  
Associate Professors: T. McKenzie, G. Nord, S. Overbay, J. Vander Beek, J. Villalpando  
Assistant Professors: S. Coble, S.J., V. Coufal, D. Larson, E. Olson, R. Ray

The Department of Mathematics seeks to train students in both the discipline of mathematics and its application. The curriculum is a blend of pure mathematics, classical applications, and the option of a combination of mathematics and computer science. Majors are well prepared for positions in industry, government, and education, as well as for graduate studies.

The department offers three degrees: Bachelor of Arts in mathematics, Bachelor of Science in mathematics, and Bachelor of Science in mathematics and computer science. All majors must take the senior comprehensive (MATH 499) in the fall of their final year.

Prospective teachers of mathematics should consult the School of Education for the current state certification requirements.

It is recommended that majors in mathematics take PHYS 103, CHEM 101 or BIOL 101 to satisfy their College of Arts and Sciences laboratory science requirement.

The department involves students with activities sponsored by the Mathematical Association of America. Majors may also participate in the annual William Lowell Putnam Mathematical Competition held every December.

## B.S. Major in Mathematics: 40 Credits

### Lower Division

MATH 157 Calculus and Analytic Geometry I 4 credits  
MATH 258 Calculus and Analytic Geometry II 4 credits  
MATH 259 Calculus and Analytic Geometry III 4 credits

### Upper Division

MATH 301 Fundamentals of Mathematics 3 credits  
MATH 339 Linear Algebra 3 credits MATH any 400-level 12 credits

MATH - - - Electives\* 9 credits

\*One of these courses may be replaced by MATH 260.

MATH 499 Senior Comprehensive 1 credit

## B.A. Major in Mathematics: 31 Credits

### Lower Division

MATH 157 Calculus and Analytic Geometry I 4 credits  
MATH 258 Calculus and Analytic Geometry II 4 credits  
MATH 259 Calculus and Analytic Geometry III 4 credits

### Upper Division

MATH 301 Fundamentals of Mathematics 3 credits  
MATH 339 Linear Algebra 3 credits MATH, any 400-level 6 credits

MATH - - - Electives\* 6 credits

\* One of these courses may be replaced by MATH 260.

MATH 499 Senior Comprehensive 1 credit

## Minor in Mathematics: 24 credits

### Lower Division

MATH 157 Calculus and Analytic Geometry I 4 credits  
MATH 258 Calculus and Analytic Geometry II 4 credits  
MATH 259 Calculus and Analytic Geometry III 4 credits

### Upper Division

MATH 301 Fundamentals of Mathematics 3 credits  
MATH 339 Linear Algebra 3 credits MATH any 400-level 3 credits MATH Electives 3 credits

## B.S. Major in Mathematics-Computer Science: 49 Credits

### Lower Division

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

CPSC 224 Object-Oriented and Event Driven  
Programming 3 credits MATH 157 Calculus and  
Analytic Geometry I 4 credits

MATH 231 Discrete Structures 3 credits

MATH 258 Calculus and Analytic Geometry II 4 credits

MATH 259 Calculus and Analytic Geometry III 4 credits

### Upper Division

CPSC 300-level or above except 497 6 credits MATH  
301 Fundamentals of Mathematics 3 credits

MATH 339 Linear Algebra 3 credits MATH, any 400-level 3 credits MATH — Electives 6 credits

**MATH 499 Senior Comprehensive 1 credit **Minor in Mathematics-Computer Science is not available****

**Lower Division**

**MATH 103 Excursions in Mathematics 3 credits** An elementary survey of various mathematical areas such as algebra, geometry, counting (permutations, combinations), probability, and other topics selected by the instructor. This course is intended for the liberal arts student not pursuing business or the sciences. Fall and Spring.

**MATH 112 College Algebra 3 credits** College algebra for those students who need additional preparation before taking MATH 114, MATH 147, or MATH 148. Topics include equations, polynomials, conics, graphing, algebraic, exponential and logarithmic functions. Fall and Spring.

**MATH 114 Mathematical Analysis-Business 3 credits** Designed for the student majoring in business. Topics selected from: functions, systems of linear equations and matrices, linear programming, elementary probability, and an introduction to differential calculus. Fall and Spring.

Prerequisite(s): MATH 112

**MATH 121 Introductory Statistics 3 credits** An introduction to the basic concepts of descriptive and inferential statistics and their application to the interpretation and analysis of data. Fall and Spring.

**MATH 147 Pre-Calculus 3 credits** Topics include advanced equations and inequalities, functions and graphs including composite and inverse functions, logarithmic and exponential functions, trigonometric functions and their graphs, right angle trigonometry, trigonometric identities, systems of equations, and conics. Fall and Spring. Prerequisite(s): MATH 112

**MATH 148 Survey of Calculus 3 credits** A one semester introduction to differential and integral calculus designed to convey the significance, use and application of calculus for liberal arts students, particularly those in the behavioral, biological, and social sciences.

Fall and Spring.

Prerequisite(s): MATH 112

**MATH 157 Calculus and Analytic Geometry I 4 credits** Functions, continuity, the derivative with application to curve sketching and maximum-minimum problems, introduction to limits, and the integral. Fall and Spring.

Prerequisite(s): MATH 147

**MATH 203 Math for Elementary Teachers I 3 credits** Does not satisfy the university core requirement in mathematics unless the student earns a teacher certificate in elementary education. Topics include problem solving, sets and logic, functions, geometry, and number theory.

Fall and Spring.

Prerequisite(s): EDTE 101

**MATH 231 Discrete Structures 3 credits**

Topics taken from sets, functions, matrices, ordered sets, partially ordered sets, directed graphs, algebraic systems, recursive definitions, and algorithms. Fall.

Prerequisite(s): MATH 258

**MATH 258 Calculus and Analytic Geometry II 4 credits** Introduction to exponential, logarithmic, and hyperbolic functions; parametric equations; polar coordinates; techniques and applications of integration. Fall and Spring.

Prerequisite(s): MATH 157

**MATH 259 Calculus and Analytic Geometry III 4 credits** Infinite series, vectors, partial derivatives, multiple integrals, solid analytic geometry including spherical and cylindrical coordinates. Fall and Spring.

Prerequisite(s): MATH 258

**MATH 260 Ordinary Differential Equation 3 credits** Solution methods for first order equations, and for second and higher order linear equations. Includes series methods, and solution of linear systems of differential equations. Fall and Spring. Prerequisite(s): MATH 259

**MATH 290 Directed Reading 1 - 3 credits** Readings and reports in selected mathematical topics.

On sufficient demand.

Prerequisite(s): MATH 157

**Upper Division**

**MATH 301 Fundamentals of Mathematics 3 credits** A development of standard proof techniques through examination of logic, set theory, topology of the real line, one-to-one, onto, and inverse functions. Additional topics may be chosen from analysis and algebra. Fall and Spring.

Prerequisite(s): MATH 259

**MATH 321 Statistics for Experimentalists 3 credits** An applied statistics course for those with calculus preparation. Descriptive statistics, probability theory, discrete and continuous random variables, and methods of inferential statistics including interval estimation, hypothesis testing, and regression. Fall and Spring.

Prerequisite(s): MATH 258

**MATH 328 Operations Research 3 credits** Quantitative methods for application to problems from business, engineering, and the social sciences. Topics include linear and dynamic programming, transportation problems, network analysis, PERT, and game theory. Spring, even years.

Prerequisite(s): MATH 258

**MATH 339 Linear Algebra 3 credits** A systematic study of matrices, vector spaces, and linear transformations. Topics include systems of linear equations, determinants, dependence, bases, dimension, rank, eigenvalues and eigenvectors. Applications include geometry, calculus, and differential equations. Fall and Spring.

Prerequisite(s): MATH 259

**MATH 341 Modern Geometry 3 credits** Axiomatic systems for, and selected topics from, Euclidean geometry, projective geometry, and other nonEuclidean geometries. Special attention will be given to the needs

of the individuals preparing to teach at the secondary level. Fall, even years. Prerequisite(s): MATH 259

### MATHEMATICS

MATH 350 Elementary Numerical Analysis 3 credits

An introduction to numerical analysis: root finding, interpolation, numerical integration and differentiation, finite differences, numerical solution to initial value problems, and applications on a digital computer. Spring, odd years.

Prerequisite(s): MATH 258

MATH 351 Combinatorics and Graph Theory 3 credits

An introduction to combinatorics and graph theory with topics taken from counting techniques, generating functions, combinatorial designs and codes, matching, directed graphs, paths, circuits, connectivity, trees, planarity, and colorings. Fall, odd years. Prerequisite(s): MATH 231 or MATH 301

MATH 360 - 363 Selected Topics 1 - 3 credits Various areas of pure and applied mathematics presented at a level

### MATHEMATICS/MODERN LANGUAGES AND LITERATURE

accessible to those just completing calculus.

On sufficient demand.

Prerequisite(s): MATH 259

MATH 413 Advanced Calculus I 3 credits

Notions from set theory, the real number system, topology of the real line, continuity (including uniform continuity), differentiation, Riemann integration, sequences, and infinite series of numbers and functions. Fall, even years.

Prerequisite(s): MATH 301

MATH 414 Advanced Calculus II 3 credits

Continuation of MATH 413. Spring, odd years.

Prerequisite(s): MATH 413

MATH 417 Complex Variables 3 credits

Complex numbers and functions, analyticity and the Cauchy-Riemann equations, integration, and Cauchy's theorem

and formula. Other topics chosen from Taylor and Laurent series, the calculus of residues, conformal mapping, and applications. Spring, odd years.

Prerequisite(s): MATH 301

MATH 421 Probability Theory 3 credits

A mathematical treatment of the laws of probability with emphasis on those properties fundamental to mathematical statistics. General probability spaces, combinatorial analysis, random variables, conditional probability, moment generating functions, Bayes' law, distribution theory, and law of large numbers. Fall, odd years.

## Modern Languages and Literature

Chairperson: Gabriella Brooke

Professor: G. Brooke

Associate Professors: M. Gonzales,

Prerequisite(s): MATH 301

MATH 422 Mathematical Statistics 3 credits

An examination of the mathematical principles underlying the basic statistical inference techniques of estimation, hypothesis testing, regression and correlation, nonparametric statistics, analysis of variance. Spring, even years.

Prerequisite(s): MATH 421

MATH 437 Abstract Algebra I 3 credits

A detailed examination of topics chosen from groups, rings, integral domains, Euclidean domains, unique factorization, fields, Galois theory, and solvability by radicals. Fall, odd years. Prerequisite(s): MATH 301

MATH 438 Abstract Algebra II 3 credits

Continuation of MATH 437. Spring, even years.

Prerequisite(s): MATH 437

MATH 450 - 453 Selected Topics 1 - 3 credits

Possible topics include combinatorics, topology, number theory, advanced numerical analysis, advanced linear algebra, theory of computation and complexity, and

history of mathematics. Credit by arrangement. On sufficient demand. Prerequisite(s): MATH 301

MATH 454 Partial Differential Equations 3 credits

Derivation of the wave, heat, and Laplace's equations, separation of variables, Sturm-Liouville problems, sets of orthogonal functions, Fourier series, solutions of boundary value problems, Laplace transforms, and numerical methods. Spring, even years.

Prerequisite(s): MATH 301 or (MATH 231 and MATH 259)

MATH 457 Number Theory and Cryptography 3 credits

Elementary number theory topics including modular arithmetic, Diophantine equations, multiplicative functions, factorization techniques, primality testing, and development of the public key code. Fall, even years.

Prerequisite(s): MATH 301

MATH 490 Directed Reading 1 - 4 credits

Selected topics in mathematics.

MATH 497 Mathematics Internship 1 - 6 credits

Special program for mathematics majors.

MATH 499 Senior Comprehensive 1 credit

Preparation for and writing of the Educational Testing Service's Major Field Test in mathematics. Required of all mathematics and mathematics-computer science majors in their final year. Fall.

F. Kuester (Emerita), S. Nedderman, B. Semple  
Assistant Professors: L. Garcia-Torvisco, B. Krause,  
R. Stephanis

Senior Lecturer: D. Birginal, S. Katsushima

The Department of Modern Languages and Literature offers the Bachelor of Arts degree with majors in French and Spanish, and cooperates in offering majors in Italian studies,

Latin American studies, European studies and Asian studies, with the Departments of Art, History and Political Science; more information on these programs can be found elsewhere in this catalogue.

Minors are available in French, German, Italian, Italian studies, and Spanish. Students interested in a minor in these languages are encouraged to consider a European studies major. This major, along with its language skills, will provide an understanding of the changes in the new integrated Europe. It will also be a very marketable degree. All language majors are encouraged to become proficient in a foreign language through study abroad; secondary education language majors are required to study abroad. All language majors take a comprehensive exam or write a thesis; content varies by language.

A waiver for lower division requirements may be granted by the chairperson of the department on recommendation of faculty according to the student's level of achievement or background. Majors need a minimum of 19 credits (French) or 22 credits (Spanish) at the 300 level or above.

Three (3) or six (6) credits will be granted to students who achieve a score of four (4) or five (5) on the Advanced Placement Examination. Credit will not be given to native speakers of a language for their knowledge of that language. Native speakers or students with near-native fluency will not be allowed to enroll in first year language courses in their native language. They will be placed into an appropriate course level according to their skills. No language courses may be challenged for credit.

Gonzaga also offers a one (1) year or one (1) semester program of study in Paris, France. Courses taken at the Sorbonne and/or the Institut Catholique may be transferred to Gonzaga and applied to the major requirement. Gonzaga-in-Florence, Italy, admits students for a year or a semester of study. There is also a summer program in Florence. The department has a fall and spring semester program in Granada, Spain, plus a summer intensive program (up to six (6) credits) in Cuernavaca, Mexico. Study abroad programs in Japan and China are also available through the University. Study in Germany with the GoetheInstitut is available during the summer.

The Asian studies, Latin American studies, and European studies programs, which are part of the international studies major, are fully described under international studies.

## **B.A. Major in French: 35 Credits or**

**19 credits at the 300 level and above**

### **Lower Division**

FREN 101 Elementary French I	4 credits
FREN 102 Elementary French II	4 credits
FREN 201 Intermediate French I	4 credits
FREN 202 Intermediate French II	4 credits

### **Upper Division**

FREN 330 Literary Genres	3 credits
FREN 331/INST 339 Contemporary French Cinema	3 credits
FREN 333 Survey of French Literature	3 credits
FREN 350 French Civilization and Culture	3 credits
FREN - - - Electives	6 credits
FREN 499 French Comprehensive	1 credit

FREN 333 open to French minors by permission of the instructor only. Minors in French are encouraged to study abroad for one semester in Paris or in an approved summer program.

## **B.A. Major in Spanish: 38 Credits or 22 credits at the 300 level and above**

### **Lower Division**

SPAN 101 Elementary Spanish I	4 credits
SPAN 102 Elementary Spanish II	4 credits
SPAN 201 Intermediate Spanish I	4 credits
SPAN 202 Intermediate Spanish II	4 credits

### **Upper Division**

SPAN 301 Advanced Spanish I	3 credits
SPAN 302 Advanced Spanish II	3 credits
SPAN 303, 304, 307 or 308	6 credits
SPAN 409, 410, 415, or 416	3 credits
SPAN - - - Electives	6 credits
SPAN 499 Spanish Comprehensive	1 credit

All upper division required courses for the Spanish major must be taken on the Gonzaga campus. SPAN 499 requires 12 credits of upper division Spanish taken on the Gonzaga campus, excluding SPAN 301, 302, and 306.

**Minor in French or German or Italian or Spanish: 28 Credits**

or 12 credits at the 300 level and above

**Lower Division**

Elementary Level	8 credits
Intermediate Level	8 credits

**Upper Division**

Electives in Same Language	12 credits
----------------------------	------------

All Spanish minors are required to take SPAN 301 and 302

All French minors are required to take FREN 300

**Special Topics in Language Courses**

With prior approval of the departmental chair, students may study a language abroad (in a university approved program) not studied at Gonzaga and transfer these units to Gonzaga. MDLA 190 Elementary language course(s) 3-6 credits MDLA 290 Intermediate language course(s) 3-6 credits MDLA 390 Advanced language course(s) 3-6 credits

Courses in foreign civilization and culture

**Note: For these courses foreign-language competence is not a pre-requisite. Courses are offered on sufficient demand and are designated by a foreign culture course attribute.**

**Chinese**

**Lower Division**

CHIN 101 Elementary Chinese I 4 credits  
Training in all four skills of language fundamentals: Mandarin sound system, conversation and listening comprehension on daily topics, reading and writing simple discourse consisting of basic syntactic constructions. Fall.

CHIN 102 Elementary Chinese II 4 credits  
A continuation of CHIN 101. Spring.  
Prerequisite(s): CHIN 101 or permission from department.

CHIN 190 Directed Study 1 - 3 credits  
Topic to be decided by faculty.

CHIN 201 Intermediate Chinese I 4 credits  
Review and further training in the fundamentals of grammar and syntax. In addition to work in oral Chinese, there are progressive exercises in reading and writing longer discourse. Fall. Prerequisite(s): CHIN 102

CHIN 202 Intermediate Chinese II 4 credits  
A continuation of CHIN 201. Spring.  
Prerequisite(s): CHIN 201

CHIN 290 Directed Study 1 - 4  
Topic to be decided by faculty.

**Upper Division**

CHIN 301 Advanced Chinese I 3 credits  
The course strengthens competence in four language skills: reading, writing, speaking, and listening through the study and discussion of essays and dialogues of contemporary social and cultural interest.  
Prerequisite(s): CHIN 202

CHIN 302 Advanced Chinese II 3 credits  
A continuation of CHIN 301.

Prerequisite(s): CHIN 301

CHIN 303 Conversation and Composition 3 credits  
Students will engage in communicative tasks to improve oral production, fluency and accuracy, and in order to develop communicative strategies. This class will also require students to increase the accuracy, fluency and complexity of their written Chinese. Prerequisite(s): CHIN 302

CHIN 380 Special Topics 1 - 3 credits  
Selected topics in Chinese language, literature, or civilization.

CHIN 390 Directed Study 1 - 3 credits  
Topic to be decided by faculty.

**French**

**Lower Division**

FREN 100 French for Travelers 3 credits  
Acquisition of vocabulary, phrases, essential grammar and cultural knowledge needed to communicate in a French-speaking milieu. Emphasis on conversation. Summer.

FREN 101 Elementary French I 4 credits  
Grammar and pronunciation, extensive oral practice, short compositions, and reading of simple texts. Fall or Spring.

FREN 102 Elementary French II 4 credits  
A continuation of FREN 101. Fall or Spring.  
Prerequisite(s): FREN 101

FREN 190 Directed Study 1 - 3 credits  
Topic to be decided by faculty.

FREN 200 French Conversation 3 credits  
Review of grammar and syntax with emphasis on spoken French. Progressive exercises in conversation. On sufficient demand. Prerequisite(s): FREN 102

FREN 201 Intermediate French I 4 credits  
Review of the fundamentals of grammar and syntax. In addition to work in oral French, there are progressive exercises in reading and composition. Fall.  
Prerequisite(s): FREN 102

FREN 202 Intermediate French II A 4 credits  
A continuation of FREN 201. Spring.  
Prerequisite(s): FREN 201

FREN 280 Special Topics By arrangement 1 - 3 credits

FREN 290 Directed Study Topic 1 - 3 credits  
to be decided by faculty.

**Upper Division**

FREN 300 Advanced Grammar Review 3 credits  
An intensive one semester grammar course with extensive oral practice. Fall.  
Prerequisite(s): FREN 202

FREN 301 Advanced French I 3 credits  
Short stories, plays, novels, or essays by modern authors, with grammar and conversation based on the texts studied. Practice in phonetics where needed. In Paris.  
Prerequisite(s): FREN 202

FREN 302 Advanced French II 3 credits  
Continuation of FREN 301. A greater emphasis on composition and advanced style. In Paris.

- Prerequisite(s): FREN 301  
 FREN 322 17th-Century French 3 credits  
 The dramatists: Corneille, Racine, and Molière. In Paris.  
 Prerequisite(s): FREN 330  
 FREN 323 18th-Century French 3 credits The moralists:  
 Montesquieu, Voltaire, and Rousseau. In Paris.  
 Prerequisite(s): FREN 330  
 FREN 324 19th-Century French I 3 credits Romanticism in  
 poetry and theater. Baudelaire and the Symbolists;  
 Realist Theater. In Paris.  
 Prerequisite(s): FREN 330  
 FREN 325 19th-Century French II 3 credits The novelists:  
 Stendhal, Balzac, Flaubert, and Zola. In Paris.  
 Prerequisite(s): FREN 330

### LITERATURE

- FREN 326 20th-Century French I Contemporary 3 credits  
 drama. In Paris.  
 Prerequisite(s): FREN 330  
 FREN 327 20th-Century French II Contemporary 3 credits  
 novel. In Paris.  
 Prerequisite(s): FREN 330  
 FREN 330 Literary Genres 3 credits  
 Study of selections of prose and poetry in their historical  
 and cultural context. Development of reading  
 comprehension and skills for interpretation of literature.  
 Fall.  
 Prerequisite(s): FREN 202 or FREN 300  
 FREN 331 (INST 339) Contemporary French  
 Cinema 3 credits A study of French cinema as it has  
 evolved in the last two decades. The films viewed will be  
 used as a means to encourage reflection on the history,  
 ideas and values that have gone into the making of  
 modern France. The course is offered in English and  
 French in separate sections. For students who take the  
 English section of the course through the INST cross-  
 listing, there is no French prerequisite. Spring.  
 Prerequisite(s): FREN 300 or FREN 330  
 FREN 333 Survey of French Literature 3 credits  
 The major French writers by genre. Fall.  
 Prerequisite(s): FREN 330 and majors only  
 FREN 340 La France d'aujourd'hui 3 credits A civilization  
 course covering history, geography, politics, social life,  
 media, and technology. Prerequisite(s): FREN 202 or  
 FREN 300  
 FREN 350 French Civilization and Culture 3 credits  
 The political, social, intellectual, and artistic development  
 of French culture from the beginning to the present. In  
 Paris.  
 FREN 380 Special Topics 1 - 3 credits Selected topics  
 in French language, literature, or civilization.  
 FREN 390 Directed Study 1 - 3 credits  
 Topic to be decided by faculty.  
 FREN 410 Stylistics 3 credits Designed to develop  
 variety and flexibility of style in the writing of French  
 prose. In Paris.  
 Prerequisite(s): FREN 302  
 FREN 411 Cultural Tour of France 3 credits  
 Course will be taught in France

- FREN 420 Journalism in France 3 credits  
 FREN 421 French Politics 3 credits  
 A study of the French political system, its parties,  
 elections, and how the system works in the new  
 European order.  
 FREN 422 French Art and Architecture 1 - 3  
 credits  
 FREN 422F History of French Impressionism 1 -  
 3 credits  
 FREN 423 Geography-Tourism in France 3  
 credits  
 FREN 424 European Cinema 3 credits  
 FREN 425 Advanced French Conversation 3 credits  
 Intensive practice in oral French. Study of vocabulary,  
 grammar, and pronunciation through discussion of  
 cultural topics. In Paris and spring semester at Gonzaga  
 University.  
 Prerequisite(s): FREN 300  
 FREN 426 History of French Thought 3 credits  
 FREN 427 French Art and Architecture 3 credits  
 FREN 429 Economic Life of French Provinces 3 credits  
 FREN 430F (HIST 321/INST 383) Age of the French  
 Revolution 3 credits  
 FREN 432 France in the Third World 3 credits  
 FREN 433 Business French 3 credits  
 FREN 434 History of Contemporary France 3 credits  
 FREN 435 (POLS 361) European Relations 3 credits  
 FREN 436 Paris Discovery 3 credits  
 FREN 437 Creative French Theatre 3 credits  
 FREN 438 French Politics 3 credits  
 FREN 439 Political and  
 Economic Language 3 credits  
 FREN 442 Social History  
 of France 3 credits  
 FREN 480 French Phonetics 1 -  
 3 credits  
 FREN 481 Advanced French Phonetics 3 credits  
 FREN 491 Directed Reading 1 - 3 credits  
 Selected readings by arrangement.  
 FREN 499 French Comprehensive 1 credit  
 Required of all majors in their fourth year.

### German

#### Lower Division

- GERM 101 Elementary German I 4 credits  
 This course aims to develop in the student the four  
 language skills of oral comprehension, speaking,  
 reading, and writing.  
 GERM 102 Elementary German II 4 credits  
 A continuation of GERM 101.  
 Prerequisite(s): GERM 101  
 GERM 201 Intermediate German I 4 credits  
 Review and further training in the fundamentals of  
 grammar and syntax; work in oral German and  
 progressive exercises in reading and composition.  
 Prerequisite(s): GERM 102  
 GERM 202 Intermediate German II 4 credits  
 A continuation of GERM 201.  
 Prerequisite(s): GERM 201

#### Upper Division

- GERM 301 Advanced German 3 credits Reading and  
 discussion of short stories with writing and grammar  
 review. Prerequisite(s): GERM 202  
 GERM 305 German Conversation 3 credits Modern texts are  
 the basis for structured conversations within a correct  
 grammatical framework.



- Prerequisite(s): GERM 202  
 GERM 306 German Youth Literature 3 credits  
 This course focuses on popular texts written for children and young adults. Advanced grammar will be part of the course.  
 Prerequisite(s): GERM 202  
 GERM 307 Contemporary Issues 3 credits  
 Reading and discussion of current social, political, economic and environmental issues of German speaking countries as represented by their media.  
 Prerequisite(s): GERM 202  
 GERM 330 Literary Genres 3 credits A study of examples of the major literary forms (prose, drama, and poetry) in their historical context.  
 Prerequisite(s): GERM 202  
 GERM 390 Directed Study 1 - 3 credits  
 Topic to be decided by faculty.  
 GERM 480 Seminar 3 credits  
 Specific topic chosen by professor.  
 GERM 491 Directed Reading 1 - 3 credits  
 Selected reading by arrangement.

**Italian**

**Lower Division**

- ITAL 101 Elementary Italian I 4 credits  
 Grammar, composition, verbal practice and oral comprehension form the basis of this course. Designed to provide the student with the fundamentals of the Italian language. Fall or Spring.  
 ITAL 102 Elementary Italian II 4 credits  
 A continuation of ITAL 101. Fall (in Florence) and Spring.  
 Prerequisite(s): ITAL 101  
 ITAL 105 Elementary Conversation I 3 credits  
 Students learn to use the language in a variety of everyday situations through focused practice in class and organized encounters with native speakers of Italian. Does not count toward the requirement of one year of Italian for the Florence program OR the Arts and Sciences core requirement.  
 ITAL 106 Elementary Italian Conversation II 3 credits A continuation of ITAL 105. Vocabulary and grammar presented in Italian 102 are reinforced. Does not count toward the requirement of one year of Italian for the Florence program or the Arts and Sciences core requirement.  
 Prerequisite(s): ITAL 102  
 ITAL 201 Intermediate Italian I 4 credits  
 This course will build on existing skills in Italian, increase the ability to read, write, speak and understand the language, and introduce students to more refined lexical items, more complex grammatical structures, and more challenging cultural material. Fall (main campus) or Fall and Spring. (Florence). Prerequisite(s): ITAL 102  
 ITAL 202 Intermediate Italian II 4 credits A continuation of ITAL 201. Spring.  
 Prerequisite(s): ITAL 201  
 ITAL 205 Intermediate Conversation I 3 credits  
 Prerequisite(s) or corequisite: ITAL 201

- ITAL 206 Intermediate Conversation II 3 credits  
 Prerequisite(s) or corequisite: ITAL 202  
 ITAL 280 Special Topics 3 - 6 credits  
 Permission from department required. ITAL 290 Directed Study 1 - 3 credits  
 Topic to be decided by faculty.

**Upper Division**

- ITAL 301 Advanced Italian I 3 credits  
 Advanced review of grammatical structures through conversation, readings, compositions and oral comprehension. In Italian.  
 Prerequisite(s): ITAL 202  
 ITAL 302 Advanced Italian II 3 credits  
 Advanced review of grammatical structures through conversation, readings, presentations and oral comprehension. Can be taken alone or as a continuation of ITAL 301. In Italian.  
 Prerequisite(s): ITAL 202  
 ITAL 303 Survey of Italian Literature I 3 credits An overview of Italian literature from the age of Dante through the Renaissance, including Petrarch, Boccaccio and Machiavelli. In English or Italian.  
 Prerequisite(s): ITAL 202  
 ITAL 304 Survey of Italian Literature II 3 credits An overview of Italian literature from the Renaissance through contemporary times. In English or Italian.  
 Prerequisite(s): ITAL 202  
 ITAL 306 Advanced Conversation 3 credits Advanced conversation for students returning from Florence. In Italian.  
 Prerequisite(s): ITAL 202  
 ITAL 307 Conversational Approach to Contemporary Issues 3 credits A course designed for those who wish to continue to improve their conversational skills. Taught in Italian.  
 Prerequisite(s): ITAL 202  
 ITAL 308 Italian Through Film 3 credits  
 This course uses Italian films to help students improve language proficiency and deepen their understanding of Italian history and culture. Italian cinema closely reflects national culture and each film in the course is chosen for its focus on one or more aspects of Italian society. Preparation for viewing includes background reading, thematic discussions and vocabulary building exercises. Offered in Florence only.  
 Prerequisite(s): ITAL 202  
 ITAL 314 Fascism in Film and Literature 3 credits This class examines the way fascism is presented in selected novels and films. An important objective of the course is to study the impact of fascism on segments of the Italian population which did not conform to fascist ideals. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.  
 ITAL 315 (INST 416) The Italian Cinema 3 credits  
 This course aims at presenting aspects of Italian society through film. In English. Special arrangements may be made for majors in Italian Studies and minors in Italian.

ITAL 316 The Italian Short Story I 3 credits The development of the Italian short story from its origin through the Baroque. Included are stories from the Novellino, the Decameron, the Novelliere, and the Pentameron. In Italian.

Prerequisite(s): ITAL 202

ITAL 317 Italian Short Story II 3 credits The Italian short story through the works of the nineteenth and twentieth century authors. In Italian.

Prerequisite(s): ITAL 202

ITAL 319 Mafia and Political Violence in Film and Literature 3 credits Through a study of Italian film, novels and nonfiction, this course will examine the phenomenon of organized crime in Italian society. In English. Special arrangements may be made for majors in Italian studies and minors in Italian.

ITAL 320 The New Immigrants: Cultural Diversity in Film and Literature 3 credits This course will explore the impact of immigration from Third World countries on Italian society through the study of novels, nonfiction and film. In English. Special arrangements may be made for majors in Italian studies and minors in Italian.

ITAL 322 The Italian Historical Novel 3 credits This course will explore the development of the historical novel in Italy with emphasis on modern historical novels. In English. Special arrangements may be made for majors in Italian studies and minors in Italian.

ITAL 330 Literary Genres 3 credits A study of examples of the major literary genres (narrative, dramatic, and poetic). In Italian.

Prerequisite(s): ITAL 202

ITAL 350 Italian Civilization and Culture 3 credits Readings and discussion of various aspects of Italian life such as art, cinema, politics, literature, history, fashions, etc. In Italian.

Prerequisite(s): ITAL 202

ITAL 363 (HIST 305) The Roman Republic 3 credits The political, social and cultural history of Rome from its origins to the end of the Republic in c. 27 B.C., with special attention to internal social and political conflicts, involving such figures as the Gracchi, Pompey, and Julius Caesar, and to Rome's creation of a massive empire through conquest. In English.

ITAL 364 (HIST 306) The Roman Empire 3 credits The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the principate in c. 27 B.C. to the fall of the Roman Empire in the west in A.D. 476, with special attention to the workings of the Imperial system, daily life, the rise of Christianity, and Rome's ultimate demise. In English.

**LITERATURE**

ITAL 366 (HIST 311) Medieval Europe 3 credits Developments in the first flowering of western European civilization, C.A.D. 500-1350, including feudalism, the rise of representative assemblies, the commercial revolution and the papal monarchy. Taught at both the main campus and Florence campus. In English.

ITAL 367 (HIST 312) Renaissance Europe 3 credits The history of western Europe 1350-1550, emphasizing the political, religious, social, and economic foundations for the cultural achievements of the age of Michelangelo, Henry VIII, and Joan of Arc. Taught at both the main campus and the Florence campus. In English.

ITAL 380 Special Topics 1 - 3 credits Selected topics in Italian language, literature, or civilization.

ITAL 390 Directed Study 1 - 3 credits Topic to be decided by faculty.

ITAL 391 Directed Study 1 - 3 credits Topic to be decided by faculty.

ITAL 440 Women in Italian Literature 3 credits This course examines the contribution of women novelists to Italian literature through the discussion of contemporary novels by women. In English. Special arrangements may be made for majors in Italian studies and minors in Italian.

ITAL 498 Italian Studies Thesis 1 credit Thesis permission from department only.

**Japanese**

**Lower Division**

JPNE 100 Japanese for Travelers 3 credits Acquisition of useful vocabulary, phrases, sentence patterns for getting around in Japan. The students will acquire cultural understanding for better communication with Japanese speakers. Summer.

JPNE 101 Elementary Japanese I 4 credits Grammar, composition, conversation, and discussion of cultural topics. Mastery of hiragana, katakana, and approximately 50 kanji (Chinese characters). Fall.

JPNE 102 Elementary Japanese II 4 credits A continuation of JPNE 101. 150 kanji in addition to those introduced in JPNE 101. Spring.

Prerequisite(s): JPNE 101

JPNE 190 Directed Study 1 - 4 credits Topic to be decided by faculty.

JPNE 201 Intermediate Japanese I 4 credits Intensive oral work to develop fluency in the language; written composition and reading at the intermediate level. 200 kanji in addition to those introduced in JPNE 102. Fall.

Prerequisite(s): JPNE 102

JPNE 202 Intermediate Japanese II 4 credits A continuation of JPNE 201. 200 kanji in addition to those introduced in JPNE 201. Spring.

Prerequisite(s): JPNE 201

JPNE 290 Japanese Tutoring 1 credit This course is designed to train Japanese language tutors to assist Japanese language learners. The course focus is on practical experience. Tutors will meet regularly with their pupils. May be repeated for up to four credits.

JPNE 291 Directed Study 1 - 4 credits Topic to be decided by faculty.

**Upper Division**

JPNE 301 Advanced Japanese I 3 credits Intensive oral work to develop fluency in the language; written composition and reading at the advanced level. 200 kanji in addition to those introduced in JPNE 202.  
Fall.

Prerequisite(s): JPNE 202

JPNE 302 Advanced Japanese II 3 credits A continuation of JPNE 301. 200 kanji in addition to those introduced in JPNE 301. Spring.

Prerequisite(s): JPNE 301

JPNE 305 Advanced Japanese III 3 credits Designed to meet the needs of advanced students and to improve further skills in reading, writing, listening and speaking.

Prerequisite(s): JPNE 301

JPNE 350 (INST 360) Japanese Culture I 3 credits This course is designed to introduce students to fundamental Japanese culture. Some of the areas covered by this course will be human relations at work and in school, etiquette, customs, traditions and social issues. (This course will be taught in English). On sufficient demand.

JPNE 351 (INST 361) Japanese Culture II 3 credits This course focuses on Japanese values, attitudes and behaviors. The students will learn strategies for communication with Japanese people. (This course will be taught in English). On sufficient demand.

JPNE 380 Special Topics 1 - 3 credits Selected topics in Japanese language, literature or civilization.

JPNE 390 Directed Study 1 - 4 credits Topic to be decided by faculty.

JPNE 491 Directed Study 1 - 4 credits Selected readings by arrangement. May be repeated.

## Spanish

### Lower Division

SPAN 101 Elementary Spanish I 4 credits Introduction to the fundamental language skills of listening, speaking, reading, and writing Spanish.

SPAN 102 Elementary Spanish II 4 credits A continuation of SPAN 101.  
Prerequisite(s): SPAN 101

SPAN 190 Directed Study 1 - 3 credits Topic to be decided by faculty.

SPAN 201 Intermediate Spanish I 4 credits Review of the fundamentals of grammar and syntax. In addition to work in spoken Spanish there are progressive exercises in reading and composition.  
Prerequisite(s): SPAN 102

SPAN 202 Intermediate Spanish II 4 credits A continuation of SPAN 201.  
Prerequisite(s): SPAN 201

SPAN 206 Spanish Conversation 3 credits Development of oral expression in Spanish within a correct grammatical framework.  
Prerequisite(s): SPAN 102

SPAN 280 Special Topics 1 - 4 credits By arrangement only. Topic selected by student-teacher consultation.

SPAN 281 Special Topics 1 - 4 credits Topic selected by instructor.

SPAN 290 Spanish Grammar Review 3 credits

SPAN 291 Directed Study 1 - 3 credits Topic to be decided by faculty.

### Upper Division

SPAN 301 Advanced Spanish I 3 credits Advanced grammar and composition. A review of specific grammatical constructs most fundamental to effective oral and written communication. Prerequisite(s): SPAN 202

SPAN 302 Advanced Spanish II 3 credits This course is a continuation of SPAN 301.  
Prerequisite(s): SPAN 301

SPAN 303 Survey of Spanish Literature I 3 credits Readings and discussions of major works from the origins to the Golden Age. Fall, alternate years.  
Prerequisite(s): SPAN 302 or permission

SPAN 304 Survey of Spanish Literature II 3 credits Continuation of SPAN 303; Golden Age to the present. Spring, alternate years.  
Prerequisite(s): SPAN 302 or permission

SPAN 305 Islamic Culture in Spain 3 credits Course offered in Granada, Spain only.  
Prerequisite(s): SPAN 302 or permission

SPAN 306 Advanced Conversation 3 credits Designed for those who wish to continue improving their listening and speaking skills. Prerequisite(s): SPAN 302 or permission

SPAN 307 (INST 316) Survey Latin-American Literature I 3 credits A study of the region's literary classics from the preColumbian period to the Independence in the early 19th century. Fall, alternate years. Prerequisite(s): SPAN 302 or permission

SPAN 308 (INST 317) Survey Latin-American Literature II 3 credits A study of the major literary works from the Independence period through Modernism and the classic works of the 20th century. Spring, alternate years.  
Prerequisite(s): SPAN 302 or permission

SPAN 340 (INST 341) Contemporary Issues of Hispanic World 3 credits Reading and/or discussion of social, political, economic or environmental issues of Hispanic world as presented by foreign media.  
Prerequisite(s): SPAN 302 or permission

SPAN 350 Culture and Civilization 3 credits Course offered in Granada, Spain only.  
Prerequisite(s): SPAN 302 or permission

SPAN 390 Directed Study 1 - 3 credits Topic to be decided by faculty.

SPAN 401 Spanish Poetry 3 credits This course studies the evolution of Spanish verse from origins to the present. Emphasis is on major poets and the effects of their writings on subsequent generations.  
Prerequisite(s): SPAN 302 or permission

SPAN 403 Spanish Theater 3 credits

Spanish theater from its origins to the present. Emphasis on the significance of the Golden Age of theater to the evolution of this genre.

Prerequisite(s): SPAN 302 or permission

SPAN 404 Spanish-American Theater 3 credits  
Spanish American theater from colonial period to the present. Emphasis placed on the contemporary period and the theater that evolved subsequent to the Modernist period.

Prerequisite(s): SPAN 302 or permission

SPAN 405 Narrative Fiction in Spain 3 credits  
Analysis of the historical evolution of the novel and short story and their literary antecedents in Spain, from origins to the present.

Prerequisite(s): SPAN 302 or permission

SPAN 406 (INST 406) Narrative Fiction in Spanish America 3 credits  
The novel and short story in Spanish America during the Twentieth Century.

Prerequisite(s): SPAN 302 or permission

SPAN 407 Peninsular Contemporary Short Story 3 credits  
This course focuses on Spanish short stories written in Spain or by Spaniards living in exile from the 1940s to the present. The course gives a panoramic vision of Spain's recent history through a selection of short stories and also through the history of this genre in Spain, with a strong emphasis on women writers. We will take into consideration the main authors and movements of recent

attention will be given to the historical, social, and cultural framework in the production and reception of those movies, as well as theories of authorship, gender, and national/cultural identity

Prerequisite(s): SPAN 302

SPAN 416 Latin American Cinema 3 credits  
This course will focus on a series of representative Latin American films in order to explore issues of national formation and cultural identity. Emphasis will be given to the social, political, and economic factors which affect the production and reception of these films. Prerequisite(s): SPAN 302 or permission.

SPAN 419 Translation 3 credits  
Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

SPAN 420 (POLS 356) Current Spanish Socio-Political Life 3 credits  
Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

SPAN 425 (HIST 395) Contemporary Spanish History 3 credits  
Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

SPAN 427 Franco Era 3 credits  
Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

SPAN 428 Modern Spanish History 3 credits  
Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

**LITERATURE/MUSIC**

decades and analyze both the mechanisms that shape the genre, and its representations, especially in terms of gender discontinuities. The students will be exposed not only to short stories, but also to articles, films, interviews, and reflections and meditations by the writers themselves.

Prerequisite(s): SPAN 302

SPAN 408 The Spanish American Essay 3 credits  
Overview of the history of Spanish American thought as expressed in this specific genre. Essay of post-independence period stressed. Prerequisite(s): SPAN 302 or permission

SPAN 409 Spanish Civilization and Culture 3 credits  
A study of Spanish history and the historical development of the country's art, music, architecture, social customs and values.

Prerequisite(s): SPAN 302 or permission

SPAN 410 Spanish American Civilization and Culture 3 credits  
A study of Spanish American history and historical development of the region's art, music, architecture, social customs and values.

Prerequisite(s): SPAN 302 or permission

SPAN 411 Mexican Culture 3 credits  
Summer session course in Mexico on Mexican society, art, history and literature.

Prerequisite(s): SPAN 302 or permission

SPAN 415 (INST 415) Spanish Cinema 3 credits  
This course will provide an introduction to Spanish cinema through the study of film theory and representative films from different periods. Particular

Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

SPAN 429 Latin American History 3 credits  
Prerequisite(s): SPAN 302 or permission

SPAN 431 Golden Age Literature 3 credits  
Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

SPAN 433 (VART 296) Spanish Art: Ancient and Medieval 3 credits  
Course offered in Granada, Spain only. Does not satisfy the fine arts core.

Prerequisite(s): SPAN 302 or permission

SPAN 434 (VART 295) Spanish Art: Modern and Contemporary 3 credits  
Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

SPAN 436 19th and 20th Century Literature 3 credits  
Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

SPAN 438 Contemporary Spanish Poetry 3 credits  
Course offered in Granada, Spain only.

Prerequisite(s): SPAN 302 or permission

SPAN 442 20th Century Latin American Women Literature 3 credits  
Studies and analyzes narrative fiction (short stories and novels) and essays written by or about Latin American women writers since 1970. Prerequisite(s): SPAN 302 or permission

SPAN 446 (BUSN 491) Business Spanish 2 - 3 credits  
Course taught in Granada only. Prerequisite(s): SPAN 302 or permission

SPAN 447 European Union Course taught in Granada only. Prerequisite(s): SPAN 302 or permission	2 - 3 credits	Course offered in Granada, Spain only. Prerequisite(s): SPAN 302 or permission SPAN 490 Directed Study 1 - 3 credits Readings and
SPAN 470 Special Topics Study Abroad Prerequisite(s): SPAN 302 or permission	3 credits	reports on selected topics. By arrangement. Prerequisite(s): SPAN 302 or permission
SPAN 471 The Hispanic Community in U.S. Social outreach course: readings on and volunteer work with Hispanic community. Prerequisite(s): SPAN 302 or permission	3 credits	SPAN 491 Directed Reading 1 - 3 credits Readings and reports on selected topics. By arrangement. Prerequisite(s): SPAN 302 or permission
SPAN 480 Seminar Specific topics to be chosen by professor. Prerequisite(s): SPAN 302 or permission	3 credits	SPAN 499 Comprehensive 1 credit Required of all majors in their fourth year. Prerequisite(s): 12 credits of upper division Spanish taken on the Gonzaga campus, excluding SPAN 301, 302, and 306
SPAN 481 Seminar Specific topics to be chosen by professor. Prerequisite(s): SPAN 302 or permission	3 credits	
SPAN 482 Spanish Dialects	3 credits	

## Music

Chairperson: Gary Uhlenkott, S.J.  
 Professors: J. K. Waters, S.J.  
 Associate Professors: K. Hekmatpanah, R. Spittal, G. Uhlenkott, S.J.  
 Assistant Professor: I. Messoloras  
 Instructor: D. Fague

The Music Department offers the degrees of Bachelor of Arts in music and the Bachelor of Arts in music education, as well as several minors in music. The Bachelor of Arts in music has several possible emphases, including performance, composition, and general studies in music. The Bachelor of Arts in music education certifies the graduate to teach music in the elementary and secondary schools in the State of Washington and 28 reciprocating states.

Students majoring in music education may elect one of two tracks, choral and general music or instrumental and general music, or they may combine the tracks. Students should consult the School of Education for additional course requirements to obtain teacher certification.

All music majors are required to be involved in a major ensemble (orchestra, wind ensemble, or choir) and applied lessons in their major instrument each semester after declaration as a music major. Majors in the performance track are required to enroll in applied lessons for two credits every semester beginning the sophomore year. Students must audition to enter upper-division applied lessons (MUSC 331). All music majors are also required to pass a functional keyboard proficiency examination. Those students who are awarded music scholarships are required to be involved actively in the department, maintain high academic standards, and participate in a major ensemble and applied lessons each semester.

The instrumental and vocal ensembles are open, some through audition, to all students regardless of major. Individual lessons are also available in voice, piano, organ, guitar, woodwinds, strings, brass, and percussion.

### Lower Division

MUSC 131 Applied Lessons (6 credits for performance emphasis)	4 credits
Ensembles MUSC 140, 146, 147, 150, or 153	4 credits
MUSC 161 Music Theory I	3 credits
MUSC 161L Theory I Ear Training Lab	1 credit
MUSC 162 Music Theory II	3 credits
MUSC 162L Theory II Ear Training Lab	1 credit
MUSC 261 Music Theory III	3 credits
MUSC 261L Theory III Ear Training Lab	1 credit
MUSC 262 Music Theory IV	3 credits
MUSC 262L Theory IV Ear Training Lab	1 credit
MUSC 240 Piano Proficiency Exam	0 credit
MUSC 291 Music History I	3 credits

### Upper Division

MUSC 390 Music History II	3 credits
MUSC 391 Music History III	3 credits
MUSC 461 18th Century Counterpoint	3 credits
MUSC 462 Orchestration	3 credits

### General Studies in Music: 45 Credits

One music elective from the following MUSC 375, 345, 346, or 347	3 credits
MUSC 311 Conducting	3 credits
MUSC 491 Oral Comprehensive Exam	0 credits

## B.A. Major in Music: 45-52 Credits

**Performance Emphasis: 52 Credits**

MUSC 241 Upper Division Applied Exam	0 credits
MUSC 331 Applied Lessons	4 credits
MUSC 311 Conducting	2 credits
MUSC 325 Half Recital	0 credit
MUSC 425 Full Recital	0 credit

**Composition Emphasis: 48 Credits**

MUSC 364 Composition	2 credits
MUSC 464 Advanced Composition	4 credits
MUSC 311 Conducting	2 credits
MUSC 326 Composition Junior Portfolio	0 credit
MUSC 426 Composition Senior Portfolio	0 credit

**B.A. Major in Music Education: 57-63 Credits****Required Music Courses (all tracks)****Lower Division**

MUSC 131 Applied Lessons	4 credits
Ensembles	4 credits
MUSC 140, 146, 147, 150, or 153	
MUSC 161 Music Theory I	3 credits
MUSC 161L Theory I Ear Training Lab	1 credit
MUSC 162 Music Theory II	3 credits
MUSC 162L Theory II Ear Training Lab	1 credit
MUSC 261 Music Theory III	3 credits
MUSC 261L Theory III Ear Training Lab	1 credit
MUSC 262 Music Theory IV	3 credits
MUSC 262L Theory IV Ear Training Lab	1 credit
MUSC 240 Piano Proficiency Exam	0 credit
MUSC 241 Upper Division Applied Exam	0 credit
MUSC 291 Music History I	3 credits

**Upper Division**

MUSC 311 Conducting	2 credits
MUSC 390 Music History II	3 credits
MUSC 391 Music History III	3 credits
MUSC 461 18th Century Counterpoint	3 credits

MUSC 462 Orchestration	3 credits
------------------------	-----------

**Required Music Education Courses (all tracks)**

MUSC 354 Music Education Methods	3 credits
Methods	5 credits
MUSC 133, 134, 135, 136, 137	
Brass, Woodwind, String, Percussion, Choral	
MUSC 333 Applied Conducting	1 credit

**Choral and General Track: 57 Credits**

MUSC 140 Gonzaga University Choir	4 credits
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons (Voice)	2 credits

**Instrumental and General Track: 57 Credits**

Ensembles	4 credits
MUSC 140, 146, 147, 150, or 153	
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons (Instrument)	2 credits

**Instrumental and General Track: 57 Credits**

MUSC 146, 147, 150, or 153 Ensembles	4 credits
MUSC 325 Half Recital	0 credit
MUSC 331 Applied Lessons (Instrument)	2 credits

**Combined Choral, Instrumental and General Track: 63 Credits**

MUSC 131 Applied Lessons	4 credits
--------------------------	-----------

(second instrument)

Ensembles (second instrument)	4 credits
MUSC 140, 146, 147, 150, or 153	
Ensembles (second area)	2 credits
MUSC 140, 146, 147, 150, or 153	
MUSC 325 Half Recital (primary instrument)	0 credit
MUSC 331 Applied Lessons	2 credits

For the B.A. in Music Education degree additional credits of education courses are required. For required course information consult the School of Education and the Music Department Handbook.

**MUSIC****Minor in Music: 22 credits**

MUSC 131 or higher Applied Lessons (one instrument)	4 credits
Ensembles	7 credits
MUSC 140, 141, 146, 147, 150, or 153	
MUSC 161 Music Theory I	3 credits
MUSC 161L Theory I Ear Training	1 credit
MUSC 162 Music Theory II	3 credits
MUSC 162L Theory II Ear Training	1 credit
MUSC 171 Music in the Humanities	3 credits

**Minor in Jazz Performance: 22 Credits**

MUSC 131 or higher Applied Jazz Improvisation	4 credits (primary instrument)
MUSC 142, 149, 152 Jazz Ensembles	7 credits
MUSC 161 Music Theory I	3 credits
MUSC 161L Ear Training	1 credit
MUSC 162 Music Theory II	3 credits
MUSC 162L Ear Training	1 credit
MUSC 175 Jazz History	3 credits

**Lower Division**

MUSC 121 Piano Class I 1 credit Designed for the pianist with no previous keyboard skills or note reading ability. Emphasis is on basic terminology, technique, and musical concepts. Literature includes classical to contemporary.

MUSC 122 Piano Class II 1 credit A continuation of MUSC 121, designed for both the student with some past keyboard experience and music majors preparing for the keyboard competency exam. Includes review of basics, plus technique, sight-reading, harmonizing, transposition, improvisation, and literature. Prerequisite(s): MUSC 121

MUSC 123 Guitar Class I 1 credit Designed for the beginning guitarist. Emphasis on turning, position, chords, and basic reading skills.

MUSC 124 Guitar Class II 1 credit A continuation of Guitar Class I. Prerequisite(s): MUSC 123

MUSC 125 Vocal Class 1 credit Designed for the beginning vocalist. Emphasizes the development of basic techniques of breath management, posture, tone quality, and diction. Includes study of vocal theory, exercise materials, and an introduction to standard vocal literature.

MUSC 126 Vocal Diction 1 credit

Study of phonetics and international diction.

Corequisite: MUSC 131C

MUSC 127 Vocal Pedagogy 1 credit Provides a basic understanding of the anatomy and physiology of the voice and application of that to applied voice lessons.

Corequisite: MUSC 131C

MUSC 128 Solo Vocal Literature 1 credit Introduces students to standard solo vocal literature from 1600 to present with an emphasis on art song.

Corequisite: MUSC 131C

MUSC 131A Applied Piano 1 - 2 credits

MUSC 131B Applied Organ 1 - 2 credits

MUSC 131C Applied Voice 1 - 2 credits

MUSC 131D Applied Violin/Viola 1 - 2 credits

MUSC 131E Applied Cello 1 - 2 credits

MUSC 131F Applied Oboe 1 - 2 credits

MUSC 131G Applied Guitar 1 - 2 credits

MUSC 131H Applied String Bass 1 - 2 credits

MUSC 131I Applied Clarinet 1 - 2 credits

MUSC 131J Applied Saxophone 1 - 2 credits

## Music

MUSC 131K Applied Flute 1 - 2 credits

MUSC 131L Applied Trumpet 1 - 2 credits

MUSC 131M Applied Low Brass 1 - 2 credits

MUSC 131N Applied Percussion 1 - 2 credits

MUSC 131O Applied Jazz Piano 1 - 2 credits

MUSC 131P Applied Bassoon 1 - 2 credits

MUSC 131Q Applied French Horn 1 - 2 credits

MUSC 131R Applied Jazz Improvisation 1 - 2 credits

MUSC 131S Applied Electric Bass 1 - 2 credits

MUSC 131U Applied Jazz Bass 1 - 2 credits

MUSC 131V Applied Harp 1 - 2 credits

MUSC 131W Applied Harpsichord 1 - 2 credits

MUSC 131X Applied Jazz Guitar 1 - 2 credits

MUSC 133 Brass Methods 1 credit

Designed to formulate principles for teaching the brass instruments. Discussion, demonstration, and performance on the brass instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

MUSC 134 Woodwind Methods 1 credit

Designed to formulate principles for teaching the woodwind instruments. Discussion, demonstration, and performance on the woodwind instruments. Includes development of proper embouchure, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

MUSC 135 Strings Methods 1 credit

Designed to formulate principles for teaching the string instruments. Discussion, demonstration, and performance on the string instruments. Includes development of proper bowing, tone production, intonation, range and tone quality. Representative repertoire and teaching materials studied.

MUSC 136 Percussion Methods 1 credit

Designed to formulate principles for teaching the percussion instruments. Discussion, demonstration, and performance on the percussion instruments. Includes development of snare drum technique, proper grip, striking action, and tone quality. Representative repertoire and teaching materials studied.

MUSC 137 Choral Methods 1 credit

MUSC 140 Gonzaga University Choir 1 credit

Audition required.

MUSC 141 Gonzaga Chorale 1 credit A choir open to all members of the University and Spokane community. The Chorale sings works selected predominantly from the choral-orchestra repertoire.

Audition required

MUSC 143 Chamber Singers 1 credit

Audition required.

MUSC 145 Gonzaga Women's Chorus 1 credit The Women's Chorus sings SSAA literature. Audition required

MUSC 146 Wind Symphony Audition 1 credit  
required.

MUSC 147 Symphony Orchestra Audition 1 credit  
required.

MUSC 148 Chamber Ensemble 1 credit

Audition required.

Prerequisite(s): MUSC 140 or MUSC 146 or MUSC 147

MUSC 149 Jazz Workshop Combo 1 credit

Audition required.

MUSC 150 Guitar Ensemble 1 credit

Audition required.

MUSC 151 Collegium Musicum 1 credit

An auditioned ensemble devoted to the singing of Gregorian chant and medieval and Renaissance polyphony. The schola sings for the weekly Gregorian liturgy on campus and occasional special events and concerts.

MUSC 152 Gonzaga Jazz Ensemble 1 credit The Jazz Ensemble performs new and standard literature for big band/jazz orchestra. Membership in the Jazz Ensemble is limited to saxophones, trumpets, trombones, and rhythm section players. An entrance audition at the beginning of the fall semester is required.

MUSC 153 String Chamber Ensemble 1 credit A chamber orchestra for string students. Students must be proficient on their instrument. Audition required.

MUSC 154 Percussion Ensemble 1 credit

The Percussion Ensemble performs a wide variety of literature from standard to non-traditional and ethnic music. The ensemble will focus on learning to play a wide range of percussion instruments as well as working on rhythm, pulse, and playing with a group. Anyone interested in percussion, rhythm, and playing in a group is welcome.

MUSC 161 Music Theory I 3 credits Review of music fundamentals, basic analysis, and the study of harmony through secondary dominants.

Introduction to musical forms.

Corequisites: MUSC 161L

- MUSC 161L Theory I Ear Training Lab 1 credit Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation.  
Corequisites: MUSC 161
- MUSC 162 Music Theory II 3 credits A continuation of MUSC 161.  
Prerequisite(s): MUSC 161 and MUSC 161L  
Corequisites: MUSC 262L
- MUSC 162L Theory II Ear Training Lab 3 credits Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation. Prerequisite(s): MUSC 161 and MUSC 161L  
Corequisites: MUSC 162
- MUSC 171 Music in The Humanities 3 credits Historical survey of the development of music from antiquity to the present. Relationships between the other arts, philosophies, and social structures presented in context with the evolution of music. Emphasizes the understanding of music history through lecture, performance, and recordings.
- MUSC 175 Jazz History 3 credits A survey of music in the jazz idiom from its origins to the present. Chronological examination of the principal musicians and composers. Analysis of the more influential soloists, groups, and composers through the use of tapes and scores. Students develop a knowledge of the various periods styles, and forms.
- MUSC 185 Special Topics: 1 - 3 credits Course topic to be determined by music faculty.
- MUSC 190 Directed Study 1 - 3 credits Topic to be decided by faculty.
- MUSC 221 Piano Class III 1 credit A continuation of MUSC 122, designed for both the student with some past keyboard experience and music majors preparing for the keyboard skills competency exam. Includes review of fundamentals, technical sightreading, harmonizing transposition, improvisation, and literature.  
Prerequisite(s): MUSC 122
- MUSC 222 Piano Class IV 1 credit A continuation of MUSC 221, designed for both the student with some past experience and music majors preparing for the keyboard competency exam. Includes review of fundamentals, plus technique, sight-reading, harmonization, transposition, improvisation, and literature.  
Prerequisite(s): MUSC 221
- MUSC 223 Guitar Class III 1 credit A continuation of Guitar Class II, this course provides a survey of guitars styles from classical to contemporary.  
Prerequisite(s): MUSC 124
- MUSC 224 Guitar Class IV 1 credit A continuation of guitar Class III, this course provides an advanced survey of guitar styles and techniques from classical to contemporary. Emphasis on application in performance. Prerequisite(s): MUSC 223
- MUSC 240 Piano Proficiency Exam 0 credits This course is required for all music majors. It is required prior to enrolling in upper division music courses.
- MUSC 241 Upper Division Applied Exam 0 credits This course is required for students prior to enrolling in upper division applied lessons.
- MUSC 245 Music in Film and Television 3 credits A course intended to provide a better understanding of music and its relationship to the visual image. A detailed study of the history and development of film music from the silent film era to the present. Analysis of important films and scores by prominent composers with extensive viewing of notable film sequences.
- MUSC 246 The World of Opera 3 credits An exploration of the high moments in the history of opera as well as an explanation of some common features of the genre constitute the principle ingredients of this course. By means of recordings and videotape, an ample sampling of opera productions punctuates the course through the semester.
- MUSC 248 Development of Western Music 3 credits A survey of western music, with particular attention paid to the influence of Italian composers and performers on the development of western music from the Renaissance to the present. Class will take advantage of its Italian and European setting to visit sites of musical significance such as La Scala Opera House in Milan, St. Mark's Basilica in Venice and the home of Mozart in Salzburg.
- MUSC 261 Music Theory III 3 credits Continuation of Music Theory II. Advanced ear-training skills, analysis, stylistic writing, and introduction to complex musical forms.  
Prerequisite(s): MUSC 162 and MUSC 162L  
Corequisites: MUSC 261L
- MUSC 261L Theory III Ear Training Lab 3 credits Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation. Prerequisite(s): MUSC 162 and MUSC 162L  
Corequisites: MUSC 261L
- MUSC 262 Music Theory IV 3 credits Continuation of Music Theory III. Twentieth-Century and contemporary harmony and composition.  
Prerequisite(s): MUSC 261 and MUSC 261L  
Corequisites: MUSC 262L
- MUSC 262L Theory IV Ear Training Lab 1 credit Course includes ear training, sight-singing, melodic, rhythmic and harmonic dictation. Prerequisite(s): MUSC 261 and MUSC 261L  
Corequisites: MUSC 262
- MUSC 291 Music History I 3 credits Survey of music history and literature from the Medieval, Renaissance, Baroque and Classical periods. Discussion of prominent composers and their influence

## MUSIC

on the stylistic features of the period.  
Prerequisite(s): MUSC 261

### Upper Division



MUSC 311 Conducting 3 credits Fundamental study of conducting and score reading and analysis skills applicable to instrumental and choral ensembles.

Prerequisite(s): MUSC 262

MUSC 325 Half Recital 0 credits Presentation of recital requires successful audition, one month before recital date. Prerequisite(s): MUSC 240 and MUSC 241

Corequisite: MUSC 331

MUSC 326 Composition Junior Portfolio 0 credits Public performance and recording of two or more compositions written for MUSC 364. Required of composition emphasis music majors.

**All MUSC 331 Applied lessons require prerequisite(s) of MUSC 131 Applied lessons and Auditions**

MUSC 331A Applied Piano 1 - 2 credits MUSC

331B Applied Organ 1 - 2 credits MUSC 331C

Applied Voice 1 - 2 credits MUSC 331D Applied

Violin/Viola 1 - 2 credits MUSC 331E Applied Cello

1 - 2 credits MUSC 331F Applied Oboe 1 -

2 credits MUSC 331G Applied Guitar 1 - 2

credits MUSC 331H Applied String Bass 1 - 2

credits MUSC 331I Applied Clarinet 1 - 2 credits MUSC

331J Applied Saxophone 1 - 2 credits MUSC 331K

Applied Flute 1 - 2 credits MUSC 331L Applied

Trumpet 1 - 2 credits MUSC 331M Applied Low

Brass 1 - 2 credits MUSC 331N Applied

Percussion 1 - 2 credits MUSC 331O Applied Jazz

Piano 1 - 2 credits MUSC 331P Applied Bassoon

1 - 2 credits MUSC 331Q Applied French Horn

1 - 2 credits MUSC 331R Applied Jazz

Improvisation 1 - 2 credits MUSC 331S Applied Electric

Bass 1 - 2 credits

MUSC 331T Applied Conducting 1 - 2 credits

Prerequisite(s): MUSC 311

MUSC 331U Applied Jazz Bass 1 - 2 credits MUSC

331W Applied Harpsichord 1 - 2 credits MUSC 331X

Applied Jazz Guitar 1 - 2 credits

MUSC 346 The World of Opera 3 credits An exploration

of the high moments in the history of opera as well as an

explanation of some common features of the genre

constitute the principal ingredients of this course. By

means of recordings and videotape, an ample sampling

of opera productions punctuates the course through the

semester.

MUSC 354 Music Education Methods 3 credits Intended

primarily for the music education major. Foundations,

methods and materials for teaching instrumental and

general music in the elementary and secondary schools.

MUSC 358 Keyboard Accompanying 1 credit

Keyboard students are assigned to student vocalists and

instrumentalists by the instructor. Students attend

weekly rehearsals, receive coaching and are required to

perform at least once per semester.

MUSC 364 Composition 2 credits Two semester course in

the first semester, required compositions include a song

cycle and either an instrumental duo or trio; and in the

second semester, an a capella vocal piece and a work for

solo instrument, sonata length.

Prerequisite(s): MUSC 262

**MUSIC/PHILOSOPHY****MUSC 375 Jazz History**

A survey of music in the jazz idiom from its origins to the present. Chronological examination of the principal musicians and composers. Analysis of the more influential soloists, groups, and composers through the use of audio and video recordings. Students develop knowledge of the various periods styles, and forms. Students submit a research paper on a specific jazz artist, or jazz style. Only music majors are eligible to register for this course at the 300 level. Non-majors should register for MUSC 175.

**MUSC 390 Music History II** 3 credits

Survey of music history and literature from the Classical and Romantic periods. Discussion of prominent composers and their influence on the stylistic features of the period.

Prerequisite(s): MUSC 262

**MUSC 391 Music History III** 3 credits

Survey of 20th Century and world music. Discussion of prominent composers and their influence on the stylistic features of the period.

Prerequisite(s): MUSC 262

**MUSC 392 Directed Study** 1 - 3 credits

Topic to be decided by faculty.

**MUSC 415 Instrumental Conducting** 3 credits

Continuation of MUSC 311. Emphasizes development of advanced instrumental conducting skills, including complex patterns, score reading, score preparation, and rehearsal techniques. Prerequisite(s): MUSC 311

**MUSC 425 Full Recital** 0 credits

Presentation of recital requires successful audition one month prior to recital

date. One course of MUSC 431A-N required as a co-requisite. Prerequisite(s): MUSC 325

Corequisite: MUSC 331

**MUSC 426 Composition Senior Portfolio** 0 credits Public performance and recording of one or more compositions written for MUSC 364 or MUSC 464. Works performed for MUSC 326 are ineligible to meet this requirement. Required of composition emphasis music majors.

Prerequisite(s): MUSC 463

**MUSC 461 18th Century Counterpoint** 3 credits The study of 18th century counterpoint. Evaluation materials will include both analysis and composition.

Prerequisite(s): MUSC 262

**MUSC 462 Orchestration** 3 credits

Study of instruments in the band and orchestra regarding range, color, quality, and technical restriction as applied to scoring for solo and ensemble performance.

Prerequisite(s): MUSC 262

**MUSC 464 Advanced Composition** 2 credits

This course is intended for students who have completed MUSC 311, and are interested in the advanced study of conducting techniques and score reading. Permission from department required. Prerequisite(s): MUSC 364

**MUSC 490 Directed Study/Readings** 1 - 3 credits

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

**MUSC 491 Oral Comprehensive Exam** 0 credits

This course is designed to test students' knowledge and retention of the information covered in their course of study.

Prerequisite(s): MUSC 311, 291,390,391, 461, and 462

## Philosophy

Chairperson: Quanhua Liu

Director of the Philosophy Graduate Program: Ted

DiMaria Professors: M. Alfino, T. Jeannot, D. Kries,

W. Pomerleau, T. Rukavina (Emeritus), R. Spitzer, S.J., R.M. Volbrecht

Associate Professors: K. Besmer, D. Calhoun, J. Ciaffa,

T. Clancy, S.J., B. Clayton, T. DiMaria, B. Henning,

Q. Liu, R. McClelland, W. Ryan, S.J., B. Steverson,

M. Tkacz, J. Wagner

Assistant Professors: D. Hutchins, E. Maccarone,

E. Schmidt

Philosophy has played a central role in Jesuit education since its inception, a tradition that is reflected by the place of philosophy in the Gonzaga University core curriculum. Philosophy courses required as part of the University core curriculum for all undergraduate programs aid students in developing skills of thought and logical analysis (PHIL 101),

introduce students to sustained reflection on basic questions of human nature and personhood (PHIL 201), and examine the practical and theoretical considerations relevant to human morality and value (PHIL 301). The 400-level elective requirement vitally contributes to a liberal arts education by giving the student critical distance, through philosophical reflection, from immediate involvement in career, professional, academic, and human concerns.

The Philosophy Department also offers courses leading to the Bachelor of Arts degree with a major or minor in philosophy. Beyond courses required by the university core, students must complete an additional nine (9) credits of upper-division course work for a philosophy minor, and twentyseven additional upper-division hours for the philosophy major. Two special features of the philosophy major curriculum are the philosophy major proseminar, which orients new philosophy majors to the main issues and problems in philosophy and offers practice in philosophical writing, and the senior seminar. philosophy majors should register for the proseminar as soon as possible after

declaring a philosophy major, normally in the fall of their junior year; the senior seminar is a capstone course to be taken in the spring of the senior year.

Students may also earn a philosophy major by completing the department's Kossel Track in Philosophical Studies. The Kossel Track follows the course of studies established for the training of college seminarians by the Program of Priestly Formation of the United States Conference of Catholic Bishops. The goal of the Kossel Track, as stated in the Program, is for students (1) to organize and synthesize their study of the liberal arts through the study of philosophy and (2) to prepare for the study of theology in the post-baccalaureate seminary. Although specifically designed for the students of Bishop White Seminary, the Kossel Track is open to all Gonzaga students. The curricular requirements for the Kossel Track include all of the requirements of the regular philosophy major, but students in the Kossel Track must devote their elective courses to traditional areas of Catholic philosophy. They must also complete extra courses in Latin and in Religious Studies. The Track is named after the late Clifford Kossel, S.J., who taught philosophy at Gonzaga for most of his adult life. An undergraduate major in philosophy is useful preparation for a variety of careers. The focus on logic, argumentation, and moral theory is valuable to students with career plans in law. Students with interests in business, public policy, or government service can benefit from the many courses which provide reflective analysis on the ways in which political, moral, and social values are embedded in social institutions. A degree in philosophy can be valuable when applying to a variety of professional schools which actively look for liberal arts majors and to employers who do the same.

Transfer students who have taken philosophy courses at other institutions may have some or all of the core courses substituted if, in the judgment of the department, they are equivalent to those courses required at Gonzaga and if a grade of "C" or better was earned.

## **B.A. Major in Philosophy: 38 Credits Lower**

### **Division**

PHIL 101 Critical Thinking	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

### **Upper Division**

PHIL 301 Ethics	3 credits
PHIL 400 Philosophy Major Proseminar	3 credits
PHIL 401 History of Ancient Philosophy	3 credits
PHIL 405 History of Medieval Philosophy	3 credits
PHIL 410 History of Modern Philosophy	3 credits
PHIL 420 Contemporary Philosophy	3 credits
PHIL 400 Level Electives*	12 credits
(cannot include PHIL 402 or PHIL 412)	
PHIL 499 Senior Seminar in Metaphysics/Epistemology	3 credits

\* Majors in philosophy may choose to follow the Kossel track below or should choose their electives carefully in consultation with their advisors and in the light of their philosophical interests and academic objectives. PHIL 402

and 412 will not count for elective credit for philosophy majors.

### **Kossel Track: 49 Credits**

PHIL 439 Christian Metaphysics	3 credits	PHIL 440 Theory of Knowledge	3 credits
One of the following two:		3 credits	
PHIL 466 Philosophy of God		PHIL 467 Faith and Reason	
PHIL 400 level elective	3 credits	RELI elective*	3 credits
LATN 101	4 credits	LATN 102	4 credits

\*In addition to the regular university core requirements in religious studies, Kossel Track students will complete one extra RELI course (3 credits on any level) in Catholic doctrine, liturgy, sacraments, spirituality, morality, prayer, or biblical studies.

## **Minor in Philosophy: 20 Credits**

### **Lower Division**

PHIL 101 Critical Thinking	2 credits
PHIL 201 Philosophy of Human Nature	3 credits

### **Upper Division**

PHIL 301 Ethics	3 credits
PHIL 400 Level Electives	12 credits

### **Lower Division**

PHIL 101 Critical Thinking 2 The philosophy component of the Thought and Expression sequence. Focus on formal (syllogistic, propositional) and informal (fallacies, induction, etc.) logic. Fall and Spring.

## **PHILOSOPHY**

PHIL 102H Critical Thinking-Philosophy 3 credits  
The philosophy component of the Thought and Expression sequence for Honors students. Fall.

PHIL 201 Philosophy of Human Nature 3 credits  
Philosophical study of human nature, the human condition, the meaning and value of human life, and the human relationship to ultimate reality, with attention to such issues as the nature and possible existence of the soul, the relation between body and mind, belief and knowledge, freedom vs. determinism, and the possibility of human immortality. Fall and Spring. Prerequisite(s): PHIL 101 or PHIL 102H

PHIL 201H Philosophy of Human Nature Honors 3 credits  
Philosophical study of human nature, the human condition, the meaning and value of human life, and the human relationship to ultimate reality, with attention to such issues as the nature and possible existence of the soul, the relation between body and mind, belief and knowledge, freedom vs. determinism, and the possibility of human immortality. Fall. For Honors students. Prerequisite(s): PHIL 101 or PHIL 102H

### **Upper Division**

PHIL 301 Ethics 3 credits  
A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems. Fall and Spring. Prerequisite(s): PHIL 201 or PHIL 201H

PHIL 301H Ethics-Honors 3 credits

3 credits

A general theory of the goals of human life and the norms of moral behavior; the theory will be applied to several specific moral problems. Spring. Prerequisite(s): HONS 190 and PHIL 201 or PHIL 201H

PHIL 389 Ethics and Service Learning 1 credit

A service learning seminar that may be taken in conjunction with specified sections of PHIL 301. Students discuss and apply ways by which to communicate with Spokane-area youth (primarily middle-school and highschool age) what they are learning about ethics and character.

Prerequisite(s): PHIL 201 or PHIL 201H

PHIL 390 Medical Ethics Internship 3 credits

Through the internship, students will become familiar with the kinds of ethical issues that arise in a major medical facility such as Sacred Heart Medical Center and to understand how those issues are addressed. Students will be asked to reflect on the difference between abstract, theoretical discussions of health care ethics and their concrete, particular manifestations in the lives of patients, families, and professional staff. **All 400 level PHIL courses require prerequisite(s) of PHIL 301 or PHIL 301H or WOMS 237C.**

PHIL 400 Philosophy Major Professional Seminar 3 credits

An introduction to the major topics in philosophy with a special emphasis on practice in philosophical writing. Fall and Spring.

PHIL 401 History of Ancient Philosophy 3 credits A survey of major figures and developments in ancient Greek and Hellenistic philosophy from Thales to Plotinus, using texts in translation. Philosophy major or minor status or permission of chair. Fall.

PHIL 402 Ancient-Medieval Philosophy 3 credits A study of important philosophers in the ancient and medieval periods. This course is designed for nonmajors and cannot count towards a philosophy major.

PHIL 403 Contemporary Ethical Theory 3 credits This course will explore developments in ethical theory in the later twentieth century.

## PHILOSOPHY

PHIL 404 Creative Writing and Philosophy

This course is designed to introduce students to writing about the philosophical questions that confront the thinking individual, to the practical application of philosophical thought to situations, problems and issues encountered in daily experiences and to make philosophical thought a real part of life. Issues discussed may include human nature, personal identity, love, death and virtue.

Prerequisite(s): PHIL 301 and ENGL 202

PHIL 405 History of Medieval Philosophy 3 credits

A survey of Christian philosophy in the Latin west focusing on such major figures as St. Augustine, St. Thomas Aquinas, and William of Ockham. Spring.

Prerequisite(s): PHIL 401

PHIL 406 Philosophy of St. Augustine 3 credits A survey of St. Augustine's philosophy of God and the universe with

special attention to Augustine's pivotal role in summing up Greek and Roman thought and laying the foundation for medieval thought.

PHIL 407 St. Thomas Aquinas 3 credits  
Life, works, and selected texts and problems.

PHIL 409 Social Justice 3 credits

This course will critically consider famous theories of justice, as well as their applications to some social and moral problems.

PHIL 410 History of Modern Philosophy 3 credits A survey from Descartes through Hegel. Philosophy majors are strongly urged to take this course only after completing PHIL 401 and PHIL 405. Fall.

PHIL 411 Philosophy of Language 3 credits

This course is primarily concerned with problems about the origin, nature, function, and uses of language in its relation to ideas in language users' minds and the things in the world that the users inhabit. Readings will cover both the analytic and continental traditions and both Western and Eastern thinkers.

PHIL 412 Modern-Contemporary Philosophy 3 credits A study of important philosophers in the modern and contemporary periods. Course is designed for non-majors and cannot count towards a philosophy major.

PHIL 413 Philosophy of Mysticism 3 credits What is mysticism? Is there a common element in all forms of mysticism? What is the connection between mysticism and mental health/disease? What is the relationship between mysticism and the paranormal?

PHIL 415 Ethics and the Internet 3 credits

This course considers various ethical issues raised by the recent widespread adoption of internet technologies in the US and around the world. We'll consider issues such as online privacy and identity, law enforcement vs. civil liberties in cyberspace, the existence and implications of the "digital divide," the status of internet access as a privilege or a right, and obligations of professionals and private citizens when communicating online. No background in computer science is required for this course, but experience of comfort with the internet will prove helpful.

PHIL 416 Marxism 3 credits The major writings of Marx, Engels, and Lenin. The relation between Marxist theory and revolutionary practice. Contemporary problems in Marxism.

PHIL 417 C.S. Lewis 3 credits This course examines Lewis the Christian intellectual as his participation in the Christian theistic tradition and his philosophical training exhibit themselves in his fictional, philosophical and theological works.

PHIL 418 Walker Percy 3 credits

This course examines both fiction and non-fiction works by Walker Percy (1916-1990), with particular emphasis on his development of existential themes and C.S. Peirce's semiotics. We investigate Peter Augustine Lawler's description of Percy as a proponent of "postmodernism rightly understood."

PHIL 419 Happiness 3 credits In one form or another, the nature of happiness has always been a central concern of philosophical reflection. In recent years, a new body of psychological research has made interesting contributions to our understanding of happiness. Specifically, Mihaly Csikszentmihalyi's work on "flow" and Martin Seligman's research on happiness will be considered. This course will sample some of this research and bring it into dialogue with traditional philosophical texts from Western and Eastern philosophy, such as Epicureanism, Stoicism, Taoism, and modern movements such as Existentialism, Liberalism, and Marxism. We will also consider very recent philosophical work on the nature of happiness. Along with this study, we will ask historiographic questions about how the philosophical problem of happiness is temporally and culturally conditioned.

PHIL 420 Contemporary Philosophy 3 credits A survey of major figures from the post-Hegelian period to the present. Spring. Prerequisite(s): PHIL 410

PHIL 421 American Philosophy 3 credits A study of major figures in the American philosophical tradition.

PHIL 422 Post-Modern Thought 3 credits Post-modernism has been the single most influential philosophical movement in the late 20th century. As a response to philosophical modernism and as a broad cultural movement, affecting virtually every field of knowledge and cultural practice, post-modernism challenges us to rethink some of the most basic assumptions of the western philosophical tradition. This course begins with a review of the meaning of philosophical and cultural modernism. We then consider several of the major founding thinkers of the post-modern movement: Jacques Derrida, Michel Foucault, and Francois Lyotard. From its beginnings in the revolutionary atmosphere of the French student rebellion, we move to post-modern thinkers in the analytic and post-analytic tradition, including the later Ludwig Wittgenstein and Richard Rorty. The course concludes with a survey of post-modern culture, sampling specific developments in fields such as architecture, music, and contemporary art.

PHIL 423 Process Philosophy 3 credits Philosophers such as Bergson and Whitehead, who regard creative process as the essence of the real. PHIL 424 Existentialism 3 credits The movement from Kierkegaard to the present.

PHIL 425 Phenomenology 3 credits Some proponents of phenomenological philosophy stemming from Husserl.

PHIL 426 Existential Psychology 3 credits A study of important existentialist philosophers and their influence upon psychology and psychologists. PHIL 427 Analytic Philosophy 3 credits

A survey of 20th century Anglo-American philosophy.

PHIL 428 Philosophical Hermeneutics 3 credits Allied with phenomenology, philosophical hermeneutics struggles not only with interpreting patterns of meaning in classical philosophical texts, but also with interpreting

patterns of meaning in human existence, based on the model of the text.

PHIL 429 African Philosophy 3 credits

This course provides an introduction to African philosophy.

The course is divided into three parts. Part I will focus on recent debates about the nature and scope of African philosophy. Issues to be examined here include: 1) philosophy and colonialism; 2) the significance of traditional African beliefs for contemporary philosophical practice; 3) individual thinkers and communal wisdom; and (4) writing, versus speech as vehicles for philosophical expression. In Parts II and III we turn more explicitly to philosophical issues concerning (5) science, technology, and modernization in Africa; and (6) African moral and political theory.

PHIL 430 Metaphysics 3 credits

A systematic ordering and development of the perennial questions concerning being and existence; unity, diversity, truth, value, causality, and transcendence; the existence and nature of God.

PHIL 432 Philosophy of Education 3 credits

Representative thought regarding educational agents, aims, and curricula.

PHIL 433 Philosophy of Psychology 3 credits

Systematic philosophical investigation of primary psychological phenomena such as the emotions, intentions, explanations of actions, motivational systems, the nature of self-deception, weakness of will, and the nature of the self. Consideration will be given to general theories of psycho-pathology and to various major psychological schools of thought.

PHIL 434 (INST 396) Chinese Philosophy 3 credits

A survey of the history of Chinese philosophy focusing on the Confucian tradition and taking other traditions such as Taoism and Buddhism into account.

PHIL 437 Philosophy of Time 3 credits

This course looks at answering the question "What is time?" This is done by looking at ancient and modern arguments surrounding the structure, experience and models of time.

PHIL 438 Philosophy of Love and Friendship 3 credits

Survey and analysis of influential accounts of love and friendship, including treatments of erotic/romantic love, friendship, and charity, within a framework provided by C.S. Lewis classic study "The Four Loves". Special attention will be given to the relation between views of love and the nature of happiness, proper treatment of others, human desire and psychology, character, selflove, and religious devotion.

PHIL 439 Christian Metaphysics 3 credits

The course is divided into three parts: 1) the Metaphysics of Nature which studies the principles of created being and the necessity of divine being as its source 2) the Metaphysics of Being which studies being in its most generic characteristics, and 3) the Metaphysics of God which studies the nature of divine being as far as it can be understood by human beings. Among the topics to be considered are: act and potency, causality and chance,

3 credits

the cosmological argument, substance and accident, necessity and contingency, ontological participation, transcendentals, the analogy of being, divine simplicity, and the incarnation.

PHIL 440 Theory of Knowledge 3 credits Problems, positions, and synthesis of the modes of human knowledge.

PHIL 441 Symbolic Logic 3 credits The study of modern symbolic logic (propositional and predicate). Metalogical issues (the syntax and semantics of formal systems) are discussed.

PHIL 443 Philosophy of Science 3 credits Examination of recent developments in the philosophy of science and its treatment of the nature and methods of

### PHILOSOPHY

the physical, biological, and social sciences.

PHIL 444 Science, Technology, and Social Values 3 credits Examines the relationship between science and technology, particularly modern technology, and the effect of science and technology on culture and values.

PHIL 445 Evolution and Creation 3 credits Readings by scientists, theologians and philosophers on issues raised by the theory of evolution. Among the questions to be discussed are: How exactly are evolution and creation related? Are they rival explanations of the same thing? What evidence is there for evolution? How does evolution work? What implications does it have for our understanding of human nature and the place of human beings in nature?

PHIL 446 Philosophical Reflections on Christianity and Science 3 credits Philosophical inquiry into the historical relationship between Christian religious doctrine and the knowledge imparted by the sciences, with focus on particular episodes such as the Galileo affair and the Darwinian revolution.

PHIL 447 Wisdom 3 credits This course in comparative philosophy studies the relationship between wisdom and contemplative practice in three major philosophical/religious traditions: Greek/Hellenic, Judeo/Christian, and Yogic/Samkhya. Students will acquire both a general understanding of the concept of wisdom in each tradition and a specific understanding of how each of these traditions connects wisdom to practice.

PHIL 448 Philosophy of Mind 3 credits Treatment of the nature and functional capacities of the mind and the philosophical problems raised by analysis of the mind, including mind and body, materialistic reductionism, other minds, freedom, and personality.

PHIL 449 African American Philosophy 3 credits This course will examine the core issues in African American philosophy. These issues will include: (1) the nature and purpose of African American philosophy; (2) questions concerning racial, cultural, and ethnic identity; (3) the varied forms, causes, and consequences of racism; (4) 'separatist' vs. 'assimilationist' strategies for addressing racial injustice; and (5) debates concerning reparations and affirmative action.

PHIL 450 Native American Philosophy 3 credits This course will study philosophy indigenous to Native America with an emphasis on the plateau region of Washington State through an examination of indigenous languages and cultural traditions.

PHIL 451 Political Philosophy 3 credits An examination of the nature and norms of political life, with attention to major historical themes in the light of contemporary relevance.

PHIL 452 Social Ethics 3 credits A consideration of the moral implications of communal life, including such topics as individual rights and distributive justice. Issues such as pornography, capital punishment, and affirmative action are treated.

PHIL 453 (INST 350) International Ethics 3 credits The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration.

PHIL 454 Metaethics 3 credits This course is an advanced study of contemporary disputes in metaethics. It will cover issues like the meaning and ontology of moral value and language, the realism/antirealism debate, concerns in moral psychology, and the impact of evolutionary theory on ethics.

### PHILOSOPHY

PHIL 455 Health Care Ethics Ethical concepts and issues in the medical field: personhood, relationship between health care professional and patient, experimentation, rights to health care, and allocation of health care resources.

PHIL 456 (WOMS 435) Feminist Ethics 3 credits Explores women's experiences of oppression and some of the ways in which this has marginalized their concerns and their perceptions of the moral dimension. Feminist contributions to rethinking the concept of moral agency, the traditionally sharp distinction between the public and private domains, the relevance of personal relationships to ethics, and the process of moral development and moral decision-making are considered Spring, odd years.

PHIL 457 Business Ethics 3 credits The philosophic basis of business and its relation to social development. Responsibilities of the business community to society and the individual. The relationship between economic theories and philosophical approaches.

PHIL 458 (ENVS 458) Environmental Ethics 3 credits The detailed philosophical study of humanity's understanding of its relationship to the natural environment, concentrating on historically prominent conceptions of that relationship, and the philosophical foundation of the contemporary environmental movement. Annually.

PHIL 459 Ethics of Eating 3 credits An examination of ethical issues surrounding the consumption, production and transportation of food. Issues such as organic food, GMOs, vegetarianism, local and slow food movements, and hunger may be covered.

- Ethical issues surrounding both local and international food issues are treated.
- PHIL 462 Ethical-Social Issues in Engineering 3 credits This course is designed for engineering majors. It will introduce them to some of the general ethical concerns facing the profession of engineering, some of the perennial as well as new social challenges facing engineers (e.g., the increasing impact of technology on society), and a number of the landmark cases of ethical concern in the history of engineering. The goal is to instill in the students both a genuine concern for the social/ethical dimension of their profession and work, as well as a set of basic intellectual tools to use when confronted with ethical dilemmas in their career.
- PHIL 465 Philosophy of Religion 3 credits  
A study of the nature of religious experience and practice, and how religious language and belief relate to science, morality and aesthetics. Included is also a study of what is meant by "God," divine attributes and proofs for and against God's existence.
- PHIL 466 (RELI 491) Philosophy of God 3 credits  
Philosophical views about God and our knowledge of God.
- PHIL 467 Faith and Reason 3 credits  
This course will address a cluster of fundamental problems of faith and reason—the nature of knowledge, especially in connection with religious claims, evidence for the existence of God, the relevance of recent advances in cosmology to the Christian world view, the problem of evil and suffering, and the challenge of atheism.
- PHIL 470 Philosophy of Law 3 credits The sources, structure, and function of human law and its relations to moral law.
- PHIL 471 Philosophy of Literature 3 credits  
What is literature and what is it for? This course considers a variety of answers to these questions by both philosophers and writers. This course is sometimes organized historically covering major developments in western thought about literature including Platonic, Renaissance, Romantic and Contemporary. Other semesters the course is organized systematically with a heavy emphasis on theories of interpretation, each of which entails a view of the nature of literary language.
- PHIL 472 (VART 466) Philosophy of Art 3 credits An analysis of beauty, creativity, and taste according to the theories of Plato, Aristotle, Aquinas, and selected contemporary philosophers. Several representative works from all areas of the fine arts are examined in the light of the aesthetic principles of classical philosophy.
- PHIL 473 Philosophy of History 3 credits A study of the philosophical presuppositions of historical method and of the meaning or goal of historical process. PHIL 475  
Philosophy of the Visual Arts 3 credits  
Examines contemporary applied theories of art in a variety of visual art media including painting, sculpture, film, and photography.
- PHIL 476 Racism, Slavery, and Evil 3 credits  
A study of events in the history of slavery, reconstruction, the Jim Crow era, the civil rights struggle in terms of different philosophers' accounts of the nature of human evil. In addition to the focus on evil, we will discuss philosophically the complexities and adequacy of some of the responses to the evils we study. This course satisfies the social justice requirement of the College of Arts and Sciences.
- PHIL 478 Philosophy of Technology 3 credits This course in applied philosophy involves reflection and self-understanding of our technology-saturated world. Examinations of well-known philosophers' writings on technology will be covered. Course goals include a deeper, more reflective understanding of the nature of technology, its role in our lives, its ethical implications, its political ramifications and its relation to society.
- PHIL 483 Philosophical Issues in Greek Drama 3 credits  
This course covers many of the plays of Aeschylus, Sophocles, and Aristophanes, with a view to uncovering their insights into the nature of moral agency, the interplay of the emotions, the nature of motivation, the relation of the individual to his or her kinship group and the wider political society. Philosophical issues concerning free will, determinism, the mind-body problem, and epistemological issues will be explored.
- PHIL 485 Philosophy in Film 3 credits  
Many current films raise first-order philosophical questions or issues, though few films are particularly good at solving those same problems or resolving the conflict underlying the issues. This course seeks to explore many contemporary films (none older than "Blade Runner") and the philosophical issues they raise, both by their explicit content and by their implicit content. Metaphysical issues about the mind and body relationship, the nature and extent of free will, and the nature of personal identity will be included. Some epistemological issues having to do with how well we can expect to have access to reality, and what might be among the impediments to the access, will also be included. The course generally avoids treating ethical or moral issues, but also takes an interest in the use of the emotions in films, the treatment of violence and human sexuality in films, the nature of comedy in films. Some attention will also be given to film techniques, especially

## PHILOSOPHY/PHYSICS

- from the point of view of the audience.
- PHIL 486 - 487 Seminar 3 credits  
Topics will vary.
- PHIL 488 Phenomenology of Mystical Consciousness 3 credits  
Topics will vary.
- PHIL 489H Honors Seminar 3 credits  
Topics and credit by arrangement. Spring or Fall.  
Prerequisite(s): HONS 190
- PHIL 490 Directed Study 1 - 6 credits  
Topics by arrangement.

PHIL 495 Study Abroad Special Topics 1 - 15 credits For department use only. 3 credits

PHIL 498 Research 1 - 3 credits  
Course requires permission of instructor and department chair.

PHIL 499 Senior Seminar in Metaphysics and

## Physics

Chairperson: Jeffrey Bierman

Professors: J. Bierman, J. Byrne (Emeritus),  
E. Kincanon, A. Greer

Assistant Professor: Christopher LaSota

The Department of Physics offers Bachelor of Science and Bachelor of Arts degrees in physics. Students are expected to declare their major in this area in their freshman year; students in their sophomore year and students in the Florence program, however, can be accommodated by special arrangement with the department.

The Bachelor of Science is designed as a terminal degree. Students who are considering graduate school studies should plan on taking additional course work. Students should be able to work out a four-year course of study with their advisor that will satisfy graduate school requirements. physics majors interested in careers in health sciences should discuss course requirements and potential accommodations with a physics faculty member.

Majors in physics are expected to achieve a familiarity with computer programming.

Students planning on majoring in physics and attending medical school should meet with a physics faculty member as early as possible to discuss course scheduling and potential course substitutions for particular degree requirements. Students may rather elect to earn a B.A. physics degree. The basic degree requirements for the B.A. physics degree are essentially the same as the B.S. physics degree except that rather than choosing two additional upper division physics courses, as the B.S. degree requires, the B.A. degree requires two courses from any area that are agreed to by the department chair. The B.A. physics degree is intended to better allow College of Arts and Sciences students to complete double majors, therefore, students who earn a B.A. physics degree must also be earning a B.A. degree in another College of Arts and Sciences department. More information is available on the department's website at <http://www.phy.gonzaga.edu/>.

### B.S. Major in Physics: 53 Credits

#### Lower Division

PHYS 103 and 103L Scientific Physics I	4 credits
PHYS 204 and 204L Scientific Physics II	4 credits
PHYS 205 20th Century Physics	3 credits
PHYS 217 Modern Physics Lab	2 credits
CHEM 101 and 101L General Chemistry	4 credits
CPSC 121 Computer Science I	3 credits

Epistemology 3 credits Each student will present a number of short papers on metaphysical and/or

epistemological topics. Students will develop and defend philosophical positions for discussion by the class.

Prerequisite(s): Fourth year standing, philosophy major. Spring.

MATH 157 Calculus and Analytic Geometry I 4 credits

MATH 258 Calculus and Analytic Geometry II 4

credits PHYS 210 Introduction to Linear

Electronics

2 credits

#### Upper Division

PHYS 300 Mathematical Methods 3 credits PHYS

301 Intermediate Mechanics 3 credits PHYS

306 Electricity and Magnetism 3 credits PHYS

310 Intermediate Laboratory 2 credits PHYS

464 Introduction to Quantum Physics 3 credits MATH

350 Elementary Numerical Analysis 3 credits In

addition, at least two of the following courses:

PHYS 307 Physical Optics

PHYS 402 Advanced Mechanics

PHYS 407 Electricity and Magnetism II

PHYS 409 Nuclear and Particle Physics

PHYS 450 Statistical Physics

PHYS 465 Advanced Topics

Physics majors are also encouraged to take:

MATH 259 Calculus and Analytic Geometry III

MATH 260 Ordinary Differential Equations

MATH 339 Linear Algebra and additional

CPSC courses.

### Minor in Physics: 28 Credits

#### Lower Division

PHYS 103 and 103L and 103R Scientific

Physics I 4 credits

PHYS 204 and 204L and 204R Scientific

Physics II 4 credits

PHYS 205 Modern Physics 3 credits

MATH 157 Calculus and Analytical Geometry I 4 credits

MATH 258 Calculus and Analytical Geometry II 4

#### Upper Division Courses

PHYS—Electives 9 credits

Courses that can be counted as a minor elective are any 300 or 400 level course other than PHYS 300. For chemistry and engineering students consideration of their course work for their major has led to credit for part of the minor. These students, after finishing PHYS 205, need only get the following PHYS credits:

Chemistry: 6 credits (Assuming that physical chemistry is taken for the major.)

Civil Engineering: 8 credits Mechanical

Engineering: 8 credits Computer Engineering: 9 credits

Electrical Engineering: 5 credits

(Electrical Engineering students must take courses other than PHYS 306 to satisfy the minor elective.)

#### Lower Division



PHYS 100 Conceptual Physics            3 credits The basic principles of physics are covered in a descriptive (non-mathematical) manner. Designed for students not majoring in the natural sciences or those needing a very basic background in physics. Fall and Spring.

## PHYSICS

- PHYS 100L Conceptual Physics Laboratory 1 credit Taken concurrently with PHYS 100. Two hours of laboratory.
- PHYS 101 General Physics I 3 credits Mechanics, fluids, and sound. Three hours of lecture with experimental demonstrations and problems. Not accepted as a prerequisite for any advanced work. Fall.
- PHYS 101L General Physics I Lab 1 credit Taken concurrently with the lecture course PHYS 101. Three hours of laboratory. Fall and Spring. PHYS 101R General Physics I Recitation 0 credits Must be taken concurrently with PHYS 101. Fall.
- PHYS 102 General Physics II 3 credits Heat, light, electricity, magnetism, and modern physics. Three hours of lecture with experimental demonstrations and problems. Not accepted as prerequisite for any advanced work. Spring. Prerequisite(s): PHYS 101
- PHYS 102L General Physics II Laboratory 1 credit Taken concurrently with the lecture course PHYS 102. Three hours of laboratory. Fall and Spring. Prerequisite(s): PHYS 101L
- PHYS 102R General Physics II Recitation 0 credits Must be taken concurrently with PHYS 102. Spring.
- PHYS 103 Scientific Physics I 3 credits Classical mechanics: dynamics, waves, and fluids. Three hours of lecture with experimental demonstrations and problems. Fall and Spring. Prerequisite(s): MATH 157
- PHYS 103L Scientific Physics I Lab 1 credit Taken concurrently with the lecture course PHYS 103. Three hours of laboratory. Fall and Spring.
- PHYS 103R Scientific Physics I Recite 0 credits Must be taken concurrently with PHYS 103. Fall and Spring. Prerequisite(s): MATH 157
- PHYS 110 Introduction to Astronomy 3 credits This course is designed for the non-science major. A wide range of topics is covered in order to give an overview of what is currently known about the structure and evolution of the universe. Most areas of observational and theoretical astronomy do not go beyond basic high-school algebra.
- PHYS 110L Introduction to Astronomy Lab 1 credit This laboratory familiarizes students with the constellations, methods in amateur astronomy. The course meets once weekly for two hours with a majority of the lab work done outside the classroom. Mathematics involved does not go beyond basic algebra and trigonometry.
- PHYS 123 Physics in Society and Culture 3 credits Basic principles of physics are covered in a descriptive (non-mathematical) manner. Designed to satisfy the core science requirement for students not majoring in the natural sciences. Summer.
- PHYS 123L Physics in Society Lab 1 credit Taken concurrently with PHYS 123. Two hours of laboratory.
- PHYS 125 Physics of Music and Sound 3 credits The nature of vibrations and waves will be studied and investigated at the introductory level. Vibrations, properties of waves, addition of waves and the resulting wave phenomena will be covered with an emphasis on their relationship to sound production and interpretation via the ear. This class is designed for non-science majors. The required mathematics will not exceed high school algebra.
- PHYS 125L Physics of Sound and Music Lab 1 credit PHYS 125L is optional with concurrent enrollment in PHYS 125. The course will further investigate topics from PHYS 125 involving the behavior of waves. The required mathematics will not exceed high school algebra and trigonometry.
- PHYS 130 Time 3 credits The course presents a survey of physics with time as the unifying concept. Topics covered include mechanics, conservation laws, special relativity, thermodynamics, and chaos. This course is designed for non-science majors.
- PHYS 130 L Time Lab 1 credit Taken concurrently with PHYS 130. Mathematics is kept at a minimum level.
- PHYS 140 Introduction to Geophysics 3 credits This course will look at the basic principles of geophysics. Topics examined include earthquakes, tsunamis, land formations and erosion, geological exploration, and global warming. Mathematics is kept at a minimal level.
- PHYS 140L Introduction to Geophysics Lab 1 credit This is a lab course to accompany PHYS 140. Experiments involve examination of crater formation, angle of repose, wave motion, rock classification, and buoyancy.
- PHYS 150 Applying Scientific Method 3 credits Teaches the scientific method by applying it to current and familiar topics. Students move from relatively easy topics of investigation (e.g., the chances of being in an auto accident next year) to more in-depth investigations (e.g., whether global warming is a real phenomenon).
- PHYS 170H Honors Physics 3 credits Key physical theories and principles will be discussed from historical, societal, and physical perspectives. Prerequisite(s): HONS 190
- PHYS 170L Honors Physics Lab 1 credit Laboratory to accompany PHYS 170H.
- PHYS 198 Lab Methodology 0-1 credits
- PHYS 204 Scientific Physics II 3 credits Thermodynamics, electricity and magnetism, and optics. Three hours of lecture with experimental demonstrations and problems. Fall and Spring. Prerequisite(s): PHYS 103 and MATH 258
- PHYS 204L Scientific Physics II Lab 1 credit Taken concurrently with the lecture course PHYS 204. Three hours of laboratory. Fall and Spring. Prerequisite(s): PHYS 103L
- PHYS 204R Scientific Physics II Recitation 0 credits Taken concurrently with the lecture course PHYS 204. Prerequisite(s): PHYS 103 and MATH 258
- PHYS 205 Modern Physics 3 credits Special relativity, development and an introduction to quantum mechanics

and other selected topics. Spring. Prerequisite(s): PHYS 204

PHYS 210 Introduction to Linear Electronics 2 credits This course is primarily a laboratory in which the student is introduced to basic concepts of linear electronics and laboratory technique. Passive electronic components such as resistors, capacitors, inductors, and diodes are studied in DC and AC applications. Students will learn to use test equipment such as digital meters and

oscilloscopes. Much emphasis is placed on the operational amplifier, an active component with wide application. Basic transistor circuits, power supplies, and other areas are covered as well. One hour lecture and one three hour laboratory per week. Spring of even years. Prerequisite(s): PHYS 204L

PHYS 217 Modern Physics Lab 1 credit Usually taken concurrently with PHYS 205, this course looks at laboratory examples of topics covered in PHYS 205. Fall of even years.

PHYS 290 Sophomore Directed Reading 1-3 credits Directed reading in approved topics. Requires completion of a form, and department permission and cannot be registered for via Zagweb.

#### Upper Division

PHYS 300 Mathematical Methods 3 credits Survey of mathematical techniques used in upper division physics courses. Fall. Prerequisite(s): PHYS 204

PHYS 301 Intermediate Mechanics 3 credits Particle and rigid body statics and dynamics in a rigorous vectorial calculus treatment. A fundamental introduction to theoretical physics. Spring of even year.

Prerequisite(s): PHYS 300 or (MATH 259 and MATH260)

PHYS 306 Electricity and Magnetism 3 credits Electrical and magnetic phenomena leading to a development of Maxwell's equations and electromagnetic field theory. Fall of even year.

Prerequisite(s): PHYS 300 or (MATH 259 and MATH260)

PHYS 307 Physical Optics 3 credits Classical electromagnetic theory applied to optical phenomena. Spring of odd year.

Prerequisite(s): PHYS 306

PHYS 310 Intermediate Lab 2 credits This course will discuss the major analytic techniques used in experimental physics through experiments in

mechanics, heat, electromagnetism, and modern physics, and will apply these techniques to classic experiments. Fall of odd year.

Prerequisite(s): PHYS 204L

PHYS 390 Directed Study 1-4 credits Topic to be decided by faculty.

PHYS 402 Advanced Mechanics 3 credits A continuation of PHYS 301 and extension to dynamics of particles, rigid bodies, and fluids by the use of

### PHYSICS/POLITICAL SCIENCE

Lagrangian and Hamiltonian formalisms. Fall of even year.

Prerequisite(s): PHYS 301

PHYS 407 Electricity and Magnetism II 3 credits A continuation of PHYS 306; a study of advanced topics in electricity and magnetism for graduate school preparation. Spring of odd year.

Prerequisite(s): PHYS 306

PHYS 409 Nuclear and Particle Physics 3 credits Study of experimental and theoretical aspects of nuclear interactions as they apply to nuclear structure and elementary particle characteristics. Spring of even year.

Prerequisite(s): PHYS 205

PHYS 450 Statistical Physics 3 credits Study of thermal properties from microscopic and statistical viewpoints. Topics include: probability distributions, entropy, density of states, blackbody radiation. Spring of odd year. Prerequisite(s): PHYS 204

PHYS 464 Introduction To Quantum Physics 3 credits The development of the Schrodinger equation and its application to various potential energy functions. Fall of odd year.

Prerequisite(s): PHYS 205 and PHYS 300

PHYS 465 Advanced Topics 3 credits Advanced topics to be determined by the instructor. Spring of senior year.

Prerequisite(s): Permission

PHYS 490 Directed Reading 1-4 credits Directed reading in advanced topics. Requires completion of form, and department permission.

PHYS 499 Senior Project 0-3 credits May be undertaken by B.S. physics majors in their senior year. Permission required.

work, and a fine background for the study of law and the teaching or practice of politics.

Politics is both a science and an art. Hence, it is both an activity to be studied from the outside and an activity to be engaged in as a practitioner. Our faculty believes that public-spirited participation in civic affairs serves the department's mission and the mission of Gonzaga University. So we encourage majors to do politics in our public affairs internships as well as in the many forms of citizenship. In the fall or spring semester of their senior year, majors must take POLS 499, "Preparation for the Comprehensive," a one credit seminar that helps students review their departmental and related studies in preparation for comprehensive

## Political Science

Chairperson: Robert Waterman

Professors: B. Garvin, M. Leiserson

Associate Professors: L. Brunell, M. Connolly, S.J., J. Isacoff, M. Treleaven, S.J., R. Waterman

Political science courses invite students to examine political thought and systems past and present. A Bachelor of Arts with a major or minor in political science provides an essential component of a liberal arts education, an enduring political education for citizens, a solid basis for graduate

examination in November or April. Students base the exam on the special interests and thematic questions each has discovered in courses and the major.

The department also provides special counseling for all of the following: graduate school or law school, teaching or practice of politics at any level, governmental administration and international affairs.

Political science majors are encouraged to take more than 31 credits, especially if considering post-graduate study.

## **B.A. Major in Political Science: 31 credits**

### **Lower Division**

POLS 101 American Politics 3 credits  
 POLS 102 or 103 0-6 credits if taken in the freshman or sophomore years

### **Upper Division**

POLS 300-329; 484 U.S. Government and Politics 6 credits  
 POLS 330-349; 486 Political Thought 6 credits  
 POLS 350-389; 487-88 Comparative Government/International Relations 6 credits  
 POLS - - Electives 3-9 credits  
 POLS 499 Comprehensive Exam Preparation 1 credit

## **Minor in Political Science: 18 Credits**

### **Lower Division**

POLS 101 American Politics 3 credits  
 POLS 102 or 103 0-3 credits if taken in the freshman or sophomore years

### **Upper Division**

POLS 302-329; 484 U.S. Government and Politics 3 credits  
 POLS 330-349; 486 Political Thought 3 credits  
 POLS 350-389; 487-88 Comparative Government/International Relations 3 credits  
 POLS - - - Electives 3-6 credits

## **POLITICAL SCIENCE**

### **Lower Division**

POLS 101 American Politics 3 credits The American Constitution; the evolution of democracy; the structure of the national government. Congress; the Presidency; the courts. Political parties and interest groups. Public policy in domestic and foreign affairs. How to think about politics.

POLS 102 Political Thinkers and Actors 3 credits Treatment of six distinctive figures in political life— philosopher, saint, prince, revolutionary, statesman, and citizen— in order to determine their characteristic contributions to an understanding of politics. Examples: Socrates, Thomas More, Machiavelli's Prince, American Founding Fathers, Marx and Engels, and the students of the 1960's. Uses a variety of materials, including pamphlets, philosophical dialogues, essays, and dramas.

POLS 103 People and Politics World Wide 3 credits Comparison of key political institutions, political attitudes, patterns of interaction, and long-term quarrels in selected

countries from Europe, Middle East, Asia, Africa and Latin America. How legislatures, executives, and political parties work and the influence of culture, social structure, ideology, and nationalism.

POLS 104 International Politics 3 credits

An introduction to the international political organizations (e.g. U.N.) and agreements (e.g. Kyoto Protocol) through which the world's countries try to deal with each other and their successes and failures about specific global problems such as conflict, human rights, development and so forth.

### **Upper Division**

POLS 300 American National Politics 3 credits

An in-depth analysis of the five major institutions and processes of the U.S. government: Congress, President, Courts, parties and elections, and bureaucracy.

POLS 302 Legal Analysis 3 credits Training in the methodology needed for understanding the law. Three main parts: analytical-deductive reasoning for developing a theory of the case; argument by analogy for applying precedent in the Anglo-American legal tradition; and legal research into complex legal arguments, their structure and techniques. All will be grounded in the liberal arts. The Law School Admissions Test measures these skills.

POLS 303 (WOMS 343) Civil Liberties: Class, Race

and Gender 3 credits Civil liberties are the legal face of democratic politics' key issue: how combine majority rule and cultural pluralism and protection of individual rights? Begin with study of traditional civil liberties: tension between protecting individual rights and majority power in a democracy. Next how that traditional understanding overlooks justice for individuals not mainstream. Then in depth focus on two groups— African Americans and women—with books arguing why the traditional understanding of civil liberties fails to do justice.

POLS 304 Criminal Justice Amendments and

Courts 3 credits Study of the 4th, 5th, 6th and 8th Amendments to the Constitution and how they are applied in the criminal justice system. Focus on relevant case law, operation of the courts and law enforcement in the criminal justice system.

POLS 306 Congress and the Presidency 3 credits The Congress, its rules and procedures, committee and party leadership, and the influence of Congress on national policy. The Presidential office, its constitutional powers and its evolution over the years. The "modern presidency" since Franklin Roosevelt. Conflict and cooperation between the Congress and the President.

POLS 309 Political Parties and Election 3 credits How our nation's political parties are organized inside and outside government. Whether they are weak or strong. Occasional efforts to reform parties. Their role in elections. Other influences on presidential and congressional elections. The conduct of election campaigns. How voters make up their minds. Explaining election outcomes.

POLS 311 (ENVS 323) State and Local

- Government 3 credits Surveys state and local government: intergovernmental relations, finance, state sovereignty, shifts in federalism and social policy, politics of urban and rural regions. State election systems may be studied for their significant influence over national elections.
- POLS 312 Urban Politics and City Life 3 credits “Why aren’t our cities like that,” asks University of Pennsylvania Professor Witold Rubczynski? We begin by asking this question. Explores city life and all the elements that define it, the problems and prospects of the urban policy that surround, influence, constrain and color city life. A course in political science complimented with an interdisciplinary literature—history, political-economy, urban studies and planning, organization theory, social criticism, even architecture.
- POLS 316 Church and State in U.S. Politics 3 credits History of church-state separation in American government and constitutional law. Focus on religion and politics from the Puritans to the Bush administration, touching on everything in between. The latter portion of the course focuses on relevant Supreme Court cases.
- POLS 317 (ENVS 321) Ecological Thought and Politics 3 credits This service learning course focuses on the writings of seminal figures in American ecological thought, such as John Muir, Gifford Pinchot, and Aldo Leopold. Examines the history and politics of land use and wilderness planning. Class will go on field trips in partnership with the United States Forest Service (USFS) and local environmental groups to learn first-hand about the politics of local land use.
- POLS 318 Administrative Law 3 credits Shows how the laws and regulations governing federal, state, and local bureaucracies make up and fit into the politics of the country.
- POLS 319 American Foreign Policy 3 credits Evolution of American foreign policy, with emphasis on contemporary issues, national interests, interrelationship with domestic politics, and the decision-making process. Evaluation of Nationalist, Revisionist, and Realist views of foreign policy. How foreign policy may do justice.
- POLS 320 Bureaucracy and Citizens 3 credits From a citizen’s viewpoint, the need for public bureaucracy, its politics, improvement, and relations with citizens.
- POLS 321 Politics and Public Administration 3 credits The way American public bureaucracy operates.
- POLS 322 (WOMS 340) Women and Politics 3 credits History of the women’s movement in the U.S. Their present political power and future prospects. Survey of feminist theories and their impact on women’s political positions.
- POLS 323 Constitutional Law 3 credits Roles of law, politics, and ethics in our constitutional system; workings of the Supreme Court; constitutional development during the three major eras of our history, and how those experiences are relevant today; how to “brief” court opinions; six (6) different but valid ways to interpret the Constitution. (Most students find this difficult course easier after taking POLS 303.)
- POLS 324 Grass Roots Politics 3 credits Examination of past town-meeting and recent theory and practice aimed at increasing direct use of political power by ordinary American citizens. Emphasis on the possibility of a new model of democratic government. On demand.
- POLS 325 Selected Topics: American Politics 3 credits The study of selected topics in American politics. On sufficient demand.
- POLS 326 Race and Ethnicity Politics 3 credits Examines America’s identity and diversity politics, its benefits to society as well as the divisions it fosters and democratic ideals it undermines. Attention to new controversies surrounding various immigrant and religious groups; their global security implications since 9/11; the challenges of integrating and governing a modern, plural society in a global era.
- POLS 327 (WOMS 344) American Social Policy 3 credits This course examines the origins, patterns, reforms, and criticisms of American social policy, the ties between knowledge and social policy; the impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class. Reviews normative claims for the proper role of the state and capitalism. Compares other western, capitalist societies and their policy regimes.
- POLS 328 (ENVS 328) Politics of the Pacific Northwest 3 credits State and society in the Pacific Northwest: government, parties, reform movements, regionalism, and social forces in the U.S. Pacific Northwest, and British Columbia and Alberta. Regional issues such as taxation, health care, urbanization, land use, education, the environment, and resource-based economics are addressed in a comparative Canadian-U.S. context.
- POLS 329 (ENVS 329) North American Environmental Policies 3 credits Study of local, regional, and international environmental policy, its challenges for not only administration and understanding, but also citizenship and accountability. Topics include water, ecosystem management and sustainability in the U.S., Canada and Mexico.
- POLS 330 Classical and Medieval Political Thought 3 credits Thorough examination of the most important texts from Plato’s Republic to The Prince and The Discourses of Machiavelli. Fall.
- POLS 331 Modern Political Thought 3 credits European political thought from Hobbes’s Leviathan to John Stuart Mill’s On Liberty. The development of liberalism in Britain and France between the 17th and 19th centuries. Spring.
- POLS 332 American Political Thought of Founding Era 3 credits Political thought of the Puritan founders of Massachusetts, American Revolution, the Constitution, Federalists, AntiFederalists and Tocqueville’s democracy in America.
- POLS 333 American Thought Civil War and After 3 credits Political thought from the Progressives through the rise of neoconservatism and the newly emergent Republican majority. Relies on political documents such as

speeches and essays, fiction with political overtones, and scholarly writing about American politics and thought.

## POLITICAL SCIENCE

- POLS 335 Marxism 3 credits  
Foundations of Marxism-Leninism. Major writings of Marx, Engels, and Lenin. Significance of Marxism in light of the apparent collapse of world communism. Marxism as a critique of American liberalism.
- POLS 336 Selected Texts in Political Thought 3 credits  
Intensive look at a single writer or group of writers; designed to achieve greater understanding than is possible in a broad survey course. On sufficient demand.
- POLS 337 Ethics and Politics 3 credits  
Problem of "dirty hands" in politics and why it occurs. Three different ways politics can be ethical. How the separation of powers in the American Constitution is a distinction of moral authorities. Close reading of classic works including Machiavelli, Just War, the Lincoln/Douglas Debates. Spring.
- POLS 338 20th/21st Century Political Thought 3 credits  
Treatment of 20th-century authors who examine the difficulties for democratic political life in contemporary mass society. Fall.
- POLS 339 Liberalism and Conservatism 3 credits  
Study of current liberal and conservative ways of thinking about American politics; exploration of possibly valid philosophical grounding for them; application of the views to current policy.
- POLS 340 Christian Political Thought 3 credits  
Examines Protestant and Catholic theologies of politics: ancient, modern, and contemporary. Variety of Christian reactions to politics: power, authority, social justice, freedom, rights, obligations, citizenship, sin, and grace in history and institutions. Considers secular critiques of Christian thought. On sufficient demand.
- POLS 341 (WOMS 401) Feminist Thought 3 credits  
Analyzes several varieties of feminist theory to explore how conceptions of women, gender and feminism have changed and have structured women's opportunities to participate fully in politics and the economy. Central questions include: the nature of sex/gender and sex/gender difference; what is feminism; who identifies as a feminist; and how gender identities are mediated by our class, race, and ethnic identities.
- POLS 342 Law as a Vocation 3 credits  
What does the practice of law involve concretely and practically? Can it fulfill the lawyer as a person? Readings: theory of morality and application to lawyering, money and meaning of life. Guest lectures by former GU students practicing law.
- POLS 343 War and Peace 3 credits  
Analyzes several political philosophers' writings about war and peace, such as Kant's Perpetual Peace; also looks into recent case studies about establishing peace in various parts of the world.
- POLS 345 Machiavelli and The Romans 3 credits  
An extended examination of Machiavelli's political thought.

The course will focus on *The Prince*, *The Discourses* (including some treatment of Livy's *Discourses*) and other relevant works (including Plutarch's *Essays*).

- POLS 350 (INST 301) Survey of International Studies 3 credits  
Contemporary global issues and background information for all courses in international studies. Studies the wisdom of the world's main civilizations, comparative economic systems and ideas, international politics, and the potential for international integration.
- POLS 351 (INST 342) International Relations 3 credits  
Theory and practice of the international political system and the behavior of the nations within it.

## POLITICAL SCIENCE

- POLS 352 (INST 385) Latin American Politics 3 credits  
Impressive contributions and drawbacks of the caudillo or leader in Latin American history, culture, and society, in the range of contemporary forms of government—democratic, dictatorial, revolutionary. Some treatment of U.S. foreign policy.
- POLS 354 (INST 395) Comparative European Politics 3 credits  
Familiarizes students with the traditions, ideas, and institutions that have shaped Europe's political and economic development. Uses the cases of the United Kingdom, France, Germany, Italy, Czech Republic and Poland to understand European political cultures and national identities, as well as specific institutions such as parliamentary democracy, statism, multi-party democracy, the European social model, and citizenship policies.
- POLS 355 (INST 325) Post-Soviet Russia and China 3 credits  
Focus on the pre-1985 Soviet political system; how Gorbachev's six (6) year reform program led to the unraveling of the Soviet Union; and the difficult transition to democracy and a market economy in post-Soviet Russia. Similarly, Maoist China is contrasted with the uneasy mixture of economic reform and political repression co-existing in China today.
- POLS 356 Area Studies in Politics 3 credits  
An analysis of selected foreign governments.
- POLS 357 Italian Political System 3 credits  
Constitutional principles and governmental agencies in Italy today. Taught only at Gonzaga-in-Florence.
- POLS 359 (INST 310) Third World Development 3 credits  
Focus on political development in the Third World. After examining the making of the Third World through imperialism and colonialism, analyzes key political institutions (the state, political parties, the military), the international economic context of dependency and vulnerability. Several case studies follow a common analytical framework to trace experiences with democratic and authoritarian rule and assess the underlying causes of democratic success and failure.
- POLS 360 (INST 346) Parliamentary Government 3 credits  
Parliamentary or Cabinet government contrasted with the American government. Focus on disciplined parties, prime ministers, civil servants, and elected politicians, written and unwritten constitutional rules, parliamentary

- supremacy and rights-based politics. Usually features Canada but draws examples from Great Britain, New Zealand, India, and Australia.
- POLS 361 (FREN 435) European Relations 3 credits  
Offered in Paris only.
- POLS 363 (INST 326/WOMS 342) Women in Comparative Societies 3 credits  
Compares the lives of women around the world: their public and private roles and responsibilities, positions in government, the economy, and the private sphere. Seeks to explain women's status differences in various regions and societies by looking at the influence of culture, religion, economics, and politics.
- POLS 364 (INST 389) Politics of the Pacific Rim 3 credits  
Focus on the role played by the East Asian capitalist development states (Japan, South Korea, Taiwan) in the accelerated economic growth of the Pacific Rim; a consideration of the Philippines or Indonesia as a representative of ASEAN; analysis of the Asian financial crisis and its impact on Hong Kong, USA, Russia, and China.
- POLS 365 (INST 390) African Politics and Development 3 credits  
Examines contemporary sub-Saharan Africa in four key areas: (1) contemporary social, economic, and ecological conditions; (2) origins of the modern African state; (3) development strategies and post-independence decline; and (4) state and society after developmentalism.
- POLS 366 (INST 410) Perspectives on Global Issues 3 credits  
Critical analysis of vital global issues from the different perspectives of realists, idealists, and system-transformers. Exploration of competing world views and value systems, weighing of evidence from differing ideological, cultural, and gender perspectives. Introduces major analytical perspectives and organizing concepts fashioned by scholars to make these issues comprehensible.
- POLS 367 (INST 393) New Europe 3 credits  
Traces the evolution of two Europes, East and West, from the Middle Ages through the 20th century's Cold War. Looks at the emerging "new Europe" since 1989 as integration through the European Union deepens and widens it. Explores contemporary issues such as resurgence of extreme right-wing parties, increasing cultural diversity, building a supra-national European identity, managing immigration and migration, and Europe's place in the global economy and foreign affairs as it challenges American hegemony.
- POLS 368 (INST 392) Tyranny to Democracy 21<sup>st</sup> Century 3 credits  
Between 1974 and 2000 more than fifty countries in Southern Europe, Latin America, East Asia, and eastern Europe shifted from authoritarian to democratic systems of government. Examines the causes and nature of these democratic transitions. Investigates several case studies of democratic transitions in different areas of the world in order to understand the factors responsible for the democratic trend and to ascertain which key variables best explain completed democratic transitions and democratic consolidation.
- POLS 370 Modern Democracies 3 credits  
Selected foreign democratic systems; constitutional and ideological principles; governmental forms, practices, and problems. Taught at Gonzaga-in-Florence.
- POLS 371 (INST 345) International Law 3 credits  
Examines the fundamentals of public international law by studying its sources, methods of dispute resolution, and current problems of interest to North Americans.
- POLS 372 (INST 367) Comparative Middle East Politics 3 credits  
Shows the Middle East is more than a region fraught with violence, ethnic hatred and the struggle for control of oil by examining the modern Middle East's history and context, a diverse set of country case studies, and current issues including the role of women, Islamic fundamentalism, terrorism, and peace in Israel-Palestine.
- POLS 373 (INST 366) Arab-Israeli Conflict 3 credits  
Why is there an Arab-Israeli conflict? The question is much-discussed but not very often answered. Comprehensive effort to understand that question as well as the intense political debates surrounding it. Interdisciplinary, touching on the historical, political, and sociological origins and trajectory of the conflict.
- POLS 374 Democracy in the Middle East 3 credits  
While the Middle East is not a wellspring of democracy, there are a diverse range of democratic institutions, ideas, and even states in the region. Examines in depth the four most democratic countries: Israel, Turkey, Iran, Lebanon, the prospective democracy in Iraq plus the regional and transnational issues crucial to Middle Eastern democracy.
- POLS 375 (ENVS 322) Global Environmental Politics 3 credits  
Unique interdisciplinary examination of the historical, philosophical, and moral consequences of human interaction with the global environment by focusing on the relevant local, national and international governments, national and indigenous peoples, non-governmental organizations (NGOs), regimes and industries.
- POLS 376 International Organizations 3 credits  
Examines why international organizations exist and whether they make a difference in solving global problems. Questions to be addressed include: Where does their power come from? Why are some designed differently than others? Why do countries use international organizations to achieve their goals? Are they effective? Practical knowledge about the major ones such as the U.N., European Union, World Trade Organization, and NGOs. Their successes and failures about specific global problems such as conflict, human rights and development.
- POLS 390 Directed Study 1 - 3 credits
- POLS 395 Topics in Political Science 3 credits  
Selected questions in the discipline.
- POLS 396 Service Learning Public Affairs 1 credit  
Field work by arrangement with a community organization. Must be

taken together with a designated service learning course. Requires a comprehensive internship report. Normally limited to upper division students but, in special cases, first and second year students may be granted authorization.

POLS 483 Seminar in Political Economy 3 credits  
Selected topics.

## POLITICAL SCIENCE/PSYCHOLOGY

POLS 484 Seminar in American Politics 3 credits  
Selected topics.

POLS 486 Seminar in Political Thought 3 credits  
Selected topics.

POLS 487 Seminar in International Relations 3 credits  
Selected topics.

POLS 488 Seminar: Comparative Politics 3 credits  
Selected topics.

POLS 490 Directed Readings 1 - 3 credits

## Psychology

Chairperson: Molly Kretchmar-Hendricks

Professors: S. Leigland, N. Worsham,

M. Kretchmar-Hendricks

Associate Professors: M. McBride, M. Bodamer

Assistant Professors: T. McCulloh, A.M. Medina, M.

Bartlett, M. Nelson, G. Thorne

The Department of Psychology offers courses that focus upon the scientific study of human and animal behavior; most courses offered in the department, however, stress observable and experiential aspects of human behavior. The department offers a Bachelor of Arts in Psychology. Because psychology is related to a wide variety of other disciplines, majors are encouraged to pursue studies in related fields such as sociology, biology, communication arts, literature, business, mathematics, education, and philosophy. Beyond General Psychology, Statistics (MATH 121), and Research Methods in Psychology (PSYC 207) are required for entry into most upper division courses. These courses provide students with an initial understanding and appreciation of the scientific method in psychology. General Psychology, Statistics, and Research Methods constitute the lower division requirements for both the major and the minor.

Psychology minors are required to complete 12 credits of upper-division psychology coursework. Majors are required to complete 24 credits of upper-division coursework, 18 of which must be selected from particular cluster areas as described below. Majors are also strongly encouraged to take at least one writing-intensive seminar, which, in many cases, will also fulfill one of the cluster area requirements. Last, majors must pass a comprehensive examination or earn a grade of B or better in PSYC 455: Advanced Research Methods to complete the comprehensive requirement (PSYC 498-499). Students usually take the examination or PSYC 455 during their final year, once they have completed the majority of their course work. Students

Credit by arrangement for directed reading and reports on selected topics. Requires completion of a form, department permission and cannot be registered for via Zagweb.

POLS 492 Independent Research or Study 1 - 3 credits  
Credit by arrangement for research or study. Requires completion of a form, department permission and cannot

be registered for via Zagweb.

POLS 497 Public Affairs Internship 1 - 9 credits Field work by arrangement with a public agency or political party. Requires a comprehensive internship report. Normally limited to upper division students; in special cases freshman and sophomores may be allowed. No student may earn more than nine credits. Requires completion of a form, department permission and cannot be registered for via Zagweb.

POLS 499 Comprehensive Exam Preparation 1 credit  
Required of all majors in their final year; students must register during regular registration.

who plan to pursue graduate studies are encouraged to take additional upper division courses, particularly those in the advanced theory/research cluster (Area D).

Psychology majors are required to take at least one nonpsychology course in satisfying the social science core requirement.

### B.A. Major in Psychology: 34 Credits

#### Lower Division (10 credits)

PSYC 101 General Psychology 3 credits MATH 121  
Introductory Statistics 3 credits PSYC 207 Research  
Methods in Psychology 3 credits PSYC 207L Research  
Methods in Psychology  
Lab 1 credit

#### Upper Division (minimum 24 credits)

PSYC 300-334 (Area A) 6 credits\*  
\*minimum 3 credits from PSYC 300-320  
PSYC 335-364 (Area B) 6 credits\*  
\*minimum 3 credits from PSYC 335-340  
PSYC 365-399 (Area C) 3 credits  
PSYC 450-497 (Area D)\* 3 credits  
PSYC 300-497\* 6 credits  
PSYC 498 or PSYC 499 Comprehensive 0 credit

### Minor in Psychology: 22 Credits

#### Lower Division

PSYC 101 General Psychology 3 credits  
MATH 121 Introductory Statistics 3 credits  
PSYC 207 Research Methods in Psychology 3 credits  
PSYC 207L Research Methods in Psychology  
Lab 1 credit

#### Upper Division

PSYC 300-497\* 12 credits \* majors and minors may take either PSYC 406 or PSYC 408 (but not both) and either PSYC 460 or PSYC 462 (but not both) to fulfill three required credits. Both courses will not count towards either the major or minor.



## PSYCHOLOGY

### Lower-Division

**PSYC 101 General Psychology** 3 credits An overview of contemporary psychology which introduces the student to the following areas: human development, sensation perception, motivation, learning, emotion, psychological measurement, personality, biological basis of behavior, experimental psychology, intelligence, abnormal behavior, and personality. Format consists of lectures and discussions. Fall and Spring; Summer on sufficient demand.

**PSYC 207 Research Methods in Psychology** 3 credits An introduction to research methods in psychology with particular focus on the experimental method. Primary emphasis is on the application of the methods learned in class to actual psychological research problems. Fall and Spring. Majors must earn a grade of B- or better (course may be repeated).

Prerequisite(s): (MATH 121 or BUSN 230 or NURS 320 or SOCI 202) and PSYC 101

**PSYC 207L Research Methods in Psychology Lab** 1 credit To be taken concurrently with PSYC 207, the lab will provide the student with practical, hands-on experience in conducting and writing-up research projects in psychology. Majors must earn a grade of B- or better (course may be repeated). Fall and Spring.

**PSYC 280 Nurturing Reverence for Life** 3 credits This lower-division psychology course is aimed at nonpsychology majors, participating in the Zambia program. As a psychology course, it counts as one of the social science requirements as part of the Arts & Sciences core. Through readings and direct field observation, students will be introduced to the behavior of chimpanzees, in the tradition of comparative psychology. Students will also expand their world-view through cultural immersion activities by working with local and visiting school children and at a nearby Women's Center. **PSYC 290 Directed Study** 1 - 3 credits Topic to be decided by faculty.

### Upper-Division

#### Area A: Basic Psychological Processes (min 6 credits)

**PSYC 300 Biological Psychology** 3 credits This course will introduce students to the biological structures and processes that are involved in psychological behavior. Students will learn about the cells, anatomy, and development of the human nervous system, and about the biological processes related to specific behaviors including perception, movement, emotion, learning, memory, and cognition. Fall and/or Spring. Prerequisite(s): (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305

**PSYC 305 Sensation and Perception** 3 credits Examines the transduction of sensory information, its processing and organization by the human nervous system, and how these processes result in perceptual experiences. Emphasis on vision and hearing. Fall and/or Spring. Prerequisite(s): (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305

**PSYC 310 Cognition** 3 credits An exploration of the psychophysics and neurophysiology of human cognition. Topics include perception, attention, memory, language, reasoning, decision making, and the representation of knowledge. Fall and/or spring.

Prerequisite(s): (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305

**PSYC 315 Learning** 3 credits Advanced survey of concepts and methods relevant to the scientific analysis of learning. Fall.

Prerequisite(s): PSYC 101

**PSYC 320: Seminar: Psychophysiology** 3 credits Psychophysiology is a branch of psychology that uses physiological measures, such as skin conductance and heart rate, to study psychological processes, such as selective attention and emotion. In this seminar you will learn to record and psychologically interpret common psychophysiological measures including skin conductance, muscle activity, cardiovascular activity, eye movements, and cortical brain activity. On sufficient demand. Prerequisite(s): (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305

**PSYC 330 Emotion** 3 credits This seminar is designed to provide undergraduates with a broad foundation in current theory and research related to human emotion. Students become familiar with classic theories, current issues, methodologies and debates characterizing the study of emotion. Both intrapersonal and interpersonal dimensions of emotion are addressed. The seminar prepares students for graduate level work in the area of psychology; as such, it requires a high level of preparation for and participation during each class meeting. Fall and/or Spring. Prerequisite(s): PSYC 207 and PSYC 207L

**PSYC 334 Comparative Psychology** 3 credits Students will study the behavior of a variety of species and how their behavior relates to that of human beings. Fall and/or spring.

Prerequisite(s): PSYC 207 and PSYC 207L **Area B: Social/Developmental/Interpersonal (min 6 credits)**

**PSYC 335 Social Psychology** 3 credits An analysis of psycho-social endowment. The impact of individuals, groups, and social structure on the development of personality and interpersonal relations. Fall and Spring; Summer on sufficient demand.

Prerequisite(s): PSYC 207 and PSYC 207L

**PSYC 340 Personality** 3 credits A survey and critique of major theories of personality. Fall and Spring. Prerequisite(s): PSYC 207 and PSYC 207L

**PSYC 345 Child Psychology** 3 credits The essentials of child psychology, representing various schools of thought based upon research on the development of children from conception to pre-adolescence. May include a service-learning component. Fall and/or Spring.

Prerequisite(s): (PSYC 207 and PSYC 207L) or EDSE 320 or SOCI 304 or EXSC 305

PSYC 350 Adolescent Psychology 3 credits A survey of psychological research and major theories regarding the life-span between puberty and the attainment of maturity. May include a service-learning component. Fall and/or Spring.

Prerequisite(s): (PSYC 207 and PSYC 207L) or EDSE 320 or SOCI 304 or EXSC 305

PSYC 355 Psychology of Aging 3 credits

This course will explore the interaction and impact of the aging process on physiological, cognitive, and psychological changes within the individual. The course will include topics such as the diversity of aging experiences, retirement, widowhood, coping with illness, family care giving, and mental health issues. On sufficient demand.

Prerequisite(s): PSYC 101

PSYC 360 Seminar: Infant Development 3 credits Seminar involves an in-depth study of the research and theory on development from conception through infancy with special attention to the real-world application of knowledge gained. May include a service-learning component. On sufficient demand.

Prerequisite(s): (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305

3 credits

**PSYC 364 Seminar: Abnormal Child Psychology**

An overview of theory, research, and practice in developmental psychopathology. The major disorders of childhood are reviewed. On sufficient demand.

Prerequisite(s): PSYC 207 and PSYC 207L

**Area C: Applied/Clinical/Other (min 3 credits)****PSYC 365 Ethics in Psychology** 3 credits

Using the APA ethical guidelines for psychologists we will examine the aspirational goals, the standards themselves, the history of the current standards, and how to apply them in a variety of situations faced by psychologists. On sufficient demand.

Prerequisite(s): PSYC 101

**PSYC 370 Educational Psychology** 3 credits

Designed to guide students in the application of psychological theory and research to work in the classroom, this course will include topics such as learning, aspects of human development that influence learning, and how to structure the classroom environment to maximize learning. On sufficient demand. Prerequisite(s): PSYC 101

**PSYC 375 Cross-Cultural Psychology** 3 credits

An exploration of the psychological research which seeks to understand differences and similarities in human behavior when compared across cultures and groups. On sufficient demand.

Prerequisite(s): PSYC 101

**PSYC 380 Industrial-Organizational Psychology** 3 credits

A survey of psychology applied to the work experience. Selection, evaluation, leadership, and work motivation are among the broad range of topics covered. Fall.

Prerequisite(s): PSYC 101 and MATH 121

**PSYC 385 Behavior Management** 3 credits

A critical review of learning procedures used to effect behavioral change in the natural environment. Includes treatment of both normal and maladaptive behaviors.

Spring.

Prerequisite(s): PSYC 101

**PSYC 390 Psychopathology** 3 credits

Survey of major emotional and behavior disorders; discussion of causation, symptomology, and treatment. Fall and Spring.

Prerequisite(s): (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305

**PSYC 395 Clinical Neuropsychology** 3 credits

Neuropsychology is the study of the relationship between brain functioning and behavior, especially as it applies to psychopathology. The course will incorporate an introduction to neuroanatomy, an overview of neuropsychological assessment, and clinical case studies.

On sufficient demand.

Prerequisite(s): PSYC 207 and PSYC 207L

**PSYC 399 Seminar: Clinical/Counseling**

Psychology 3 credits An introduction to current theory and method in clinical and counseling psychology. On sufficient demand. Prerequisite(s): PSYC 340 and (PSYC 207 and PSYC

207L)

**Alternate Electives (no minimum)****PSYC 400 (ENVS 333) Environmental**

Psychology 3 credits An exploration of the interaction between human behavior and the physical environment. Emphasis on perception, preference, and coping with less preferred environments. Spring. Prerequisite(s): PSYC 101

**PSYC 402 Forensic Psychology** 3 credits

This course is an introductory level course to the field of forensic psychology, the branch of psychology which

**PSYCHOLOGY**

focuses on the application of psychological research data and principles within the legal arena. Students will be introduced to the process of applying psychological knowledge, concepts, and principles within the civil and criminal court systems. This course will include an introduction to an overview of topics such as the history of forensic psychology, an overview of the legal system, consultation to legal parties, ethical issues, eye witness testimony, assessment, evaluation of malingering, competency in criminal proceedings, civil commitment, child custody, psychologist testimony in courtroom settings, assessment of sexual offenders, assessment of violent and homicidal behavior, treatment of crime victims, police and investigative psychology, and careers within this field. A variety of formats will be used including lecture, readings, presentation by class members on selected topics, and guest speakers from within the legal arena. Disclaimer:

This course by virtue of its topic will address issues related to criminal activity and the subsequent legal proceedings. Although it may seem obvious, each person should consider carefully whether the content is suitable before enrolling in the course as the lectures, readings, and other materials may at times involve topics related to violence and sometimes sexual material which may be offensive to some people. On sufficient demand. Prerequisite(s): (PSYC 207 and PSYC 207L) or SOCI 304

**PSYC 404 Psychology of Addiction** 3 credits

Course will provide a survey of psychological theory and research regarding addictive disorders and their treatment. On sufficient demand. Prerequisite(s): PSYC 207 and 207L

**PSYC 406 Psychology of Intimacy** 3 credits

This course will explore the nature of attachment relationships from birth through the life span with a specific focus upon issues of intimacy. Either PSYC 406 or PSYC 408, but not both, will count toward required credits for majors. Seniors-only. Major-only. On sufficient demand. Prerequisite(s): PSYC 207 and PSYC 207L

**PSYC 408 Psychology of Transcendence** 3 credits

Utilizing perspective gained from developmental psychology, developmental psychopathology, object relations theory, and attachment theory this course will explore both positive and defensive uses of the human quest for transcendence. Focusing on religious traditions

3 credits

throughout the world (Judaism, Christianity, Islam, Buddhism, Hinduism, etc.) this course will provide familiarity with common themes of transcendent experience (salvation, enlightenment, timeless grace, etc.). Either PSYC 406 or PSYC 408, but not both, will count toward required credits for majors. Seniors only. Major-only. On sufficient demand.

Prerequisite(s): PSYC 207 and PSYC 207L

**PSYC 410: Marriage and Family**

3 credits

Individuals develop within a complex network of relationships. Among these, family relationships are especially significant due to their centrality and longevity. This course examines what we know from the empirical study of family relationships. Students are introduced to methods of studying family relationships as well as prominent theories and findings regarding marital and family functioning. Two themes span the variety of topics covered in this course. The first involves the importance of understanding the family as a system embedded in a particular socio-economic context. The second has to do with the interface between individual and family development.

On sufficient demand.

Prerequisite(s): PSYC 207 and PSYC 207L

## PSYCHOLOGY

**PSYC 412 Family Systems: Theory and Practice**

This course introduces students to the theory and practice of family systems. We will compare and contrast various models of family systems including transgenerational, structural, strategic, and experiential approaches. This course is especially recommended for students considering a career in a clinical context as a therapist. We will apply family systems theories to clinical case studies and examine how family therapists try to bring about change. Students will have an opportunity to integrate these concepts as they begin to clarify and develop their own therapeutic framework. On sufficient demand.

Prerequisite(s): PSYC 207 and PSYC 207L

**PSYC 414 Group Process**

3 credits

This course is an introduction to the theory and practice of group counseling and psychotherapy. Students in this course study both historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factors, leadership orientations and process, counseling theories, group counseling methods, and skills. On sufficient demand. Prerequisite(s): PSYC 207 and PSYC 207L

**PSYC 420 Seminar: Human Flourishing**

3 credits

This course will explore what is constructive, beautiful and healthy about human beings and their social interactions. This course will provide familiarity with the Positive Psychology movement and what it brings to the social psychology table that helps us understand and improve ourselves and the communities in which we reside (e.g., our relationships, workplaces). Some of the section

topics will include: healthy relationships and their benefits, happiness as both a cause and an effect of positive outcomes, distinguishing positive emotions (e.g., awe, elevation, gratitude) and their outcomes, and the importance of personal well-being for the workplace and our economy. On sufficient demand. Prerequisite(s): PSYC 207 and 207L

**PSYC 422 Seminar: Development in Diverse**

**Environments** 3 credits Course will explore child development across various contexts with particular emphasis on broadening students' perspectives beyond normative development in white, middle class environments. Contexts explored will include poverty and homelessness, racial discrimination, diverse family contexts (e.g., divorce, parents who are homosexual), foster care and adoption, violent/war stricken environments, and cross-cultural child-rearing practices. May include a service-learning component. On sufficient demand.

Prerequisite(s): (PSYC 207 and PSYC 207L) or EDSE 320 or SOCI 304 or EXSC 305

**PSYC 424 Seminar: Community Psychology-Primary**

**Prevention** 3 credits Combines an emphasis on exploring alternative methods of providing mental health services in the community and the identification of conditions of risk to psychological adjustment and the prevention or lessening of risk factors. This course has a social-justice designation and a service-learning component. On sufficient demand. Prerequisite(s): (PSYC 207 and PSYC 207L) or SOCI 304 or EXSC 305

**PSYC 426 Seminar: Health/Pediatric Psychology**

3 credits This course is designed to cover a survey of health/pediatric psychology (i.e., studying the interface between psychological and physical processes), while simultaneously providing in-depth analysis of various topic areas (e.g., oncology, pain, etc.). Course content will emphasize many aspects of health/pediatric psychology including basic and applied research, consultation, clinical intervention, and health promotion strategies. On sufficient demand.

Prerequisite(s): (PSYC 207 and PSYC 207L) or EDSE 320 or SOCI 304 or EXSC 305

**PSYC 428 Seminar: Psychology of Trauma**

3 credits Since the Vietnam War, our culture has become increasingly familiar with the terms "trauma" and "post-traumatic stress disorder" (PTSD). But what is trauma, exactly, and what are its effects? Is the nature of the trauma (type, duration) related to its impact? As a discipline, what do we know about the onset, duration and prognosis of PTSD? What do we know about the experience of PTSD? This course addresses these questions and considers both intrapersonal (biological and cognitive) and interpersonal dimensions of trauma. On sufficient demand.

Prerequisite(s): PSYC 207 and PSYC 207L

**PSYC 440 Child Psychology in Zambia**

1-3 credits

Students will work with children at the Education Center at Chimfunshi Wildlife Sanctuary in Zambia, Africa. They

3 credits

will be responsible for organizing educational activities for local and visiting school children and completing readings and a course project. Course meets the social justice core requirement. Summer. Prerequisite(s): PSYC 207 and PSYC 207L

PSYC 442 Pre-Immersion for Study Abroad 1 credit

This class is mandatory for all student taking either/both upper-division psychology courses as part of the Zambia summer study abroad program. It will be designed to prepare students for the immersion experience and will include readings and discussion in comparative and child psychology, completion of activity plans, and preliminary research for course projects.

PSYC 449 Special Elective Topics in Psychology 3 credits Topic to be decided by faculty.

Prerequisite(s): PSYC 207 and PSYC 207L

#### **Area D: Advanced Research, Theory, and/or Application (min 3 credits)**

PSYC 450 Statistics in Psychology 3 credits

This course will cover the basic concepts of descriptive and inferential statistics and will emphasize their application to the gathering and analysis of data as related to research questions in psychology. Fall and/or spring.

Prerequisite(s): PSYC 207 and PSYC 207L and MATH 121

PSYC 455 Advanced Research Methods 3 credits The purpose of this course is two-fold. The first goal is to provide students with a greater understanding or research design and data analysis in psychology. The second objective is to assist students in the design and execution of a research study, the results of which will be presented to a psychology department gathering at the end of the semester. This course reviews the structure and logic of experimental procedures, basic issues in conducting research, and fundamentals of data analysis. Fall and/or spring.

Prerequisite(s): (PSYC 207 and PSYC 207L with a minimum grade of B+) and PSYC 450

PSYC 455L Advanced Research Methods Lab 1 credit To be taken concurrently with PSYC 455.

PSYC 460 Testing and Measurement 3 credits

Emphasis on the theoretical aspects of psychological testing for test administration, construction, and evaluation. Either PSYC 460 or PSYC 462 but not both towards major and minor requirements. On sufficient demand. Prerequisite(s): PSYC 207 and PSYC 207L

PSYC 462 Psychological Assessment

Emphasis on the theoretical aspects of psychological testing for test administration, construction, and evaluation in clinical settings. Either PSYC 460 or PSYC 462 but not both towards major and minor requirements. On sufficient demand.

Prerequisite(s): PSYC 207 and PSYC 207L

PSYC 465 History and Systems of Psychology 3 credits The various systematic approaches to the understanding of psychological phenomena are surveyed in historical context; such schools as structuralism, functionalism,

psychoanalysis humanistic psychology, and varieties of behaviorism and cognitivism, will be considered. Fall. Prerequisite(s): PSYC 101

PSYC 470 Seminar: Behavior Analysis 4 credits

The attitudes, principles, and techniques which enter into the experimental analysis of behavior. Concentrated laboratory study and the communication of experimental findings. Spring.

Prerequisite(s): PSYC 207 and 207L

PSYC 470L Behavior Analysis Lab 0 credits

To be taken concurrently with PSYC 470. Spring.

PSYC 472 Seminar: Psychology of

Consciousness 3 credits This class will examine the relationship between mind and brain based upon current philosophical and empirical perspectives. On sufficient demand. Prerequisite(s): PSYC 207 and 207L

PSYC 474 Seminar: Attachment Across the

Lifespan 3 credits Seminar course explores the basic principles of attachment theory and an analysis of attachment relationships (e.g., parent-child, romantic partners) at various points in the lifespan. May include a service-learning component.

On sufficient demand.

Prerequisite(s): (PSYC 207 and PSYC 207L) or

EDSE 320 or SOCI 304 or EXSC 305

PSYC 476 Seminar: Mindfulness and

Psychotherapy 3 credits The psychotherapeutic value of mindfulness is gaining empirical support within Western science and is increasingly being utilized in psychotherapy. This reading/writing intensive seminar will be a practical, experiential, and academic exploration of mindfulness and its relevance to psychotherapy. We will be introduced to and practice self-applied mindfulness training, review and evaluate empirical and theoretical literature exploring mindfulness-based practices, and discuss ways to incorporate mindfulness into our personal and professional lives. To further their exposure to advanced research methodologies, students will be introduced to (or review) small N and case study methods to investigate their experiences with mindfulness-based practices. Prerequisite(s): PSYC 207 and PSYC 207L

PSYC 480 Comparative Psychology in Zambia 3 credits

Students will engage in observational research of chimpanzees at the Chimfunshi Wildlife Sanctuary, in Zambia, Africa. They will learn skills of field and observational research; participate in guided observations' and develop their own mini-project for which they will prepare ahead of time. Summer.

Prerequisite(s): PSYC 207 and PSYC 207L

### **PSYCHOLOGY**

PSYC 485 Special Topics in Advanced Theory,

Research or Practice

3 credits

Topic to be decided by faculty.

Prerequisite(s): PSYC 207 and PSYC 207L

PSYC 490 Directed Study 1 - 3 credits Directed study of special topic to include readings and practical application.

3 credits

Prerequisite(s): PSYC 207 and PSYC 207L

PSYC 492 Directed Reading in Psychology 1 - 3 credits

Directed reading of an advanced topic in the field of psychology; reports submitted, conferences attended, and examination taken at the judgment of the director.

Prerequisite(s): PSYC 207 and PSYC 207L

PSYC 494 Tutoring and Proctoring 1 - 3 credits

Advanced psychology students participate in the tutoring and proctoring of students who can benefit from special assistance in a particular area of psychology, especially in research methods. It is assumed that tutors and proctors have an especially good command of the subject matter. Fall and Spring.

Prerequisite(s): PSYC 207 and 207L (grade of B+ or better)

PSYC 495 Practicum in Psychology 1 credit Supervised

agency experiences in one or more of the applied aspects of psychology. Only one hour may be counted toward the requirements for the major.

Prerequisite(s): PSYC 390 and PSYC 399

PSYC 496 Individual Research Topics 1 - 3 credits

Supervised individual research on a topic of interest to the student and approved by and arranged with a faculty member.

Prerequisite(s): PSYC 207 and PSYC 207L

PSYC 497 Group Research Topic 1 - 3 credits

Supervised research experience as a part of a research team working on a specific project under the direction and supervision of a faculty member.

PSYC 498 Comprehensive Alternate 0 credits

Comprehensive ONLY for students who have taken PSYC 455/455L or who are enrolled in PSYC 455/455L or who will take the GRE Subject Test in Psychology through Educational Testing Services (must report scores). To pass, students must earn B or better in PSYC 455/455L or score at/above the 12th percentile on the GRE Subject Test.

PSYC 499 Comprehensive 0 credits

Students must take the Major Fields Test (MFT) in Psychology and score at or above the 45th percentile to pass. The MFT is administered at least twice a semester by the Psychology Department.

## STUDIES

# Religious Studies

Chairperson: Linda Schearing

Professors: M. Cook, S.J., J. Dallen (Emeritus), H.

Doohan (Emerita), L. Doohan (Emeritus),

J. Downey, P. Hartin, P. McCormick,

A. Nigro, S.J. (Emeritus), R. Large, J. Milos, C.S.J.,

C. Skok (Emeritus), L. Schearing,

B. Tyrrell, S.J. (Emeritus)

Associate Professors: S. Kuder, S.J., C. Siejk

Assistant Professors: R. Egan, S.J., M. Garvin, SNJM,

R. Hauck, K. McCrudden, M. Rindge, J. Sheveland,

A. Wendlinder, A. Merrill Willis, M. Woods

Senior Lecturer: Virgil Thompson

Lecturer: P. Baraza

The aim of the religious studies curriculum is to help students develop an informed, reflective, critical, and articulate consciousness of their own developing faith in relation to the development of the modern world. This aim is pursued through the study of scripture and Christian tradition and their application to major areas of contemporary life, especially the integration of religion and society. The Department of Religious Studies offers courses in the areas of scripture, historical and systematic theology, church history, moral theology, spirituality, and ministry.

Undergraduate students in all degree programs are required to take three religious studies courses (nine credits) sequenced as follows: one 100-level course, one 200-level course, and one 300-level course.

A Bachelor of Arts degree with a major in religious studies requires 33 credits: twelve required lower division credits; twenty-one credits from the upper division courses. Majors may concentrate in specific areas; e.g., biblical studies, theology, ethics, spirituality. The religious studies major focuses on an intellectual and spiritual appropriation of human experience that is both religious and moral. The major stresses Christianity, but it also requires a one semester study of world religions. This can be satisfied by taking either a survey course in world religions (i.e. Introduction to Asian Religions) or a one semester study of a specific world religion (i.e. Buddhism, Hinduism, or Islam). The Religious Studies Department also offers a minor in religious studies. A total of eighteen credits is required for the minor in religious studies, of which nine (9) credits must be upper division.

For information regarding endorsement for teacher certification, please contact the department office.

Only electives offered by the Department of Religious Studies or approved by the department chair may be counted toward the major.

The department also offers a twelve-credit Certificate of Ministry Program (Theology of Ministry, ministry elective, Programming and Administration in Ministry, and practicum) which certifies that a person has been prepared in a practical way for work in Christian ministry. These courses are taken in addition to required lower division credits. . Gonzaga's

Department of Religious Studies is accredited by the Association of Theological Schools.

## B.A. Major in Religious Studies 33 Credits

### Lower Division

RELI 110-112 Old Testament\* 3 credits

RELI 120 or 124 New Testament\* 3 credits

(RELI 105 may substitute for either Old or New Testament)

RELI 200-240 History/Theology 6 credits **Upper**

### Division

RELI 330 Principles of Christian Morality\* 3 credits

RELI 492 World Religions 3 credits

(or other non-Christian Religions)

RELI - - - Electives 12 credits

RELI 499 Senior Symposium 3 credits

## Minor in Religious Studies 18 Credits

### Lower Division Courses

RELI 110-112 Old Testament\* 3 credits

RELI 120 or 124 New Testament\* 3 credits

(RELI 105 may substitute for either Old or New Testament)

RELI 200-240 History/Theology 3 credits **Upper**

### Division Courses

RELI 330 Principles of Christian Morality\* 3 credits

RELI - - - Electives 6 credits

\* for religious studies majors and minors ONLY: Advanced courses (400 level) in the areas of scripture, history/theology, and Christian morality MAY be substituted for this requirement. Approval from department chair is Required.

### Lower Division

RELI 105 Old and New Testament 3 credits A study of both Old and New Testament as the scriptures of Christianity.

RELI 105H Old and New Testament 3 credits A study of both Old and New Testament as the scriptures of Christianity.

Prerequisite(s): HONS 190

RELI 110 The Old Testament 3 credits Examines the historical, literary and contemporary worlds of the Old Testament.

RELI 110H Honors Introduction to Old Testament 3 credits For Honors students See RELI 110 for course description

Prerequisite(s): HONS 190

RELI 111 (WOMS 251) Feminist Interpretation of Old Testament 3 credits An introduction to the academic discipline of Christian theology and the way in which the Christian community makes believing possible and meaningful for contemporary people of faith. Particular attention is given to the impact of feminist scholarship on the doing of Christian theology.

RELI 112 (ENVS 160) Old Testament and Ecojustice 3 credits Examines the Old Testament in terms of its literary, historical, and cultural dimensions

3 credits

with special attention to the role Earth and all creation plays in the biblical materials.

RELI 120 The New Testament 3 credits An exploration of the world and environment of the New Testament writers as well as Christianity's roots in the Jewish tradition. A basic introduction to the writings of the New Testament.

RELI 120H Honors Introduction to New Testament 3 credits For Honors students. See RELI 120 for course description.  
Prerequisite(s): HONS 190

RELI 124 Synoptic Gospels: Matthew, Mark, Luke 3 credits A study of the synoptic gospels and their inter-relationship and independent development.

RELI 124H Honors New Testament: Matthew, Mark, Luke 3 credits For Honors Students. See RELI 124 for course description.  
Prerequisite(s): HONS 190

RELI 190 Directed Study 1 - 6 credits  
Topic to be decided by faculty.

**All 200 level RELI courses require a prerequisite of a RELI 100 level course.**

RELI 200 Religion and Human Experience 3 credits An exploration of some of the basic experiences, concepts, and challenges involved in being religious.

RELI 205 History and Teaching of Christianity 3 credits Designed to give students of Christian and non-Christian backgrounds an introductory knowledge of the growth and development of Christianity from its beginnings to the present day.

RELI 205H History and Teaching of Christianity 3 credits Designed to give students of Christian and non-Christian backgrounds an introductory knowledge of the growth and development of Christianity from its beginnings to the present day. Prerequisite(s): HONS 190

RELI 210 Christian Doctrine 3 credits An introduction to the academic discipline of Christian theology and the way in which the Christian community makes believing possible and meaningful for contemporary people of faith.

RELI 210H Honors Christian Doctrine 3 credits For Honors students only. See RELI 210 for course description  
Prerequisite(s): HONS 190

RELI 211 (WOMS 252) Feminist Christian Doctrine 3 credits Informed by the voices of contemporary feminist theologians and biblical scholars, this course examines the traditional understanding of what it means to live in a Christian faith in a pluralistic culture.

RELI 215 Christian Diversity 3 credits An introduction to the history, beliefs, and practices of selected denominations within Christianity such as Orthodox, Lutheran, Anglican, Reform, Anabaptist, and others. Students will also examine the impact of culturally diverse expressions of Christianity within a North American context, e.g. African American and Hispanic.

RELI 215H Honors Christian Diversity 3 credits For Honors students only. See RELI 215 for course description  
Prerequisite(s): HONS 190

RELI 220 Catholicism 3 credits Exploration of the identity of the Roman Catholic tradition with emphasis on Catholicism's dialogue with the contemporary world.

RELI 220H Honors Catholicism 3 credits For Honors students only. See RELI 220 for course description  
Prerequisite(s): HONS 190

RELI 230 Contemporary Church 3 credits A theological and historical examination of the contemporary church from the perspective of the Second Vatican Council.

RELI 231 (WOMS 255) Women and Contemporary Church 3 credits The focus of this course is to examine the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II. Feminist theology will provide the lens for examining the role of women in the church in both historical and contemporary situations.

## RELIGIOUS STUDIES

RELI 240 Core Seminar: Special Topics Topic to be determined by instructor. RELI 240H Core Seminar: Special Topics 3 credits

Topic to be determined by instructor.

Prerequisite(s): HONS 190

**All 300 level RELI courses require a prerequisite of a RELI 200 level course.**

RELI 310 Bible and Christian Morality 3 credits The role of Scripture in Christian moral choices, the relationship between current moral problems and biblical insights, and application of a critical biblical understanding to modern questions of justice and morality.

RELI 330 Principles of Christian Morality 3 credits How are Christians to fashion moral choices, character, and communities? What are the sources, tools, and rules of Christian ethics? What kind of justice does our faith demand?

RELI 331 Christian Sexual Morality 3 credits A Christian perspective on the ethical dimensions of human sexuality and issues of gender.

RELI 332 Christian Marriage 3 credits Christian and Catholic teachings on marriage and family life in light of contemporary challenges.

RELI 333 Christian Medical Ethics 3 credits How should Christians judge and respond to the technologies and dilemmas of modern medicine? What Christian principles should guide our medical and health care decisions and policies?

RELI 334 Healing and Wholeness 3 credits A Christ-centered model and method for healing, transforming, transcending physical challenges, psychological wounds, addictive, tendencies and for ongoing transfiguration of the whole person.

RELI 335 Faith, Justice, and the Church 3 credits What does our Christian faith have to say about our economic, political, social and cultural structures and practices. An



examination of the ways our church calls us to practice a "faith that does justice."

RELI 336 Christian Ethics of Eating 3 credits Why biblical and Christian morality demands just and sustainable agricultural systems that feed the hungry, compensate and protect workers, and treat animals humanely.

RELI 337 Vietnam: War-Christian Morality 3 credits An analysis of Christian moral teachings on war with a specific focus on the Vietnam War. Topics include peace, justice, killing, revolution, and protest.

RELI 343 Christian Leadership 3 credits  
The scriptural and traditional foundations for religious leadership; contemporary leadership theories; the development and role of Christian leaders in the church and world today.

RELI 350 Interreligious Dialogue 3 credits Investigates the imperative of Christianity and other world religions to engage in respectful dialogue and mutual understanding, exposes pressing practical issues such as religious violence and divisive ideologies, and proposes a comparative theological perspective highlighting spiritual engagement, moral responsibility and reconciliation.

RELI 360 Liturgy 3 credits A general survey of liturgy; the roots and contemporary manifestations of celebration, ritual, and symbol.

RELI 360A Worship in Western Christianity 3 credits  
The historical evolution of worship in western Christianity to the Twentieth Century and how it has been understood theologically; contemporary Catholic and Protestant traditions of worship.

## STUDIES

RELI 361 Worship in Western Christianity  
The historical evolution of worship in western Christianity to the Twentieth Century and how it has been understood theologically; contemporary Catholic and Protestant traditions of worship.

RELI 370 Christian Spirituality 3 credits The sources, nature, and forms of Christian spirituality historically and within the contemporary context.

RELI 371 (WOMS 356) Women and Christian Spirituality 3 credits  
An exploration of the themes, questions, and foundations of Christian spirituality with special focus on the experience of women.

RELI 385 (WOMS 355) Feminist Theologies 3 credits  
Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity.

RELI 390 Applied Theology: Special Topics 3 credits **All 400 level RELI courses require a prerequisite of a RELI 300 level course.**

RELI 401 Pentateuch 3 credits An historical-critical and theological study of the documents which constituted Israel's understanding of the covenant with God.

RELI 402 Genesis 3 credits The focus of this course is two-fold: 1) to engage in a detailed literary and historical critical analysis of these stories, and 2) to examine how these stories continue to be discussed and debated in

the twenty-first century. Some topics for consideration will be: 1) science and Genesis (evolution, genetic engineering), 2) race and Genesis, 3) gender and Genesis, 4) Jewish/ Christian/ Muslim relations and Genesis.

RELI 403 (CLAS 310) Greek Gods and Heroes 3 credits A study of Greek Mythology that uses texts (in translation), architecture and archaeology to explore the most important characters and stories of Greek mythology that have become part of the art, literature and imagination of Western Civilization. This course gives students insight into approaches toward the understanding of myth, especially classical myth that are helpful for their own studies and interests. Offered annually.

RELI 404 Psalms Literature 3 credits An examination of Israel's Psalms that explores their poetic and theological elements, their history of interpretation in Judaism and Christianity, and their use in contemporary worship.

RELI 405 Wisdom Literature 3 credits  
A study of the literary, theological, and historical dimensions of the books of Proverbs, Job Ecclesiastes, Sirach, and the Wisdom of Solomon and their place in the development of Hebrew thought.

RELI 406 Prophets of Israel 3 credits  
A survey of prophecy in ancient Israel that focuses on the nature of prophecy, the role and message of the prophets, and the parameters of contemporary prophetic ministry.

RELI 408 (WOMS 455) Women and the Bible 3 credits  
Examines women's depiction in Old Testament narratives, Ancient Israel's patriarchal culture, and the Old Testament's role in supporting modern women's full humanity. Engages feminist hermeneutics and scholarship.

RELI 409 Dead Sea Scrolls 3 credits Surveys the history of the discovery of the Dead Sea Scrolls, the contents of the Scrolls, and the archeology of the Qumran community. Explores the relationship between the Scrolls and early Judaism, the development of the Old Testament, and the development of early Christianity. Asks what the scrolls can reveal about our own understanding of God, Jesus, and Christian faith.

RELI 410 Hebrew Scriptures: Special Topics 3 credits

RELI 411 Pentateuch 3 credits Matthew, Mark, and Luke in their interrelationship and their independent development.

RELI 412 Johannine Literature 3 credits

The Gospel of John and the Johannine letters. RELI 413 Paul; Apostle and Letter Writer 3 credits Paul's life and theology as reflected in his letters.

RELI 414 Revelation and General Epistles 3 credits

How to interpret the Book of Revelation and the Epistles of James, Hebrews, Jude, and 1 and 2 Peter. RELI 416

Johannine Literature 3 credits The Gospel of John and the Johannine Letters.

RELI 417 Christians, Romans and Jews 3 credits Origin, character, and development of Christianity in firstcentury Rome as revealed in the New Testament.

- 3 credits
- RELI 418 Apocalyptic Literature 3 credits How to interpret the various books of Apocalyptic literature in the Old and New Testaments.
- RELI 419 New Testament: Special Topics 3 credits
- RELI 420 Contemporary Trends in Theology 3 credits A selective engagement of current themes and authors who are setting the course for theology in the 21st century.
- RELI 421 Trinity, Creation, Eschatology 3 credits The manifestation of God's purposes for human existence and the Christian's relationship with the Triune God.
- RELI 422 Christology 3 credits The key movements in Christology today in the light of scriptural and conciliar teachings on Christ.
- RELI 424 Suffering God 3 credits Can we really honor the reality of God and the concrete fact of human suffering at the same time? What is the relationship between suffering and God? The course investigates this ambiguous but classic religious experience as articulated in political and liberation theologies.
- RELI 425 Political Theology 3 credits The critical relationship of religious and political values as foundational; memory, narrative, and solidarity as theological categories. Special emphasis on the work of Johann Baptist Metz with some attention to J. Moltmann and D. Soelle.
- RELI 426 Globalization, Religion and Human Rights 3 credits An introduction to the notion of universal human rights with special attention to the role of religion in the debate. The contribution of recent Christian theology to this conversation. Issues include the clash of cultures, cultural relativity and universal truths, the possibility of a global ethic, the use and abuse of religious language, and theological contributions to international political dialogue.
- RELI 429 Systematic Theology: Special Topics 3 credits
- RELI 430 Theological Ethics 3 credits How does theological ethics inform a Christian understanding of our practical moral life? This course will examine the fundamental concepts of Christian theological ethics and study their application to specific ethical issues and problems.
- RELI 431 Christian Sexual Morality 3 credits Fundamental Christian moral principles and their application to the expression of human sexuality and issues of gender.

- 3 credits
- RELI 435 Church and Social Justice  
The issues of justice from a church perspective as they affect society locally, nationally, and internationally.
- RELI 437 The Ethics of Non-Violence 3 credits An examination, through the writings of Mohandas Gandhi and Martin Luther King, Jr., of the sources, presuppositions, and goals of non-violence as both a personal ethic and a movement for social change.
- RELI 438 Death and Dying 3 credits  
Study of the ethical issues that death and dying raise for human existence. Topics include definitions of death, truth-telling, termination of treatment, God and death, and war and death.
- RELI 439 Ethics: Special Topics 3 credits
- RELI 440 Ecclesiology 3 credits Study of the church's ecumenical self-understanding of its nature and function in the contemporary world as reflected in official documents and theological writings.
- RELI 443 The Early Church 3 credits  
An examination of the central social, theological and institutional developments in the church from its origin to the fourth century. Emphasis is placed on the rise of Christianity in the religious pluralism of late antiquity, and the way in which the early Christians, as citizens of a non-Christian culture, defined themselves, the church, and their place in society.
- RELI 444 Women in Ministry 3 credits Women's participation in the church's mission as expressed in scripture, history, tradition, and the contemporary life of the church. Special emphasis on the development of skills which will enable a positive contribution to the issues.
- RELI 445 Church History to the Reformation 3 credits  
The historical origins of the church and its development to the Reformation.
- RELI 446 The Reformation 3 credits The figures, ideas, and events that produced the religious challenge to medieval Christendom in the sixteenth century.
- RELI 447 American Religious History 3 credits The role of religion in the development of American culture from the colonial period to the present.
- RELI 448 Church History: Special Topics 3 credits
- RELI 449 Ecclesiology: Special Topics 3 credits
- RELI 450 Theology of Ministry 3 credits Theological foundations for ministry in the church including historical roots and contemporary experience. Attention will be given to both the theory and practice of ministry. Skills of theological reflection will provide the method if inquiry and direction for collaborative pastoral response.
- RELI 451 Pastoral Counseling 3 credits Foundations of theological models, methodology, and practice crucial to pastoral counseling. Special attention to counseling theory and related pastoral issues with emphasis on theological reflection and evaluative methods.
- RELI 452 Spiritual Direction 3 credits A holistic approach to the history, theological, and psychological foundations and methods of spiritual direction. Personality types and prayer forms are also studied within the context of the director-directee relationship.
- RELI 453 Program and Administration in Ministry 3 credits  
Practicum skills in church administration and collaborative ministerial leadership: skills for developing and administering ministry programs.
- ### RELIGIOUS STUDIES
- RELI 455 Sharing Faith  
This course propose foundations for a participatory and empowering approach to religious education and pastoral ministry. The curriculum is focused around five generative themes: the who, what, why, where, and how of Christian religious education. Within these themes the course examines particular topics and correlates with other issues in ministry.
- RELI 457 Supervised Ministry 1 - 4 credits  
Ministerial experience under supervision and assistance in theological reflection. Permission from department required.  
Prerequisite(s): RELI 450
- RELI 458 Practicum 3 credits Field based experience involving demonstrated competence in ministry.  
Prerequisite(s): RELI 450
- RELI 459 Ministry: Special Topics 3 credits
- RELI 460 Community Outreach 3 credits A course on volunteer work with both classroom and volunteer field work components.
- RELI 461 Sacraments 3 credits Theological study of the scriptural, doctrinal, and systematic presentation of sacramental life and worship.
- RELI 463 Sacraments of Initiation 3 credits Christians are made, not born; a study of how this has been and is done sacramentally through baptism-confirmation and the Eucharist.
- RELI 465 Eucharist 3 credits Study of its Jewish origins, New Testament foundations and Catholic theology, including real presence, sacrifice, and ministry. The Eucharist as prayer and the Eucharist in ecumenical perspective.
- RELI 469 Liturgy-Sacraments: Special Topics 3 credits
- RELI 471 New Testament Spirituality 3 credits The nature of biblical spirituality and a consideration of the spiritual teachings of the Gospel writers.
- RELI 472 Christian Spiritual Traditions 3 credits A study of themes, issues, and selected classic texts in the history of Christian spirituality.
- RELI 473 Contemporary Christian Spirituality 3 credits A contemporary exploration of human relationships: self, community, world, and God through the lens of Christian spirituality.
- RELI 474 Understanding Christian Mystic 3 credits The lives of Teresa of Avila and John of the Cross; their works and relevance for today.
- RELI 475 Spirituality and Social Justice 3 credits Explores the interconnectedness of the Christian experience of God and the commitment to justice in society; the dialectic of the mystical and prophetic dimensions of Christian existence.

- 3 credits  
 RELI 476 Prayer and Discernment 3 credits  
 Practicum spiritual and personal development: contemplative prayer, discernment, spiritual direction, healing ministry.
- RELI 479 Spirituality: Special Topics 3 credits
- RELI 480 Spirituality and Ministry 3 credits An exploration of spirituality as formative and foundational to

contemporary ministry.

- RELI 481 Ignatian Spirituality 3 credits The personal spirituality and legacy of St. Ignatius Loyola.
- RELI 482 Spirituality and Adult Life Cycle 3 credits  
 The dynamics of Christian growth in connection with contemporary life-cycle research.

### STUDIES/SOCIOLOGY

- RELI 485 Feminism and Christianity  
 An investigation and critique of the dialogue between feminist theory and Christian theology. Specific issues and persons are selected for consideration.
- RELI 486 (WOMS 457) Women and the Spiritual Journey 3 credits An exploration of the impact of the women's movement on the understanding and experience of spirituality. Issues include God-imagery, scriptural approaches, expressions of prayer and ritual.
- RELI 490 Directed Readings 1 - 6 credits  
 Permission from department.
- RELI 491 (PHIL 466) God and Philosophy 3 credits  
 Philosophical views about God and our knowledge of God.
- RELI 492 (INST 330) Religions of Asia 3 credits  
 Surveys Indian (Hinduism, Buddhism, Jainism, Sikhism), Chinese (Confucianism, Daoism), and Japanese (Shinto, Zen) religious traditions, with attention to: conceptions of ultimate reality/divinity, human condition, and liberation; human effort and faith; mystical experience and social ethics; sex and gender; interreligious dialogue and peace.
- RELI 492C Native American Religions 3 credits  
 Traditional Native cultures and contributions along with the cultural stereotypes that distort their reality. Includes the role of Christian missions in forming contemporary Native realities and studies the revitalization movements among North American tribes.
- RELI 492D (INST 333) Buddhism 3 credits  
 Surveys Buddhism as an Asian spirituality and world religion with a focus on skillful reading of primary source materials. We will examine the Buddha's life, teachings, diagnosis of the human condition and path toward

## Sociology

Chairperson: Edward Vacha

Professors: B. Coughlin, S.J., J. Rinehart, E. Vacha

Associate Professors: M. Marin, A. Miranne,  
 G. Weatherby

Assistant Professors: M. Bahr, A. Bertotti Metoyer,  
 V. Gumbhir, W. Hayes

Senior Lecturer: Andrea Fallenstein

awakening, the expansion and development of those teachings in Buddhist communities and apply Buddhist thought to moral issues in contemporary experience ('Socially Engaged Buddhism').

- RELI 492E (HIST 348/INST 368) Islamic Civilization 3 credits This course examines the history of Islam from the time of the Prophet Muhammad to the

great Islamic gunpowder empires of the early modern period. Specific topics covered include the Quran, the practices and beliefs of the faith, and an examination of the intersection between faith and culture. The course also includes an introduction to key issues related to Islam in the contemporary world.

- RELI 492F Hinduism: Yoga and the Search for Self 3 credits Introduction to the foundations and milestones of Hinduism and the importance of Hindu mythology in shaping Indian culture and rituals.
- RELI 493 (SOCI 384) Sociology of Religion 3 credits  
 Studies works of classical and contemporary sociologists on the social and cultural aspects of religion. Examines how religion is influenced by social conditions and often plays an important role in shaping society.
- RELI 495 Religion, Theology and Science 3 credits A survey of various theological mediations of science, society, and religion. What challenges and opportunities does contemporary science offer to contemporary Christianity? How might one speak of Christian belief, scientific method, and religious experience in the modern world?
- RELI 496A Classical Hebrew I 3 credits RELI  
 496B Classical Hebrew II 3 credits RELI  
 497A (GREK 151) Elementary Biblical  
 Greek I 4 credits A beginner's course in New Testament Greek: grammar, composition, and easy prose selections. Fall, alternate years.
- RELI 497B (GREK 152) Elementary Biblical  
 Greek II 4 credits Continuation of GREK 151 and more advanced grammar, composition and readings. Spring, alternate years.  
 Prerequisite(s): GREK 151 or equivalent.
- RELI 498 Practicum 3 credits
- RELI 499 Senior Symposium 1 - 3 credits  
 Integration of basic issues and methods of the discipline in a research paper and presentation. Required of all religious studies majors during their fourth year. Students must attend classes for two semesters but can divide the three credits between the two semesters.

The Department of Sociology offers the Bachelor of Arts degree in sociology. The study of sociology helps students to develop an awareness of the connections between our individual experiences and the groups to which we belong. Learning the theories and methodologies of sociology provides students with an excellent foundation for a variety of careers, including law, government service, teaching, and business. The requirements for a major in sociology have been designed to facilitate the acquisition of skills in social scientific theorizing and research design. The student may

3 credits  
use the credits available in electives to pursue an interest in a specific content area of the discipline such as social inequality, social psychology, social institutions, or deviance. Students have the opportunity to graduate with honors in the major if they have fulfilled all requirements, achieved a grade point average of at least 3.70 in their sociology courses, and written and defended a senior thesis (SOC 498). In their fourth year, all sociology majors must complete SOC 499 (Sociological Analysis).

Students who are planning to obtain certification in elementary or secondary education while majoring in sociology must consult with advisors in the department and in the School of Education in order to insure that both sets of requirements may be met. These students are advised to choose a minor which will broaden and strengthen their knowledge of social science.

## B.A. Major in Sociology: 34 Credits

### Lower Division

SOC 101 Introduction to Sociology	3 credits
One of the following two:	3 credits
SOC 202 Statistics for Social Science	
MATH 121 Introductory Statistics	
SOC - - - Lower-division electives (excluding SOC 100)	0-3 credits

### Upper Division

SOC 304 Research Methods	4 credits
SOC 311 Classical Social Theory	3 credits
SOC 312 Contemporary Social Theory	
SOC - - - Electives	12-15 credits
SOC 499 Sociological Analysis	3 credits

## Minor in Sociology: 18 Credits

### Lower Division

SOC 101 Introduction to Sociology	3 credits
SOC - - - Electives (excluding SOC 100)	0-6 credits

### Upper Division

SOC - - - Electives	9-15 credits
---------------------	--------------

### Lower Division

SOC 100 Culture, Ethnicity and Race: US 3 credits This course examines issues concerned with culture, ethnicity, and race as unique to the United States experience. The course will focus on the structures and circumstances that promote racist ideology; the nature of prejudice and discrimination, as well as survival and resistance strategies. This course is designed to serve non-majors and non-minors in sociology. This course does not count towards the sociology major or minor requirement.

SOC 101 Introduction to Sociology 3 credits  
A general survey of the field of sociology and how human society works. Materials focus on an understanding of modern societies.

SOC 190 Directed Study 1 - 3 credits  
Topic to be decided by faculty.

3 credits  
SOC 200 Social Problems, Solutions and Social Change 3 credits This is a course on the study of major social problems. Specifically the course will demonstrate how sociology skills can be employed to bring about social change.

SOC 202 Statistics for Social Science 3 credits  
An introduction to the basic concepts of descriptive and inferential statistics with an emphasis on social scientific applications. Prerequisite(s): SOC 101

SOC 221 Sociology of South Africa 3 credits  
A sociological analysis of South Africa within the context of race, power, leadership, justice struggle, forgiveness, healing and social transformation from mid-twentieth century to the present. Course required for students planning to participate in the South Africa study abroad program.

SOC 244 (WOMS 201) Sex, Gender and Society 3 credits  
Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

SOC 283 Sociology of Health and Medicine 3 credits This course examines the social context of health, illness and health care. Particular attention will be paid to the effects of culture and social inequality on health, the interaction of various health care professionals and political debates about the health care system. SOC 290 Directed Study 1 - 3 credits

Topic to be decided by faculty.

### Upper Division

SOC 304 Research Methods 4 credits  
Provides training and experience designing, conducting, and analyzing social research through projects using surveys, interviews, and observation. The course is useful for students contemplating careers in which knowledge concerning people (customers, clients, employees, students, etc.) is needed for testing theories, making decisions, targeting appeals, etc. Required for all majors.

## SOCIOLOGY

### SOC 311 Classical Social Theory

Analyzes the theories developed by Marx, Weber, Durkheim, and others during the Nineteenth and early Twentieth Century's and how these continue to influence the work of sociologists today. Invites students to examine their own practices of theorizing. Fall.

SOC 312 Contemporary Social Theory 3 credits  
Explores the major strategies for sociological theorizing developed during the Twentieth Century in America and western Europe. Considers how constructions of modernity and postmodernity are central to understanding what theorizing means and what it can contribute to our work as sociologists and as citizens. Spring.

Prerequisite(s): SOC 311 or SOC 411

SOC 322 (INST 315) Latin American Society 3 credits An overview of Latin American development. Several socio-economic factors are examined. Development issues are broadly conceptualized within economic,

3 credits

demographic, and cultural dimensions. These variables are viewed as overlapping forces influencing development.

SOC 323 Race and Minority Relations 3 credits

A consideration, through theory and research, of the concepts of race; racial conflicts; ethnic, political, sexual, and religious minorities; and the modes of adjustment to such situations.

SOC 325 Mexican American Experience 3 credits

Course will study the historical development of Mexican American society, culture and community from 1848 to the present. Sociological themes of assimilation and cultural pluralism will provide the foundation for the analysis of this ethnic group. Team-taught in English.

SOC 326 East Asian Society 3 credits

As a socio-historical survey of China, Korea and Japan from 1800 to the present, this course examines the sociopolitical, economic, ideological and cultural transformations within East Asia through the transformative processes of imperialism, colonialism, modernization, war and revolution, and globalization. By exploring how cultural, social and political dimensions overlap and influence economic development, students gain insight into contemporary social change, representation and power in East Asia.

SOC 327 Social and Economic Inequalities 3 credits

Examines the distribution of such social rewards as income, power, style of life, wealth, and prestige among members of a society. Also considers a variety of sociological explanations for the distribution of rewards; compares and contrasts stratification systems across societies.

SOC 328 Social Change 3 credits

Studies change in both individual and social structures. Emphasis on change at the societal level, especially with regard to the emergence of the modern industrial order and the possible future of this type of society.

SOC 329 Sociology of Culture 3 credits

Focus on analysis of rules and values that constitute American culture, especially in relation to how these are portrayed in mass media and the built environment.

SOC 330 Society and the Individual 3 credits

Social psychology introduces novelty into the ancient pastime of speculating about human behavior and human groups by attempting to use scientific methods. This course focuses on the relationship between individuals and groups. It includes an examination of the impact of groups on individuals, and the impact of individuals on the groups to which they belong. Topics covered include friendship, leadership, influence, the self concept, prejudice, and morality.

## SOCIOLOGY

### SOCI 332 Small Groups

Studies the structure of small groups and examines the social processes that go on within them. Topics covered include allocation of power and prestige, leadership, friendship, conflict, group productivity, and decision making.

**SOCI 333 Popular Culture and Film** 3 credits This course deals with contemporary film and the five social institutions of religion, economy, family, politics and education. Images of God, depiction of the family historically and currently, the value of education by ethnicity, evolving gender roles and distinctions, political rights and governmental intervention, and other social issues will be explored in depth primarily through the use of film.

**SOCI 334 Collective Behavior** 3 credits Crowds, mass behavior, public opinion, riots and social movements are forms of human behavior characterized by the spontaneous development of new norms that often contradict/reinterpret existing norms. The course examines the classical and recent research on this social behavior.

**SOCI 336 Socialization** 3 credits Much of what makes human life interesting and exciting revolves around personality - the complex cluster of traits that makes each of us unique. This course focuses on the way our experiences with others in the family, school, and at work shape our personalities while preparing us to become a part of society.

**SOCI 337 Subcultures** 3 credits This course examines a specific type of social group- the subculture- and the relationship between subcultures and the larger culture. Students will review the historical development of subcultural studies, with dual emphasis on theory and methodology.

**SOCI 342 (WOMS 360) Gender, Family and Society** 3 credits Examines images and practices of family life in American society. Uses historical material to show how ideals about family life have developed. Discusses definitions of "family" as political, with a special emphasis on the politics of gender. Connects debates over how to define and understand family with decisions about social policies.

**SOCI 348 Sociology of Death and Dying** 3 credits Presents perspectives on dying and death as cultural constructions and socially organized practices. Emphasizes the connections between how people live and die in America today, especially in terms of the differences due to gender, age, race, and ethnicity.

**SOCI 350 Deviant Behavior** 3 credits Knavery, skulduggery, cheating, crime, malingering, cutting corners, immorality, dishonesty, betrayal, wickedness, and all other unconventional activities are forms of deviance. All known societies have members who become deviants. This course introduces students to several theories explaining deviance and examines the life styles of a variety of deviants.

**SOCI 351 Criminology** 3 credits A study of crime and criminal offenders in America. Special attention will be given to criminal statistics, theoretical explanations, and public policy.

**SOCI 353 Juvenile Delinquency** 3 credits An investigation of the nature and extent of juvenile delinquents in America. Special attention will be given to theoretical explanations; the effect of family, peers and school; and the history of the juvenile justice system in handling juvenile offenders.

**SOCI 354 Sociology of Mental Illness** 3 credits This course provides an analysis of the problems of mental health and illness from the sociological perspective. Sociological approaches on the definition of mental illness; the social epidemiology of mental illness, problems of recognizing and defining conditions of mental illness, and hospital and community treatment of mental illness will be covered.

**SOCI 355 (CRIM 355) Elite and White Collar Deviance** 3 credits This course examines deviance and crimes committed by organizations and the rich and powerful. The nature, extent and societal effects of various types of elite and white collar deviance are examined.

**SOCI 356 (CRIM 340) Sociology of Policing** 3 credits This course examines law enforcement in American society with a focus on empirical research and sociological and criminological theory. Students will review the historical development of policing in the United States, the roles of the police in contemporary society, the structure and responsibilities of law enforcement agencies in this country, and the interaction between institutional and individual aspects of police work. Students will also be exposed to research and theory on controversial issues in law enforcement, including the use of force, police deviance, the use of discretion, the impact of social inequality on enforcement, and policing in the mass media.

Prerequisite(s): CRIM 101 or SOCI 101

**SOCI 380 Global Sociology** 3 credits This course examines the theoretical, methodological and empirical significance of globalization and offers sociological perspectives on the political, economic and cultural processes of globalization in varied regions of the world, including Asia, Latin America, North America, Africa and the Middle East. Several key issues in the field of global sociology will be addressed, including the changing role of state sovereignty, the political and social implications of a global economy, the reordering of international relations and the changing features of warfare, the significance of new social movements and international organizations, the focus on environmental sustainability and the fusion of cultural forms at local and global levels.

**SOCI 381 Politics and Society** 3 credits An empirical analysis of the major theories which attempt to describe the actual distribution of power in America. The course is primarily concerned with how power in societies is contested, given legitimacy, and sustained; it also

3 credits

examines political behavior of the public focusing on voting behavior.

SOCI 382 (ENVS 324) Population and Society 3 credits

There are more people on this planet than ever before, and the problems associated with population growth seem to be everywhere. Urban crowding, disease, poverty, ethnic tensions, refugees, illegal immigration, environmental degradation, unemployment, aging and the social security "crisis" are just a few of these troubles. This course introduces students to the study of

population and demography to help them better understand these issues. After learning how to measure and analyze population characteristics and trends, students will explore the relationship between population changes and contemporary social and political issues in the developing regions of the world.

SOCI 383 (ENVS 326) Environmental Sociology 3 credits

This course examines human relationships with the

natural environment. It explores how power structures, social norms, ideologies and politics affect our relationship and treatment of the environment.

SOCI 384 (RELI 493) Sociology of Religion 3 credits

Studies works of classical and contemporary sociologists on the social and cultural aspects of religion. Examines how religion is influenced by social conditions and often plays an important role in shaping society.

SOCI 385 Law and Society 3 credits

An examination of the legal process from the emergence of legal norms to the impact of legal sanctions from a sociological point of view. The course focuses on the social processes that influence the development of specific laws, the administration of the law, and the impact of legal sanctions.

SOCI 388 Sociology of Education 3 credits

The sociology of schooling. Topics will include race, gender, social class, and school success; functions of schooling; the interplay of education and occupation; how schooling in the U.S. today compares to schooling in other societies and to schooling in the past, and the debate concerning the quality of American schools.

SOCI 390 (WOMS 401) Feminist Thought 3 credits

Analyzes several varieties of feminist theory to explore how concepts of women, gender, and feminism have changed, and the effects of these changes on the lives of women and men. Explores the interactions between sex, gender, social class, race, and ethnicity. Invites students to consider future possibilities for eliminating gender inequalities.

## Women's and Gender Studies

Director: P. Fowler

Prerequisite(s): SOCI 244 or WOMS 201

SOCI 391 Directed Study 1 - 3 credits

Topic to be decided by faculty.

SOCI 395 Topics in Sociology 3 credits

Specific topics to be selected by the professor.

SOCI 395L Britain Today 4 credits SOCI 396 - 399  
Topics in Sociology 3 credits

Specific topics to be selected by the professor.

SOCI 478 Social Economic Development of Italy 3 credits

The impact of social theories on economic problems in

Italy. The Mezzogiorno treated from the economic, sociological, political, and religious points of view. Offered at Gonzaga-in-Florence.

SOCI 486 Seminar 1 - 3 credits

Topics selected by departmental faculty.

SOCI 487 Seminar 1 - 3 credits

Topics selected by departmental faculty.

SOCI 488 Seminar 1 - 3 credits

### SOCIOLOGY/WOMEN'S AND GENDER STUDIES

Topics selected by departmental faculty.

SOCI 489 Seminar 1 - 3 credits

Topics selected by departmental faculty.

SOCI 490 Directed Readings 1 - 3 credits Supervised advanced reading in selected topics in sociology. Must obtain permission from department.

SOCI 496 Practicum in Sociology 1 - 3 credits Supervised experience in a selected social agency. Credit by arrangement.

Prerequisite(s): SOCI 101

SOCI 497 Independent Research Project 1 - 3 credits

Approved directed experience in sociological research proposed by the student.

SOCI 498 Senior Honors Thesis 3 credits

Students with a 3.70 grade point average in their sociology courses who wish to be graduated with departmental honors in sociology must enroll in this course in the semester prior to the semester in which they are graduated. Work is done under the direction of a faculty member from the department. The student must pass an oral examination of the thesis administered by the department. The thesis may be theoretical or based upon empirical research.

SOCI 499 Sociological Analysis 3 credits

Offers sociology majors the opportunity to review theories and research, and to consider how these might be useful for understanding current social issues. Required of all sociology majors and fulfills comprehensive examination requirement. Spring.

Gonzaga's Women's and Gender Studies Program provides students with the tools and information they need to participate competently in our society's current conversation about gender. This multi-disciplinary program examines the historical and contemporary circumstances which shape the relationships between men and women. It raises fundamental questions about gender identity and its social performance, explores philosophical assumptions about



human nature, and considers the possibility of new social practices that promote greater equality and mutual understanding. The program offers a twenty-one credit concentration in Women's Studies. There are three required courses: WOMS 201, 401, and 499. Students also select four elective courses in several disciplines, including English literature, history, philosophy, political science, religious studies and sociology. A maximum of six elective credits may be lower-division courses with a WOMS number. Further, a maximum of six elective credits may be component courses ("C" suffix), with the remainder of electives being full women's studies courses. Full women's studies courses systematically use the methods, themes, and approaches of feminist scholarship throughout the semester. In component courses, one-third to one-half of the course material addresses gender issues and/or uses feminist perspectives. A maximum of nine credits may be taken in any one discipline. WOMS 401 will not be included in this count. Students should also note the policy in this catalogue on multiple use of courses for meeting degree requirements in the WOMS concentration and the core or major/minor.

## Concentration in Women's and Gender Studies: 21 credits

### Lower Division

WOMS 201 Sex, Gender, and Society	3 credits
WOMS 200 level Electives	0-6 credits

### Upper Division

WOMS 300 level and above electives	6-12 credits
WOMS 401 Feminist Thought	3 credits
WOMS 499 Symposium	3 credits

Note: Component courses have a "C" suffix.

### Lower Division

WOMS 201 (SOCL 244) Sex, Gender and Society 3 credits  
Explores theories and research on the constructions of masculinity and femininity and how these influence our individual lives and social institutions.

## WOMEN'S AND GENDER STUDIES

WOMS 220C (ENGL 202) Studies in Fiction

The elements of fiction through careful examination and discussion of short stories and novels. While not all authors read are female, the focus is primarily on female characters, gender roles, and feminist themes and issues. This course satisfies the ENGL 200 requirement.

Prerequisite(s): ENGL 101 and ENGL 102

WOMS 237C (PHIL 301) Ethics 3 credits

Explores several approaches to ethics, including a feminist perspective, considering how each theoretical approach is grounded. Examines the process of ethical decision-making and how gender affects how we approach ethical issues. Contemporary ethical issues are examined, some of which are gender-related. This course satisfies the PHIL 301 requirement.

Prerequisite(s): PHIL 201 or PHIL 201H

WOMS 251 (RELI 111) Feminist Introduction to

Old Testament 3 credits This course introduces students to the Old Testament with special attention given to texts dealing with women.

This course satisfies the RELI 100 requirement.

WOMS 252 (RELI 211) Feminist Christian

Doctrine 3 credits An introduction to the academic discipline of Christian theology, and the way in which the Christian community makes believing possible and meaningful for contemporary people of faith. Particular attention is given to the impact of feminist scholarship on the doing of Christian theology. This course satisfies the RELI 200 requirement.

WOMS 255 (RELI 231) Women and Contemporary

Church 3 credits The focus of this course is to examine the identity and mission of the church as an institution and a community of faith emerging from Vatican Council II. Feminist theology will provide the lens for examining the role of women in the church in both historical and contemporary situations. This course satisfies the RELI 200 requirement.

WOMS 265 (BIOL 165) Biology of Disease 3 credits

This course investigates how medicines work. It covers various affected organ systems (e.g., immune, endocrine, reproductive), the scientific method, development of effective medicines/treatments, and the potential sex/race/ culture bias of experimental results from drug trials. Various diseases (e.g., AIDS, cancer, diabetes) and treatments will be covered in the course. Designed for non-science majors.

WOMS 271C (HIST 101) Western Civilization I 3 credits

An introduction to women and men in the civilizations in the Mediterranean region and Europe from circa 3100 BC to AD 1648, with a focus on political, social, economic, religious and cultural matters; this course will highlight individual and group ideas, institutions and events which have contributed to western society.

### Upper Division

WOMS 321C (ENGL 310) American Literature I 3 credits

This course examines a variety of genres in American Literature through the 1840s: essays, novels, short stories, sermons, poems, women's captivity narratives, and autobiographies. The course will move from Spanish and Native American narratives of contact to the selfquestioning of Puritan writers and the mythologizing tendencies of Crèvecoeur, Franklin, Cooper, and later writers. In exploring Native American and African American texts as well as works by Emerson and Hawthorne, students will consider the ways in which gender and race help to shape an American literary canon.

Prerequisite(s): English core

WOMS 323C (ENGL 311) American Literature II 3 credits

The course analyzes the development of American literature from the romanticism of the 1830s to the blooming of the American Renaissance of the 1850s and 1860s. Writers such as Hawthorne, Poe, Emerson, Whitman, Thoreau, and Dickinson will be read alongside less canonical writers such as Fuller, Davis, Douglass,

3 credits

Jacobs, and Stowe. This course seeks to broaden an understanding of American literature by reading works from a variety of genres (short stories, poems, essays, autobiographies, novels) and from writers of different races, classes, and geographical backgrounds.

Prerequisite(s): English core

WOMS 325C (ENGL 318) African American

Literature 3 credits Examining both nineteenth- and twentieth-century literary works, African-American literature seeks to expose students to the historical, aesthetic, and cultural backgrounds of black writers and writing in America. Beginning with the classic slave narratives, late nineteenth- and early twentieth-century black intellectuals (e.g., Booker T. Washington, W.E.B. DuBois) will introduce the students to the social and political dissension among advocates of black liberation. The course will sample the aesthetic flowering of writers of the Harlem Renaissance (e.g. Langston Hughes, Zora Neale Hurston) and twentieth-century plays and novels (e.g. Lorraine Hansberry, Ralph Ellison, Toni Morrison, August Wilson) Fulfills American literature requirement.

Prerequisite(s): English core

WOMS 326C (ENGL 312) American Literature III 3 credits

This course surveys American literature from the 1870s to 1950. We will discuss some of the following developments and authors of the 19th century: The rise of realism (James, Wharton) and naturalism (Crane, Dreiser), regional literature (Jewett, Freeman), and African American literature (Washington, DuBois, Chesnut). The survey of 20th-century works includes works by several modern poets (Eliot, Frost, Hughes), novelists (Huron, Faulkner, Welty), and dramatists (Odetts, O'Neill).

Prerequisite(s): English core

WOMS 330 (HIST 363) Women in U.S. History 3 credits An examination of the roles, experiences, and activities of American women from the colonial period to the 1970s.

WOMS 331 (HIST 384) Women in Colonial

Latin America 3 credits This course will investigate the lives of women in both the pre-contact and post-conquest societies. The first part of the course concentrates on the activities of women, and their role in society, among the Aztecs, Inca, and Pueblo civilizations. The course will follow with the study of their experiences after the Spanish Conquest. The final section of the course will cover the variety of women, ranging from wealthy Spanish women, established nuns, marginal mystics, Indian leaders, and African women, and their experiences in the Spanish colonies. In the class, students will learn about and discuss the various gender systems which operated in different periods, and how these systems shaped women's lives as women shaped the systems themselves.

WOMS 340 (POLS 322) Women and Politics 3 credits History of the women's movement in the U.S. Their present political power and future prospects. Survey of

feminist theories and their impact on women's political positions.

WOMS 342 (INST 326/POLS 363) Women in

Comparative Societies 3 credits Compares the lives of women around the world: their public and private roles and responsibilities, positions in government, the economy, and the private sphere. Seeks to explain women's status differences in various regions and societies by looking at the influence of culture, religion, economics, and politics.

WOMS 343 (POLS 303) Civil Liberties: Class, Race

and Gender 3 credits Civil liberties are the legal face of democratic politics' key issue: how combine majority rule and cultural pluralism and protection of individual rights? Begin with study of traditional civil liberties: tension between protecting individual rights and majority power in a democracy. Next how that traditional understanding overlooks justice for individuals not mainstream. Then in depth focus on two groups—African Americans and women—with books arguing why the traditional understanding of civil liberties fails to do justice.

WOMS 344 (POLS 327) American Social Policy 3 credits

This course examines the origins, patterns, reforms, and criticisms of American social policy. Consideration of ties between knowledge and social policy, and the particular impact of education, health care, and welfare policies on women, children, different racial and ethnic groups, and the middle class. A review of normative claims for the proper role of the state and capitalism, as well as comparisons with other western, capitalist societies and their policy regimes. On sufficient demand.

WOMS 350 (VART 394) Women in Visual Arts

1875-1975 3 credits An introduction to women as creators of fine and decorative art within North America and Europe from 1875 to 2000. The course also addresses how women have been represented in art by men and other women.

WOMS 355 (RELI 385) Feminist Theologies 3 credits

Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. This course satisfies the RELI 300 requirement.

WOMS 356 (RELI 371) Women and Christian Spirituality 3

credits Examines the tasks of feminist theologians and surveys the challenges and unique contributions they make to the integrity and vitality of contemporary Christianity. This course satisfies the RELI 300 requirement.

WOMS 360 (SOCL 342) Gender, Family and

Society 3 credits Examines images and practices of family life in American society. Uses historical material to show how ideals about family life have developed. Discusses definitions of "family" as political, with a special emphasis on the politics of gender. Connects debates over how to define and understand family with decisions about social policies.

WOMS 380 Special Topics

1-3 credits

Topic to be determined by instructor.

WOMS 384 Women's Studies Internship 2 - 3 credits  
Opportunities to work as an intern with various agencies that assist women in Spokane. Students must take the initiative to contact an agency and a faculty supervisor. Students meet with a member of the women's studies faculty to discuss their experiences and write a paper integrating their internship experience with their women's studies coursework. Fall and Spring.

WOMS 401 (POLS 341/SOCI 390) Feminist Thought 3 credits Analyzes several varieties of feminist theory to explore

## WOMEN'S AND GENDER STUDIES

how concepts of women, gender, and feminism have changed, and the effects of these changes on the lives of women and men. Explores the interactions between sex, gender, social class, race, and ethnicity. Invites students to consider future possibilities for eliminating gender inequalities.

Prerequisite(s): SOCI 244 or WOMS 201

WOMS 416 (ENGL 436) 18th Century British Novel 3 credits  
The British novel from 1700-1800.

Prerequisite(s): English core

WOMS 417 (ENGL 434) Tudor and Stuart Drama 3 credits  
Focuses on the varied dramatic traditions of Tudor and Stuart London besides Shakespeare. This is a period in which questions about gender roles were being openly debated, and in which literary and otherwise discursive interrogations of social roles, particularly the role of women, pervaded genres but were most vivid on stage.

Prerequisite(s): English core

WOMS 418 (ENGL 330) Shakespeare: Gender and Genre 3 credits This course will discuss the language, themes, and preoccupations of Shakespeare, as well as his social, philosophical, and historical context. All the texts selected for our close reading will feature strong female figures, and we will pay particular attention to the construction, impact, and implications of these women on other characters, on the form of their texts, and on us, the inheritors of their literary and cultural tradition. Readings will include Taming of the Shrew, Macbeth, and Anthony and Cleopatra, in addition to secondary sources featuring feminist theory and literary criticism.

Prerequisite(s): English core

WOMS 422C (ENGL 413) 19th-Century American Novel 3 credits This course explores the diverse literary themes, social contexts, and intellectual backgrounds of the American novel from its beginnings in romantic tradition through the realist and naturalist movements of the late nineteenth century. Works by Hawthorne, Melville, Stowe, Wharton, James, Twain, Harper, and others offer a rich opportunity to investigate issues not only of literary value but of race, class and gender in nineteenth-century America. In addition to analyzing each work's form and genre, we will ask the following questions: What accounts for the inclusion (or

exclusion) of this work from the canon of American literature? In what ways does the work reflect, critique, or ignore its social context?

Prerequisite(s): English core

WOMS 423C (ENGL 414) 20th-Century American Novel 3 credits Close reading of works by Edith Wharton, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Eudora Welty, Ralph Ellison, EL Doctorow, and Toni Morrison. The course will also examine the novels against the backgrounds of social history, literary history, and race and gender in American culture. Students are expected to participate in class discussion, collaborate in group work, and write in-class exercises and formal critical essays.

Prerequisite(s): English core

WOMS 424C (ENGL 462) Studies in the Novel 3 credits Focuses on thematically or historically-related novels (general topic/theme of the class varies). Through close examination of texts, critical background and theory, this course explores the way gender issues, among other issues, are portrayed by various English and/or American writers.

Prerequisite(s): English core

## WOMEN'S AND GENDER STUDIES

WOMS 435 (PHIL 456) Feminist Ethics  
Explores women's experiences of oppression and some of the ways in which this has marginalized their concerns and their perceptions of the moral dimension. Feminist contributions to rethinking the concept of moral agency, the traditionally sharp distinction between the public and private domains, the relevance of personal relationships to ethics, and the process of moral development and moral decision-making are considered. Spring.

Prerequisite(s): PHIL 301

WOMS 455 (RELI 408) Women and the Bible 3 credits Examines women's depiction in Old Testament narratives, Ancient Israel's patriarchal culture, and the Old Testaments role in supporting modern women's full humanity. Engages feminist hermeneutics and scholarship.

WOMS 457 (RELI 486) Women and the Spiritual Journey 3 credits An exploration of the impact of the women's movement on the understanding and the experience of spirituality; issues include God-imagery, scriptural approaches, and expression of prayer and ritual.

WOMS 460 (ENGL 460) Studies of Women Writers 3 credits This course will examine various literary works written in dialogue with or in response to other literary works, but not all of the texts we examine will illustrate women writers responding to earlier male authors.

Prerequisite(s): English core

WOMS 480 (NURS 499) Women's Health 2 - 3 credits This course will address a broad range of health issues that are either unique to women or of special importance to women. Summer.

WOMS 490 Directed Reading 1 - 3 credits

3 credits

Supervised reading in one of the previously mentioned areas of study, not to replace existing courses but to provide an opportunity for advanced study not available within the regular curriculum. Directed reading requires completion of a form, department permission, and cannot be registered for via Zagweb.

Prerequisite(s): WOMS 201 and WOMS 401

WOMS 491 Directed Study-Women's Studies 1 - 3 credits

Specialized research into a topic of feminist scholarship. Directed study requires completion of a form, department permission, and cannot be registered for via Zagweb.

Prerequisite(s): WOMS 201 and WOMS 401

WOMS 499 Symposium 3 credits The capstone course in the women's studies concentration provides an opportunity for a special kind of faculty and student conversation. Responsibility for organizing and structuring this course will rotate among women's studies faculty. Topics will vary. Regardless of the texts or topics, the goal will be to create a conversation in which students assume significant responsibilities. All students are expected to complete a major research project using the concepts and perspectives of feminist scholarship, and to present their work to the class and faculty evaluators.

Prerequisite(s): WOMS 201/SOCI 244 and  
WOMS 401/ POLS 341/SOCI 390

# SCHOOL OF BUSINESS ADMINISTRATION





## SCHOOL OF BUSINESS ADMINISTRATION

# School of Business Administration

Dean: Clarence H. Barnes

John L. Aram Chair of Business Ethics: B. Steverson

Erwin Graue Professor of Economics: J. Beck

Kinsey M. Robinson Professor of Business Administration: P. Buller

Professors: K. Anderson, C. Barnes, R. Bennett, E. Birrer, S. Bozman, K. Carnes, C. Chen, T. Chuang, D. Elloy, J.

Helgeson, K. Hickman, J. Monks (Emeritus), M. Shrader, W. Terpening

Associate Professors: M. Beqiri, N. Chase, D. Law, P. Loroz, M. McPherson, M. Pepper, D. Stewart, W. Teets, G. Weber

Assistant Professors: G. Barone, D. Hackney, S. Hedin, K. Henrickson, L. Kurpis, E. Johnson, S. Melendy, V. Patil, C. Stevens, A. Thatte, D. Xu

The School of Business was established in 1921 and is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. As stated in its Mission, the School “strives to develop professionally competent graduates who exemplify the humanistic, ethical, and moral values of a Jesuit institution. A personal learning environment, quality students, and a faculty dedicated to teaching and advising, scholarship, and service will mark our excellence. As part of a dynamic business environment, we will strengthen relationships with the regional, national, international and scholarly communities.” To support the mission of the School of Business, the learning objectives of the programs prepare students to:

- apply fundamental business theories and practices to any organization;
- analyze challenges and opportunities critically and arrive at a best solution;
- understand diverse perspectives and the global reach of business decisions;
- communicate ideas and information effectively;
- approach decision-making ethically and with a commitment to the common good; and- adapt readily to the changing demands of a high-technology market.

Required courses in literature, fine arts, religious studies, philosophy, mathematics, history, natural and social sciences, and communication skills are an integral part of the business curriculum. These courses foster the development of critical thinking, creative problem-solving, and interpersonal communication skills that are vital to the education of future leaders.

### Admission Requirements

School of Business courses numbered 300 and above may be taken by students who have: a) attained junior standing, and b) achieved a cumulative grade point average of 2.75 in the following lower division business core courses: ACCT 260-261 (Principles of Accounting I and II), BUSN 230 (Business Statistics), BMIS 235 (Management Information Systems), and ECON 201-202 (Microeconomics and Macroeconomics) with a grade no lower than C in any of these classes. Third-year transfer students who have not completed all the lower division business core courses listed above should consult their advisors.

### Degree Requirements of the School of Business Administration

In addition to the general degree requirements of the University, the Bachelor of Business Administration degree requires the following:

- 1) Completion of the core curriculum of the School of Business.
- 2) Completion of the requirements for a major course of study in the School of Business.
- 3) Completion of a comprehensive exam (BUSN 499) in the last year prior to graduation.
- 4) Earn a minimum 2.00 grade point average in all coursework taken in the major field.
- 5) Complete at least 50 percent of all business courses (core and major requirements) at Gonzaga. Except for internships, courses that fulfill business core, major, concentration, and minor requirements, may not be taken on a satisfactory/non-satisfactory basis.

### The Core Curriculum of the School of Business Administration

School of Business Administration majors are required to complete the University core curriculum, detailed below, I-V, and the School of Business Administration core, which consists of 62 credits, identified in items VI-XXIII.

Additionally, upper division requirements from the specific business major must be completed. General electives complete the 128 semester credit hours needed for a diploma.

University and Business School core courses at the 100 and 200-level should be completed by the end of the sophomore year.

- I. Thought & Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably taken in the same semester).
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL 400- level elective.
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level.
- IV. Mathematics (3-4 credits): MATH 114, MATH 148, or MATH 157.
- V. English Literature (3 credits): ENGL 102, 103H, 105, or 106.
- VI. Business Computing (2 credits): BUSN 111.
- VII. Fine Arts (3 credits): any VART, MUSC, or THEA.
- VIII. History (3 credits): HIST 101, HIST 102 or HIST 112.
- IX. Science (3 credits): any BIOL, CHEM, or PHYS. X. Social Sciences (3 credits): any CRIM, HIST, POLS, PSYC, or SOCI.
- XI. Accounting (6 credits): ACCT 260 and ACCT 261.
- XII. Economics (6 credits): ECON 201 and ECON 202.
- XIII. Business Statistics (3 credits): BUSN 230.
- XIV. Information Systems (3 credits): BMIS 235.
- XV. Business Communication (2 credits): BUSN 270.
- XVI. Business Law (3 credits): BUSN 283.
- XVII. Finance (3 credits): BFIN 320.
- XVIII. Management (4 credits): MGMT 350 and MGMT 351.
- XIX. Marketing (3 credits): MKTG 310.
- XX. Operations Management (3 credits): OPER 340.
- XXI. Strategy (3 credits) BUSN 481.
- XXII. Comprehensive Exam (0 credit): BUSN 499.
- XXIII. Non-business electives (9 credits).

**136 SCHOOL OF BUSINESS ADMINISTRATION**

Students admitted with more than 45 semester credits may receive a waiver of one of the following School of Business core requirements: HIST 101, 102, or 112; social science elective; science elective; or fine arts elective.

**Table of Credits For Degree Majors and Minors**

**B.B.A. Majors**

- Accounting
- Business Administration  
(The Business Administration major includes one of the following 12 or 15 credit concentrations)\*
- Economics
- Finance
- Human Resource Management
- Marketing

- Management Information Systems
- Operations and Supply Chain Management
- Interdisciplinary Concentrations
- International Business
- Law and Public Policy
- Individualized Study

\* Specific course requirements for each concentration are listed in the appropriate sections in the following pages.

**Minors for Non-Business Majors**

Advertising *	27 credits
*(available to Communications majors only)	
Analytical Finance	27-28 credits
General Business	24 credits
Management Information Systems	17 credits
Promotion	18 credits

**Major Programs of Study in Business**

The degree of Bachelor of Business Administration (B.B.A.) is offered with a major in accounting or a major in business administration.

The accounting major requires completion of 21 credits, as described in the accounting section of this catalogue. The business administration major requires completion of upper division credits including:

- 1) Twelve to fifteen credits from a designated concentration. Requirements of concentrations in economics, finance, human resource management, management information systems, marketing, and operations and supply chain management are described in the respective sections of this catalogue. Also offered are interdisciplinary concentrations in international business, and law and public policy. Students may also design an interdisciplinary individualized concentration with the approval of a faculty advisor. A second concentration in the School of Business may be earned by completing 12 to 15 credits required in the area. Only one course may be doublecounted between two concentrations in all but the international business concentration where no double counting is allowed.

- 2) Students with a single concentration requiring only 12 credits must complete six (6) credits from the following courses. Students with a concentration requiring 15 credits or with more than one concentration must complete three (3) credits from the following courses:
  - a) Integrative courses: BUSN 490, BUSN 492, BENT491, BENT 493.
  - b) International courses: BFIN 327, ECON 311, ECON404, MGMT 355, MKTG 417, OPER 440.
  - c) Experiential courses: BUSN 494, BUSN 497 Internship, or BENT 495 (not more than three (3) credits).

Students in the School of Business may also earn minors from other areas of the university. No more than six (6) credits of courses taken to satisfy requirements of minors may be double-counted to satisfy the requirements of majors and concentrations in the School of Business. The B.B.A. is also offered with an Honors designation.



Interested students should contact the director of the Honors Program.

### **Hogan Entrepreneurial Leadership Program**

The Hogan Entrepreneurial Leadership Program is a four-year undergraduate concentration that immerses students in the fundamentals of creating and managing new ventures in the private and public sectors. The Hogan Program seeks students who have the desire and ability to be leaders in creating new ventures that make a positive difference in society. Four features distinguish the program:

- 1) An honors program model that attracts outstanding students;
- 2) Rigorous curriculum combined with any academic major;
- 3) Immersion in entrepreneurial contexts; and
- 4) Based on Jesuit educational ideals and commitment to the common good.

Admission to the Hogan Entrepreneurial Leadership Program is competitive and is based on the student's entrance exam scores, grade point average, demonstrated leadership creativity, and service to others. Requirements are listed separately in this catalogue.

### **Student Internships**

An internship program is available to eligible juniors and seniors in the School of Business. This program for academic credit provides work experience in a field directly related to the student's major or area of concentration. Internships must be approved by the student's advisor, and participating firms are expected to provide the resources for adequate exposure to business practices in the area of the student's major or concentration. Internship guidelines are available from the School of Business internship director.

### **Economics Programs Offered by the College of Arts and Sciences**

All economics courses offered in the university are taught by faculty of the School of Business, but are open to students from throughout the university. Students in the College of Arts and Sciences may obtain a B.A. or a B.S. degree with a major in economics. These degrees offer the opportunity for more extensive study of economics than the economics concentration in business but without the broad background of the business core. The College of Arts and Sciences also offers a minor in economics for students receiving a degree from any college or school of the university. Interested students should refer to the College of Arts and Sciences section of this catalogue for specific requirements.

### **Pre-Law Students**

Students who intend to pursue the study of law are encouraged to enroll in business courses that will provide a solid understanding of the integral relationship between law and business.

Core courses such as Principles of Accounting I and II (ACCT 260 and 261), Microeconomics and

Macroeconomics (ECON 201 and 202), are recommended for pre-law students with majors outside the School of Business Administration. Accounting provides basic skills to prepare and analyze financial statements and to complete case analysis; economics gives an understanding of how economics affects government fiscal policies, international trade, labor and other resource markets, political decisions, etc.

In addition, a pre-law student in the School of Business Administration will benefit from courses in the law and public policy concentration. This concentration includes various courses which address legal issues such as corporate taxation, regulation of securities trading, business ethics, mergers and acquisitions, and antitrust policy and regulation. All of these courses provide pre-law students a unique insight into how business functions within the framework of the legal system.

### **Validation of Transfer Courses**

Transfer students who took lower division business courses at another school or university that are equivalent to required upper division business courses at Gonzaga, or who took upper division business courses as a freshman or sophomore at another university, must have these courses validated for transfer.

Validation must be completed during the student's first year at Gonzaga. Validation of lower division courses may be completed by taking one of the following:

- 1) An advanced course, if available, in the same discipline to demonstrate competence. A minimum grade of "C" must be earned in the advanced course.
- 2) An equivalent CLEP exam or a departmental exam, if available, and earning a passing score. No credits are given for these validation exams.

### **Minors for Non-Business Majors**

The School of Business offers general business, analytical finance, management information systems and promotion minors to non-business students. These minors are recommended to students who wish to pursue a degree in another school of the university but wish some background in the business field. Students in the College of Arts and Sciences, however, are reminded that they must earn 104 credits in that college. Except in the case of B.A. economics majors, non-business majors may not take more than 32 semester credits from the School of Business Administration. Students desiring to pursue a minor should meet with a School of Business advisor early in their program to ensure development of a course sequencing plan. Students will not be allowed in classes with designated prerequisites unless that prerequisite has been satisfied.

### **General Business Minor: 24 credits**

Completion of ACCT 260-261 (or ACCT 263), ECON 201/202 (or ECON 200) and one three-credit course in statistics with a minimum GPA of 2.75 and a grade of no lower than C in any one class, must be earned to enroll in 300-level business courses required in the minor program. Applications for

admission to upper division business courses are available in the School of Business and must be approved before registration for 300 level and above courses.

**Lower Division**

ACCT 263 Accounting Analysis 3 credits or ACCT 260-261 6 credits  
 ECON 200 Economic Analysis 3 credits or ECON 201-2026 credits BUSN 230 Business Statistics or MATH 121 3 credits **Upper Division**

MKTG 310 Principles of Marketing 3 credits BFIN 320 Principles of Finance 3 credits MGMT 350 Management and Organization 3 credits  
 Electives: 0-6 credits  
 BMIS 235, BUSN 283 or OPER 340

**SCHOOL OF BUSINESS ADMINISTRATION**

**Minor in Analytical Finance: 27-28 credits**

The minor in analytical finance is intended for students with a secondary interest in either general corporate finance or investments. This field of study may be particularly useful to two groups of students: 1) mathematics majors interested in actuarial science careers and 2) those interested in a more finance-oriented minor than the general business minor program offers. Completion of ECON 201-202, ACCT

**138 ACCOUNTING**

**Required Courses (9 credits)**

MKTG 310 Principles of Marketing credits3  
 MKTG 315 Consumer Behavior credits 3  
 MKTG 402 Marketing Communications credits

**Approved Elective Courses (9 credits)**

PRLS 305 Writing for Public Relations credits3  
 MKTG 330 Marketing Research credits 3  
 MKTG 342 Graphic Design credits 3  
 MKTG 411 Advertising credits 3  
 MKTG 418 Personal Selling credits 3  
 PRLS 467 Advanced Public Relations credits 3  
 MKTG 490 Promotion Project\* credits

\*with marketing faculty approval

260-261, and one three-credit course in statistics with a minimum GPA of 2.75 and no lower than a C in any one class is required to enroll in upper division courses required in the minor. Applications for Admission to Upper Division Business Courses are available in the School of Business and must be approved before registration for 300 level and above courses.

**Lower Division**

ECON 201 Microeconomics 3 credits  
 ECON 202 Macroeconomics 3 credits  
 ACCT 260 Principles of Accounting I 3 credits ACCT 261 Principles of Accounting II 3 credits  
 One of the following two courses 3-4 credits  
 MATH 114 Mathematical Analysis for Business  
 MATH 157 Calculus and Analytical Geometry  
 One of the following three courses: 3 credits  
 BUSN 230 Business Statistics

MATH 121 Introductory Statistics  
 MATH 321 Statistics for Experimentalists

**Upper Division**

BFIN 320 Principles of Finance 3 credits BFIN 322 Intermediate Finance 3 credits  
 BFIN 422 Investment Analysis 3 credits

**Minor in Management Information Systems: 17 credits**

The world has moved into the Information Age. Information technology and its applications affect every walk of life by improving the productivity of individuals. As a result, the social, economic, and organizational structures change rapidly. The minor in management information systems is intended for all non-business students, especially those in computer science and engineering degree programs, to have a basic understanding of how business operates and how information systems affect today's organizations.

**Lower Division**

BUSN 111 Business Computing\* 2 credits  
 BMIS 235 Management Information Systems 3 credits

**Upper Division**

Students desiring to pursue this minor should meet with a School of Business advisor early in their program to ensure development of a course sequencing plan. MKTG 310 is a pre-requisite for most other marketing courses. MKTG 315 is a pre-requisite for MKTG 402 and MKTG 330 is a prerequisite to MKTG 419. Students will not be allowed in classes with designated prerequisites unless that prerequisite has been satisfied.

Also note that an Advertising minor is offered to Communication Arts majors through the Communication Arts department. See that section of this catalogue under the College of Arts and Sciences.

BMIS 331 Problem-Solving and Programming Techniques 3 credits  
 BMIS 342 Web-Based Applications and Architecture 3 credits  
 BMIS 441 Business Database Systems 3 credits  
 BMIS 444 Information Systems Analysis and Design 3 credits

\*BUSN 111 may be waived if students have equivalent background and approval by the MIS faculty.

**Minor in Promotion: 18 credits**

The minor in promotion is offered to non-business majors. The focus is how to communicate effectively and efficiently through a variety of methods with any target audience. Students must complete three required courses as well as three courses from the approved elective courses listed below.

# Accounting

The accounting program is designed to enable students to develop an understanding of, and proficiency in, accounting concepts and techniques. Building on the principles of accounting, students study financial reporting, auditing, taxation, income determination, account valuation, accounting systems, and the role of accounting in the allocation and use of resources. The program offers several career options leading to employment in business, government, and public accounting.

## CPA Certificate Track

To sit for the CPA examination, Washington State requires candidates to obtain 150 semester credit hours of acceptable educational preparation. Gonzaga offers a Masters of accountancy (MAcc) degree tailored for students who desire to fulfill the 150-hour requirement and earn a graduate degree at the same time. A student pursuing this track will, during the junior, senior, and graduate years, acquire the technical competence in the 300-level and 400-level Accounting courses, while more fully developing research, communication, and presentation skills offered in graduate classes. A student planning to obtain both undergraduate and graduate degrees should work closely with a faculty advisor for proper course sequencing.

Gonzaga's accounting majors may apply for the MAcc program during the second semester of the junior year. If accepted into the program, nine credit hours of graduate level courses may be taken during the senior year with the permission of the accounting program coordinator. Before applying for admission, a student should have completed 75 credit hours (including ACCT 360) with a cumulative GPA of 2.5 and a grade no lower than C in any upper division Accounting courses. The student must be admitted to the MAcc program before enrolling in any graduate courses.

## Non CPA Track

A student who does not wish to obtain CPA certification can earn the B.B.A. degree in accounting. With this degree, a student might find employment in governmental agencies, financial institutions, and industrial firms such as Boeing or Avista. The student pursuing this track is encouraged to obtain an accounting major accompanied by elective course work in information systems. Both the Certified Internal Auditor (CIA) and Certified Managerial Accountant (CMA) designations are available to students with this degree.

## B.B.A. Major in Accounting: 21 credits

### Upper Division

ACCT 360 Intermediate Accounting I	3 credits	ACCT 361 Intermediate Accounting II	3 credits	ACCT 362 Accounting Information Systems	3 credits
ACCT 363 Cost Accounting	3 credits	ACCT 365 Federal Taxation	3 credits	ACCT 464 Auditing	3 credits
ACCT - - Electives**					3 credits

\*\* Those choosing Accounting Integration as their elective must take both ACCT 466 and ACCT 467 concurrently. \*\* Accounting internships may not be counted toward the required accounting elective.

\*\* ACCT 367 is open only to finance majors and is not considered an Accounting elective.

### Lower Division

ACCT 260 Principles of Accounting I 3 credits  
Introduction to financial accounting with emphasis on the preparation and analysis of basic financial statements of business organizations. Fall, Spring, Summer.

ACCT 261 Principles of Accounting II 3 credits  
An introduction to managerial and cost accounting concepts and techniques. Topics include cost determination and the uses of cost data for managerial planning, control, and decision-making. Fall, Spring, Summer.

Prerequisite(s): ACCT 260

ACCT 263 Accounting Analysis 3 credits  
An accounting foundation course for non-business majors pursuing a general business minor or planning to apply for admission to graduate business programs. The course introduces the student to accounting and emphasizes preparation, analysis, and interpretation of general purpose financial reports and uses of accounting information for decision-making. Spring.

Prerequisite(s): Sophomore standing

ACCT 290 Directed Study 1 - 3 credits  
Topic to be decided by faculty.

### Upper Division

ACCT 360 Intermediate Accounting I 3 credits  
An intensive study of financial accounting theory and practice. Topics include recognition, measurement, and reporting of assets, liabilities, corporate equity, revenues and expenses; preparation and analysis of the principal financial statements. Fall.

Prerequisite(s): ACCT 261

ACCT 361 Intermediate Accounting II 3 credits  
Continuation of ACCT 360. Spring.

Prerequisite(s): ACCT 360

ACCT 362 Accounting Information Systems 3 credits  
A study of the role of accounting information systems in organizational decision making and control. The course includes coverage of the theory and practice of information processing, internal controls, and systems analysis and design related to major transaction cycles. Spring.

Prerequisite(s): ACCT 261

ACCT 363 Cost Accounting 3 credits  
An examination of the mechanics and application of accounting principles and concepts for planning, control, and decision making. Topics include cost behavior, job, process, and standard cost systems; budgeting and control; and activity-based costing. Fall.

Prerequisite(s): ACCT 261

ACCT 364 Fraud and Forensic Examination 3 credits

An overview of fraud investigation techniques. Topic coverage will include major categories of fraud such as skimming, larceny, and corruption. Also includes investigative techniques including interviewing skills, evidence collection and report writing. For accounting majors only.

Prerequisite(s): ACCT 361

ACCT 365 Federal Taxation 3 credits Fundamentals of federal taxation with emphasis on individual taxation and tax planning. Topics include income, deductions, losses, and credits in addition to capital asset and other property transactions. Spring.

Prerequisite(s): ACCT 261

ACCT 366 Advanced Federal Taxation 3 credits A study of corporate, partnership, estate and gift, and international taxation is conducted in this course. Current issues in taxation relating to both business and individual taxation will be discussed, along with an examination of tax procedure and tax practice. Fall.

Prerequisite(s): ACCT 365

ACCT 367 Financial Reporting 3 credits A study of the financial accounting theory and practice necessary for those planning to pursue a concentration in finance. Topics covered will include corporate financial reporting, revenue recognition concepts, accounting estimates, and GAAP principles associated with stock and bond transactions. **Accounting majors may not enroll in this course.**

Prerequisite(s): Finance concentration

ACCT 369 International Accounting 3 credits This course will compare and contrast accounting and financial reporting under International Financial Reporting Standards and US GAAP, using official pronouncements, cases, and problems.

Prerequisite(s): ACCT 361

## ACCOUNTING/GENERAL BUSINESS

ACCT 460 Advanced Accounting 3 credits Advanced topics in financial accounting, theory and practice. Subjects include inter-corporate investments,

consolidated financial statements, international

# General Business

The following general business courses are offered to all students in the School of Business Administration.

## Business

### Lower Division

BUSN 111 Business Computing 2 credits

This course introduces students to an integrated set of software tools to solve business problems and to communicate results. Students learn to use spreadsheets, database systems, presentation software, Internet facilities (e.g., e-mail, newsgroups, FTP's, and Web browsers) to help improve problem-solving skills. Additionally, students will learn about file management systems, operating systems, and how to incorporate

accounting, partnerships, and accounting for governmental and NFP entities. Fall.

Prerequisite(s): ACCT 361

ACCT 464 Auditing 3 credits A study of auditing concepts and practices. Includes audit planning and procedures, EDP auditing, statistical sampling, ethical considerations, and report writing. Fall.

Prerequisite(s): ACCT 361 and ACCT 362

ACCT 466 Accounting Integration I 3 credits An intensive study of accounting theory and practice for corporations and not-for-profit organizations, including integration of financial and managerial analysis and control. Spring.

ACCT 467 Accounting Integration II 3 credits A continuation of ACCT 466 and taken concurrently with ACCT 466. Spring.

Prerequisite(s): ACCT 466

ACCT 468 Personal Financial Planning 3 credits A study of financial analysis and planning for individuals, with an emphasis on retirement planning, including applications of federal tax law. Topics include: mission and goal-setting, budgeting, present value analysis of fund accumulations and withdrawals, investment allocations, risk management, estate tax planning. Students prepare a comprehensive personal financial plan. This course satisfies the integrative course requirements for those with B.A. majors. On sufficient demand.

Prerequisite(s): ACCT 261

ACCT 489 Special Topic Seminar 1 - 3 credits On sufficient demand.

ACCT 491 Directed Study 1 - 3 credits Directed study requires completion of a form, and department permission. Zagweb registration is not available. Available Summer only.

ACCT 497 Internship 1 - 3 credits Accounting internships may not be counted toward the required accounting elective. Internships require departmental approval and 3.00 GPA. Zagweb

registration is not available.

Visual BASIC (VBA) for applications with Microsoft Office Suite. Classroom lectures and hands-on computer use are employed to enhance learning. Fall and Spring.

BUSN 230 Business Statistics 3 credits This course introduces business students to the terminology, uses and underlying theory in the areas of data summarization and description, basic probability concepts and distributions, sampling methods and sampling distribution, hypothesis testing, analysis of variance, regression and correlation, and nonparametric methods. The course improves the student's awareness and ability in incorporating statistical considerations into the decision-making process and provides them with experience in using statistical software to assist in the quantitative analysis of business problems. Fall and

Spring. Prerequisite(s): Sophomore or above standing;  
BUSN 111 and MATH 114

BUSN 270 Business Communication 2 credits  
Concepts and applications of effective communication in  
a business context. Fall and Spring. Prerequisite(s):  
Sophomore or above standing;  
ENGL 101 or ENGL 200

BUSN 283 Business Law 3 credits This course  
addresses the legal fundamentals in running a business  
with particular attention to contracts, partnerships,  
corporations, property, commercial paper, securities,  
and the regulatory environment. Sophomore or above  
standing; Fall and Spring.

BUSN 290 Directed Study 1 - 3  
credits Topic to be decided by faculty.

## GENERAL BUSINESS

### Upper Division

**BUSN 430 Sustainable Business** 3 credits

This course will examine the emerging practice of sustainable business. Coverage begins with an investigation as to why the “standard” business model may not be sustainable, including such topics as market failures, externalities, agency problems, short-termism, and the problem of the commons. An alternative model of “sustainable” business will be explored including such concepts and practices as closing-the-loop, cap-and-trade, balanced scorecard, carbon and water footprints, ethical investing, microfinance, green design, and greening the supply chain. The course will touch on a variety of business disciplines including economics, finance, accounting, human resources, international business, production management, and marketing.

Prerequisite(s): Junior standing

**BUSN 481 Strategic Management** 3 credits A capstone course that introduces strategic management concepts and practice and integrates functional areas in a broad systems-perspective approach to organizational challenges. The primary instructional tool is case analysis. Consideration is given to the international context of strategic management and to the ethical dimensions of decision-making crucial to effective strategy formulation and implementation. Fall and Spring.

Prerequisite(s): BFIN 320 and MGMT 350 and MKTG 310 and OPER 340

**BUSN 489 Special Topics** 1 - 3 credits Topics and credit by arrangement.

**BUSN 490 Integrative Perspectives** 3 credits This course focuses on integrating advanced topics and/or best practices from different disciplines. The course content varies over time to reflect leading-edge concepts and practices (e.g., business ethics, quality management and international standards, technology infrastructure, e-business strategy, etc.). Courses often involve a large-scale team project. May be repeated up to a maximum of six credits. Permission from department required.

**BUSN 491 Directed Study** 1 - 3 credits Directed study requires completion of an application form and departmental permission. Zagweb registration not available. Summer only.

**BUSN 492 Business Planning** 3 credits This course integrates business principles with business practices. Topics include assessing industry attractiveness, environment analysis, market segmentation, demand forecasting, product development, operations, financial analysis, control mechanisms, contingency planning, and implementation strategies. The preparation of a business plan is also a required component of the course as well as weekly written assignments. This course may be used to satisfy three credits of BUSN 490 Integrative Perspectives.

Prerequisite(s): BFIN 320 and MGMT 350 and MKTG 310 and OPER 340

**BUSN 494 Management Consulting** 1 - 3 credits Practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems operations and related case problems. The course will also examine the management of the consulting process and the role of the consultant as an agent for organizational change. Requires completion of an application form and departmental permission, and a 3.00 GPA. Zagweb registration not available. Fall and Spring.

**BUSN 497 Internship** 1 - 3 credits Work experience directly related to the student’s major and area of concentration. Guidelines are available from the internship director. Zagweb registration not available. Fall, Spring, and Summer.

**BUSN 499 Comprehensive Exam** 0 credits Required of all business majors in their final year. Fall and Spring.

### Business Entrepreneurship

#### Upper Division

**BENT 491 Creating New Ventures** 3 credits

This course covers the fundamentals of creating and growing new commercial or social enterprises. Course content provides an overview of the world of entrepreneurship including an introduction to economics, the role of society and government, legal and ethical issues, creating and managing new ventures, and the various functional areas of business. Students are required to complete a business plan for a commercial or non-profit organization as part of the course requirements. This course counts towards the integrative requirement for business majors. Any major in the university can enroll.

Fall and Spring.

Prerequisite(s): Junior standing

**BENT 493 Social Entrepreneurship** 3 credits

This course provides students with an introduction to social entrepreneurs (those who create new ventures to address unmet societal needs), the ventures they create, how these ventures create social value, and to provide students with the tools they need to pursue their own social enterprises. Students will address each of the key components of this emerging field: problem identification, solution identification, concept development, venture creation, value assessment, and the communication of the idea and venture goals. Students will explore examples of current social enterprises, leading thinkers in the field of social entrepreneurship, and core entrepreneurial theory focused on social enterprises. This course counts towards the integrative requirement for business majors. Any major in the university. Spring.

Prerequisite(s): Junior standing

**BENT 495 New Venture Lab** 1 - 3 credits

This is an experiential course that provides “hands-on” experience in developing ideas for new commercial and/or social enterprises. Students work on teams to develop their own or other entrepreneurs’ ideas. Projects

typically involve feasibility analysis, market research, and business planning. Students receive one credit for each 60 hours worked in the New Venture Lab. Course requirements include keeping a journal, completing assigned project tasks, and submitting a final report detailing learning outcomes. This course counts towards the experiential requirement for business majors. Open to any major in the University. Fall, Spring and Summer. Prerequisite(s): ENTR 101 or ENTR 491 is preferred, but is not essential; junior standing and permission of instructor are required

## Economics

The mission of the economics program is to give students a broad background and knowledge of domestic and international economic systems that are essential for business managers in today's competitive global economy. Graduates can apply economic theory to problems relating to market structures, resource markets, employment, and fiscal and monetary policies. Economists occupy a wide range of positions in profit and non-profit enterprises as well as in government. The economics concentration is highly recommended for pre-law students, as well as for students aiming for careers in banking, finance, government, or industry.

Students in the College of Arts and Sciences may also pursue a major or minor in this field. The requirements for the B.A. and B.S. degrees in economics can be found under the College of Arts and Sciences section in this catalogue. Students expecting to pursue graduate studies in economics are encouraged to pursue the B.S. degree. Students considering an economics concentration should note that ECON 302 has a prerequisite of ECON 202 with a B- or better and ECON 403 has a prerequisite of ECON 201 with a B- or better.

**Economics Concentration: 15 credits** ECON 302 Intermediate Macroeconomics 3 credits ECON 403 Advanced Microeconomic Theory 3 credits Two of the following "applied microeconomics": 6 credits  
ECON 304 Economics of Environmental Protection  
ECON 305 Public Finance  
ECON 310 Anti-Trust Policy and Regulation  
ECON 312 Work, Wages, and Inequality  
ECON 320 Economics of Sports  
ECON 411 International Economics  
ECON upper division elective 3 credits

### Lower Division

ECON 200 Economic Analysis 3 credits A one-semester economics course for general business minors and others interested in a one-semester survey course. Key microeconomics and macroeconomic models which are critical to the development of modern economics are explored. Analysis includes theories of supply and demand, theory of the firm, pricing, employment, monetary and fiscal policy, and international trade and finance. Fall.

ECON 201 Microeconomics 3 credits Economics of the firm and the consumer. Principles underlying supply and demand; analysis of competition, monopoly, and other market structures; labor and other resource markets. Fall and Spring.

ECON 202 Macroeconomics 3 credits The structure and functioning of the national economy. Particular attention is given to determinants of national income, employment and the price level, fiscal and monetary policies, international trade, exchange rates, and trade restrictions. Fall and Spring.

ECON 270H Honors Economics 3 credits The fundamental concepts and approaches used in economics for analyzing problems involving the use of scarce resources to satisfy wants. The roles and limitations of both markets and government-directed forms of resource allocation are studied. Modern economic theories are discussed in the context of the historical development of the study of economics. May be substituted

### ECONOMICS

for ECON 201 Microeconomics. Fall. Prerequisite: HONS 190 or ENTR 101

ECON 290 Directed Study 1 - 3 credits Lower division topic to be determined in consultation with the faculty. Directed study requires completion of a form and permission from department. Zagweb registration is not available. Summer.

### Upper Division

ECON 300 Business Forecasting 3 credits Mathematical and statistical techniques applied to economic and business research and forecasting. Students will undertake a research project. Spring. Prerequisite(s): ECON 202 and (BUSN 230 or MATH 121) and MATH 157

ECON 302 Intermediate Macroeconomics 3 credits Analysis of the determinants of the levels of national output and prices and the effects of monetary and fiscal policies. Spring. Prerequisite(s): ECON 202 with a B- or better

ECON 303H Honors Seminar in Game Theory 3 credits Game theory is the study of strategic decision-making. Students learn to make decisions that are not only in their best interests but also anticipate and incorporate the fact that their decisions (and subsequent actions) have an impact on others and vice versa. On sufficient demand. Prerequisite(s): HONS 190

ECON 304 (ENVS 320) Economics of Environmental Protection 3 credits Explores the economic dimensions of environmental topics such as air and water pollution, deforestation, nonrenewable resource depletion, recycling, global warming. The course studies the extent of environmental problems and alternative solutions. Fall. Prerequisite(s): ECON 201 or ECON 270H

ECON 305 Public Finance 3 credits Develops economic tools used to analyze government expenditures and taxation. Discussion of public policy issues such as welfare reform, health care, Social

Security, tax reform, and fiscal problems of state and local governments. Fall.

Prerequisite(s): ECON 201 or ECON 270H

**ECON 306 Comparative Economic Systems** 3 credits  
Economic analysis of various systems of economic organization, including Capitalism, Socialism, and Communism. Historical development of the theoretical basis and description of the institutional organization of each system. Florence campus only. Prerequisite(s): ECON 201 or ECON 202 or ECON 270H

**ECON 310 Anti-Trust Policy and Regulation** 3 credits  
Examines the rationale for and effects of various government policies toward business. Analyzes the economic consequences of market power. Emphasis is placed on anti-trust policy as a response to market power. Fall.

Prerequisite(s): ECON 201 or ECON 270H

**ECON 311 (INST 343) Global Economic Issues** 3 credits  
This course is a presentation of a broad range of global economic issues and policies relevant to a number of disciplines including business, political science, and international studies. Topics include: why nations trade, international trade and economic growth, protectionism, discriminatory trade policies, the foreign exchange market, factor mobility, and comparative economic systems.

Fall and Spring.

Prerequisite(s): ECON 201 or ECON 270H

## **ECONOMICS/FINANCE**

**ECON 312 Work, Wages, and Inequality** 3 credits  
An economic perspective on labor market issues. Explores recent controversial topics such as inequality in earnings, race and sex discrimination in labor markets, immigration, minimum wage laws and labor unions, health and safety regulations in the work place. Spring.  
Prerequisite(s): ECON 201 or ECON 270H

**ECON 320 Economics of Sports** 3 credits  
Explores the economic incentives present in both professional and amateur sports. Topics analyzed include league structure, advertising, ticket pricing, team decision making, labor relations, incentive structures, stadium financing and Title IX. Summer. Prerequisite(s): ECON 201 or ECON 270H

**ECON 401 Adam Smith and Karl Marx** 3 credits  
A course focused on reading and discussing the works of two opposite but highly influential economic thinkers, Smith and Marx. Supplemented with material on other

important economic thinkers from 1500 to 1870. Spring, even-numbered years. Prerequisite(s): ECON 202

**ECON 402 Currents in 20th Century Economics** 3 credits  
Emphasis on the works of Thorstein Veblen and neoclassical, Austrian, Keynesian, post-Keynesian and Chicago School economists. Spring, odd-numbered years

Prerequisite(s): ECON 202

**ECON 403 Advanced Microeconomic Theory** 3 credits  
The focus of this course is economic decision-making in consumer and producer theory. Topics include: consumer's budget constraints and utility maximization, producer's profit maximization and cost minimization, comparison of decisions under perfect competition and monopoly, and externalities. Fall.

Prerequisite(s): ECON 201 or ECON 270H with a B- or better, and MATH 114 or MATH 157

**ECON 404 Economic Integration-European**

Community 3 credits  
A survey of the origins and development of the European community; its relation to GATT (General Agreement on Trade and Tariffs); monetary coordination; monopoly, competition, and the balances of payments. Florence campus only.

**ECON 411 International Economics** 3 credits  
The focus of this course is on international trade theory and macroeconomic issues related to international finance. Topics include: economic analysis of the basis for international specialization and trade; gains from trade; the balance of international payments; tariffs; international monetary problems; exchange rate adjustments; capital movements; and international economic organizations. Spring.

Prerequisite(s): ECON 201 or ECON 270H

**ECON 489 Special Topic Seminar** 1 - 3 credits  
Topics and credit by arrangement.

Prerequisite(s): ECON 201 or ECON 270H

**ECON 491 Directed Study** 1 - 3 credits  
Individually designed course at the upper division level appropriate to the student's major. Directed study requires completion of a form, and permission from department. Zagweb registration is not available. Summer only.

**ECON 497 Internship** 0 - 3 credits  
Work experience directly related to the student's major area of study. Internship requires completion of an application form, a 3.00 GPA and permission from department. Zagweb registration is not available. Fall, Spring and Summer.

career opportunities exist in the securities and financial services industry, information systems, and corporate financial management.

## **Finance Concentration: 15 credits**

BFIN 322 Intermediate Finance	3 credits
ACCT 367 Financial Reporting	3 credits
BFIN 422 Investment Analysis	3 credits
BFIN 423 Financial Management Cases	3 credits

## **Finance**

The finance curriculum is designed to give students a solid foundation in financial theory while developing skills and techniques necessary to manage today's dynamic business environment. The globalization of both product and financial markets, rapid development in information technology, and recent advances in the field of finance have created a growing need for well-qualified graduates. Challenging



Electives 3 credits  
chosen from BFIN 325, 327, 424, 426, or 429

### Upper Division

**BFIN 320 Principles of Finance** 3 credits Financial analysis and management, including time value of money, risk and return models, valuation, the cost of capital, capital budgeting techniques, and capital structure theory. Fall and Spring.

Prerequisite(s): Admission to upper division business courses

**BFIN 322 Intermediate Finance** 3 credits An extension of BFIN 320; new topics include working capital policy and management, advanced capital budgeting techniques, options, and futures. Fall and Spring.

Prerequisite(s): BFIN 320

**BFIN 325 Financial Institutions** 3 credits Allocation of financial flows through the markets. Topics

covered include the various financial institutions, fund flows, structure of markets, and management of financial institutions. On sufficient demand.

Prerequisite(s): BFIN 320

**BFIN 327 International Finance** 3 credits A study of the financial management considerations inherent in international business operations. Topics covered include foreign currency exchange and foreign exchange forecasting, hedging methods and strategies, and international financial markets. Attention will be given to the ways in which legal, political, and policy differences affect trade and economic integration. Fall.

Prerequisite(s): BFIN 320

**BFIN 422 Investment Analysis** 3 credits Basic principles and fundamentals of securities markets. Introduction to alternative investment choices and economic factors influencing these choices. Fall.

Prerequisite(s): BFIN 320

**BFIN 423 Financial Management Cases** 3 credits Case problems in corporate financial management. Topics include working capital, raising long-term capital, capital budgeting, cost of capital, and asset structure. Spring.

## Human Resource Management

This concentration provides students a broad background in the management of human resources as well as an awareness of the functional specialties within the field of human resource management. In addition to qualifying students for specific careers in human resources management and general management, this concentration also provides an excellent entry to a variety of professional positions that demand effective direction of people.

### Human Resource Management Concentration

## FINANCE/HUMAN RESOURCE MANAGEMENT

Prerequisite(s): BFIN 322  
**BFIN 424 Real Estate Principles** 3 credits

A study in the principles and practices of real estate marketing and financing. On sufficient demand.

Prerequisite(s): BFIN 320

**BFIN 426 Mergers and Acquisitions** 3 credits

Merger types and characteristics, theoretical motivations for mergers, and principles of valuation are covered within the corporate finance framework. Spring.

Prerequisite(s): BFIN 320

**BFIN 429 Portfolio Management** 1 - 3 credits

This is an arranged course that runs for three consecutive semesters beginning in the spring semester of the student's junior year. The class will initially consist of lectures on financial theory and portfolio management from the finance faculty and local investment analysts, followed in the senior year with the actual management of an equity portfolio.

Prerequisite(s): BFIN 422

**BFIN 429A Portfolio Management I** 1 credit

This is the first segment of a course that runs for three consecutive semesters beginning in the spring semester of the student's junior year.

Prerequisite(s): BFIN 320 and permission

**BFIN 429B Portfolio Management II** 1 credit

This is the second segment of a course that runs for three consecutive semesters beginning in the spring semester of the student's junior year.

Prerequisite(s): BFIN 429A

**BFIN 429C Portfolio Management III** 1 credits

This is the third segment of a course that runs for three consecutive semesters beginning in the spring semester of the student's junior year. Prerequisite(s): BFIN 429B

**BFIN 489 Special Topic Seminar** 1 - 3 credits

Credit by arrangement. On sufficient demand.

Prerequisite(s): BFIN 320

**BFIN 491 Directed Study** 1 - 3 credits

An individually designed course appropriate to the student's concentration. Available summer only.

Prerequisite(s): Permission

### 12 Credits

**MGMT 400 Recruitment and Selection** 3 credits

**MGMT 405 Assessing and Compensating Employee Performance** 3 credits

**MGMT 410 Developing People and Organizations** 3 credits

**MGMT 415 Employment Law and Employee Relations** 3 credits

### Upper Division

**MGMT 350 Management and Organization** 3 credits This course studies the theory and practice of management and behavior in organizations. Topics covered include motivation, leadership, workplace diversity, conflict

management, decision-making, employment law, and global management as applied to managerial functions of planning, organizing, leading, and controlling. Fall and Spring.

Prerequisite(s): Admission to upper-division business classes

**MGMT 351 Developing Managerial Skills** 1 credits

This is an experiential, skill-building course to enhance students' management and interpersonal skills. The course will engage students in various exercises to improve self-awareness, and the application of management concepts to situations that managers face in supervising employees. The course will focus on developing skills such as: problem solving, creative thinking, supportive communication, motivating others, managing conflict, stress, delegation and team building. Fall and Spring.

Prerequisite(s): Admission to upper-division business classes

**MGMT 355 International Management** 3 credits

This course is designed to provide students with the information and skills necessary to operate in an international setting. This requires a thorough understanding of international cultures in order for one to communicate, negotiate, lead, and motivate individuals from diverse backgrounds. An array of topics will be covered from international human resource management to motivating a multicultural workforce. Case studies and simulations will be used to explore the international dimensions of management. Prerequisite(s): MGMT 350

**MGMT 400 Recruitment and Selection** 3 credits

This course examines recruitment and selection as essential components of strategic human resource planning. Emphasis is on productivity factors (such as the use of technology) and quality factors (such as legal, ethical, and validity issues). Topics include international as well as domestic concerns and considerations of multiple staffing levels. Fall.

Prerequisite(s): MGMT 350

**MGMT 405 Assessing and Compensating Employee**

**Performance** 3 credits This course examines the central role of job analysis in designing effective human resource management systems. Methods of job evaluation and various approaches to designing compensation and benefits systems within the context of strategic human resource management are also presented. The course also covers the evaluative dimensions of performance appraisal. Fall.

Prerequisite(s): MGMT 350

**MGMT 410 Developing People and**

**Organizations** 3 credits The course describes techniques and strategies for improving the fit between the individual and the organization and between the

organization and its environment. The focus will be on developing guidelines for designing and implementing development programs and understanding the change processes that empower individuals through involvement. These programs and processes will be discussed in the context of strategic human resource management. Spring.

Prerequisite(s): MGMT 350

MGMT 415 Employment Law and Employee Relations 3 credits  
This course examines the legal issues affecting the strategic management of human resources. Unionization and collective bargaining processes are presented, safety and health, and other employee rights issues are also discussed. Spring.  
Prerequisite(s): MGMT 350

MGMT 457 Negotiations 3 credits This course focuses on the basic principles and concepts

of negotiation. Lecture and experiential exercises are used to familiarize the student with such topics as

## Management Information Systems

Since the term "Information Age" came into existence, information technology has profoundly changed the way we conduct business and live our lives. Knowing how management information systems can improve the productivity and the quality of life is therefore imperative. Information systems (IS) are more than just computer hardware and software. IS managers are concerned with the planning, use, and control of organizational information. IS are used in systems design as well as managing day-to-day transactions; they are also used as a strategic weapon to improve an organizational competitive advantage. Software, such as database management systems (DBMS), decision support systems (DSS) and computer-aided software and systems engineering tools (CASE), are part of the tool package. To be in the MIS concentration, students are required to have their own computers. They are also encouraged to pursue professional certification in A+ (Computer Competency), Certified Data Processing (CDP) or numerous **Microsoft Certificate Programs** before graduation.

### Management Information Systems

#### Concentration: 12 credits

BMIS 331 Problem Solving and Programming Techniques 3 credits  
BMIS 342 Web-Based Applications and Architecture 3 credits  
BMIS 441 Business Database Systems 3 credits  
BMIS 444 Information Systems Analysis and Design 3 credits

#### Lower Division

BMIS 235 Management Information Systems 3 credits This course introduces fundamental concepts of information systems and develops essential skills and techniques for using information technology (IT). The emphasis is on the role of information systems in today's organizations, including how IT changes individual work, impacts organizational structure and processes, and shapes competition in the business environment. Topics include the system concept, hardware, software, communication

preparation, strategies, and tactics. On sufficient demand.

Prerequisite(s): MGMT 350

MGMT 489 Special Topic Seminar 1 - 4 credits  
Credit by arrangement. Fall or Spring or Summer.

Prerequisite(s): MGMT 350

MGMT 491 Directed Study 1 - 3 credits Directed study requires completion of an application form, and departmental permission. Zagweb registration not available. Summer only.

tools, database management systems, components of information systems, e-commerce (EC), technologies for developing EC, and systems development approaches. Advanced software tools are employed to develop students' ability to apply information technology to business problems. Fall, Spring, and Summer.  
Prerequisite(s): BUSN 111; sophomore or above standing

BMIS 245 Web Page Design 3 credits

This course explores the use of various application packages for developing interactive web pages. Beginning with a short history of the Internet and the World-WideWeb, the course introduces students to the way Webbased information systems are developed. Using the system development life cycle (SDLC) as a framework, a variety of tools and techniques for planning and creating a well-designed and well-functioning Web site are introduced. Topics include the structure of Web pages, Web page language (XHTML), and introductions to: Cascading Style Sheets (CSS), graphics, animation, audio, and script languages (such as JavaScript and ActionScript). On sufficient demand.

Prerequisite(s): BMIS 235

BMIS 289 ST: Business Programming 3 credits This course teaches the development of business information systems using a business-oriented programming language such as Visual Basic, ASP and XML. Students will learn programming concepts and systems development processes to develop business applications. On sufficient demand. Prerequisite(s): BMIS 235

#### Upper Division

BMIS 331 Problem-Solving and Programing

Techniques 3 credits This course provides a basic introduction to and practical experience in writing computer programs using an object-oriented programming language such as Java. Students will be required to utilize an Integrated Development Environment (IDE) to design solutions for specific business problems, as well as to code business logic, test, and debug programs that are soundly structured and easy to maintain. Topics include variables, data types, control structures, arrays, method invocation and parameter passing. Fall. Prerequisite(s): BMIS 235

BMIS 342 Web-Based Applications and

Architecture 3 credits The course is intended to introduce the architecture and development of Web-based applications. The course presents an overall introduction to major components of Web-based applications, including communication protocols, Web servers, database servers, programming (script) languages, and development tools for Webbased applications. The course provides a general coverage of alternative platforms and their associated technologies for developing Web-based applications. Popular Web

languages and standards are introduced as a vehicle to familiarize students with practical skills and development techniques. Spring.

Prerequisite(s): BMIS 235

BMIS 441 Business Database Systems 3 credits This course helps students understand, through practice, the concepts of database management. Text reading

provides a broader view in aspects of system modeling, project life cycle, data structure, data normalization, and data administration. Research projects demand students have in-depth knowledge of databases that are in use. Computer projects are used to give students hands-on experience developing a workable system in a PC environment. Fall. Prerequisite(s): BMIS 235

BMIS 443 Electronic Commerce Strategy and

Application 3 credits An interdisciplinary course, the course is designed to provide students with some of the most exciting concepts, business models, and technologies that are emerging in the field of electronic commerce (EC) and which are expected to shape both consumer and business applications (e.g., accounting,

## Marketing

Marketing emphasizes satisfying needs and wants through the facilitation of the exchange process between and among organizations and customers. Marketing concepts and techniques apply to all types of organizations, whether they are for profit or non-profit and whether providing goods, services, experiences or ideas to their customers. An organization's long-term success is determined by understanding customer preferences and perceptions as well as how they change. Marketing is also a critical link between organizations and their environment.

The topics studied include: gathering and interpreting market information, understanding customer decision processes and the influencers of these processes, target market decisions involving segmenting markets and positioning market offerings, marketing promotion and advertising, product design and modification, pricing, distribution of products, and effective managerial decision-making and planning.

Marketing is an essential, universal activity common to all individuals and organizations around the world, whether pursuing personal employment, seeking clients for an accounting firm, or in marketing supertankers or soap.

supply chain, marketing, finance, and human resource management) and decision-making in the coming decade. EC is not just about technology, it is also about business. Students study real-world cases and business models and learn how to apply EC strategy to transform and redefine organizations and ultimately to improve or create a company's competitive advantage. Appropriate software may be used for applications development. Spring.

Prerequisite(s): BMIS 235

BMIS 444 Information Systems Analysis and

Design 3 credits The full range of business software development is covered in this course, including problem definition, analysis and design, testing, documentation, and implementation strategies. Students will gain experience working with the main tools and techniques utilized throughout the Systems Development Life Cycle

## MANAGEMENT INFORMATION SYSTEMS/MARKETING

(SDLC). Topics include strategic planning, system development methodologies, project management, requirements development, data and process modeling using a software engineering CASE tool, object modeling using UML, application architecture, installation and evaluation. Spring.

Prerequisite(s): BMIS 441

BMIS 489 Special Topic Seminar 3 credits Students must have their own PCs. Fall, Spring and Summer.

Prerequisite(s): BMIS 235

BMIS 491 Directed Study 1 - 3 credits

Directed study requires completion of an application form, and departmental permission. Zagweb registration not available. Summer only.

Marketing knowledge and skills may lead to challenging and satisfying careers in nearly any field including such activities as sales and sales management, advertising and promotion management, retail management and buying, product development and management, public relations, industrial marketing, marketing research, and international marketing.

**Marketing Concentration: 15 credits** MKTG 315

Consumer Behavior 3 credits MKTG 330 Marketing Research 3 credits MKTG 402 Marketing Communications 3 credits MKTG 419 Marketing Strategy 3 credits

Choose from among the following courses: 3 credits

BUSN 492 Business Planning

ECON 300 Business Forecasting

BENT 495 New Venture Lab

MGMT 457 Negotiations

MKTG 342 Graphic Design

MKTG 411 Advertising

MKTG 415 New Product Development

MKTG 416 Retail Management

MKTG 417 International Marketing

MKTG 418 Personal Selling

MKTG 490 Promotion Project

PRLS 305 Writing for Public Relations  
 PSYC 335 Social Psychology  
 PSYC 310 Cognition  
 SOCI 326 East Asian Society  
 SOCI 380 Global Sociology  
 SPCO 356 Persuasion

A promotion minor is offered to non-business majors through the School of Business Administration. An advertising minor is also offered to majors in communication arts through the Communication Arts Department. See that section of this catalogue under the College of Arts and Sciences.

### Upper Division

**MKTG 310 Principles of Marketing** 3 credits This course provides an overview of the dynamics of marketing. The focus is the study of exchange and its facilitation for all types of products, both tangible and intangible. The functions, institutions, problems and philosophies of modern marketing are presented in survey form. The major areas of marketing decision-making are examined including: selecting and working with target markets, product development and management, promotion and marketing communication, pricing, and distribution. Fall and Spring.

Prerequisite(s): Admission to upper division business classes

**MKTG 315 Consumer Behavior** 3 credits Consumer behavior is the study of human responses to products and services and to the marketing of those products and services. The focus of the course is on achieving a deeper understanding of the psychological, social, cultural, and economic dimensions of consumer judgment and decision-making. Influence factors such as attitudes, personality, memory, motivation, perception, and reference groups are explored. In addition, ethical concerns in the field are considered. Fall and Spring.

Prerequisite(s): MKTG 310

### MARKETING

**MKTG 330 Marketing Research** 3 credits This course provides a general overview of marketing research. Students will be introduced to the analytical procedures and technology most widely employed by marketing professionals. Students will acquire an appreciation of the marketing research process and become knowledgeable users of information provided by this form of inquiry. Specific topics covered include: alternative methods of obtaining information, problem identification, research design, measurement scales, questionnaire construction, validity and reliability issues sampling error, sampling procedures, statistics, computer data analysis, research reporting, and ethical dilemmas. Fall and Spring.

Prerequisite(s): BUSN 230 or MATH 121

**MKTG 342 Graphic Design** 3 credits The focus of this course is a survey of recent developments, styles, techniques, and theory of graphic

design as a commercial art form. The class incorporates the use of professional computer software as a means to create effective visual communications. Fall or Spring.

Prerequisite(s): MKTG 310

**MKTG 402 Marketing Communications** 3 credits This course examines the strategic use of various marketing communication elements including advertising, sales, promotion, public relations, personal selling, and direct marketing to build and maintain broad equity. Analysis will focus on topics such as selecting among alternative promotional tools, budgeting and allocation decisions, determining appropriate message strategy, and developing media schedules for a given product/market selection. Particular attention will be paid to the effective integration of elements across the promotional mix. Fall and Spring. Prerequisite(s): MKTG 315

**MKTG 411 Advertising** 3 credits

This course explores the role of advertising in marketing strategy. Key topics include the communication process as well as basic practices and procedures of modern media. In addition, the course focuses on the application of advertising principles to the development of advertising objectives, strategy formulation, budgeting, media selection, copy testing, and evaluating advertising results. Regulatory, social, and ethical dimensions of advertising are also explored. Fall or Spring.

Prerequisite(s): MKTG 310

**MKTG 415 New Product Development** 3 credits

Class discussion and experiential projects are used to demonstrate methods which enhance the value created by new products. Idea assessment, product design, test marketing, and the implementation procedures necessary to successfully introduce a new product are discussed. Issues surrounding why new products fail and how brand image can be effectively managed and legally protected are also presented. On sufficient demand. Prerequisite(s): MKTG 330

**MKTG 416 Retail Management** 3 credits

The practice and theory of retail assortment planning, buying, facility layout, profit management, and site location are studied. The use of the internet to enhance customer relationship management and the globalization of the retail industry are also examined. Fall or Spring.

Prerequisite(s): MKTG 310

**MKTG 417 International Marketing** 3 credits

This course provides an introduction to international marketing concepts and their application to various business situations. The course emphasizes principles and practices of marketing in the contemporary global environment. It is designed to enhance students' knowledge about current developments in international business. The material covers both U.S. and foreign companies doing business in various countries around the world. The course considers the marketing perspectives that allow increased interaction with global markets. Techniques, operations, and ethical dilemmas that are unique to international marketing will be discussed. Fall or Spring.

Prerequisite(s): MKTG 310

**MKTG 418 Personal Selling** 3 credits This class examines the selling process. The basic principles underlying all types of selling and the practical applications of these principles to various selling situations are presented. In addition, an introduction to sales management issues such as recruitment, selection, training, motivation, compensation, sales analysis, and evaluation is provided. On sufficient demand. Prerequisite(s): MKTG 310

**MKTG 419 Marketing Strategy** 3 credits This is an integrative, capstone course in marketing. This course focuses on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. The course emphasizes systematic analysis of marketing problems and exercising good decision-making when faced with such problems. The core competencies to be developed in the course are the enhanced understanding of the marketing management process, marketing analysis, and decisionmaking, and the ability to formulate marketing strategy. Fall and Spring.

Prerequisite(s): MKTG 310, MKTG 330, and senior standing

**MKTG 489 Special Topic Seminar** 1 - 3 credits Credit by arrangement. Fall or Spring or Summer.

Prerequisite(s): MKTG 310

**MKTG 490 Promotion Project** 1 - 3 credits Members of the class form a marketing agency for an outside company or organization. Over the course of the project, the class designs and implements a promotional campaign, manages a budget, conducts market research, makes an agency-style presentation to the client, and develops a professional recap book which reports the results of the campaign. This course can help the student improve skills in marketing, public relations, human resources and operations management, communications, business writing, public speaking, event planning, time management, group dynamics, and teamwork. Open to all concentrations. Spring.

Prerequisite(s): MKTG 310 and junior or senior standing

**MKTG 491 Directed Study** 1 - 3 credits An individually designed course appropriate to the student's concentration. Directed study requires completion of an application form and departmental permission.

Zagweb registration not available. Summer only.

# Operations and Supply Chain Management

The growth of e-commerce, heightened global competition and advances in information technology are some of the forces behind the ongoing need to eliminate waste and add value throughout a product's supply chain. The Operations

and Supply Chain Management (OSCM) concentration examines how a firm can establish and enhance the operational core competencies required by demanding consumers in a dynamic marketplace.

This concentration prepares students for the challenges of tomorrow's business environment by providing them with the technical, informational and managerial skills needed to manage and improve an integrated system of productive processes. Career opportunities exist with organizations that provide or are dependent on fast, low-cost, accurate and uniform flows of products, information and services. Examples of career opportunities in the Pacific Northwest include consulting, logistics, manufacturing, health services, government, retail and insurance, and banking.

## Operations and Supply Chain Management Concentration: 12 credits

Three courses selected from the following: 9 credits

OPER 343 Spreadsheet Modeling for Managers

OPER 345 Service Operations

OPER 346 Project Management

OPER 347 Lean Thinking

OPER 348 Quality Management and International Standards

OPER 445 Process Management and Improvement

OPER 450 Operations Management

Capstone

3 credits

### Upper Division

**OPER 340 Operations Management** 3 credits This core course provides an understanding of the strategic and tactical role of operations management in building and maintaining a firm's core competencies. A significant emphasis is placed on discussing the impact of technology and globalization on creating and enhancing value from both the producer and consumer's perspective. This hybrid course uses a combination of lectures, Blackboard.com exercises, computer lab projects and group projects to ensure an understanding of basic concepts. Upon completion of the course students will possess the requisite skills to create and sustain the operational core competencies required to compete in a global marketplace. Fall and Spring.

Prerequisite(s): Admission to upper division business courses

## OPERATION AND SUPPLY CHAIN MANAGEMENT

**OPER 343 Spreadsheet Modeling for Managers** 3 credits

This course involves building, solving and interpreting analytical models of managerial problems from operations, finance, marketing, and statistics using Microsoft Excel, specialized add-ins, and the Visual Basic for Applications programming language. This is a hands-on course where students will learn advanced Excel skills and how to create spreadsheet models of business processes and solve them to generate quality solutions. Prerequisite(s): OPER 340

**OPER 345 Service Operations**

3 credits

This course introduces business students to service operations and attempts to familiarize them with the distinctive characteristics of service organizations and how to successfully manage them. Discussion includes, but is not limited to, such topics as the role and nature of services; competitive environment of services and competitive service strategies; service design, managing service operations, and globalization of services.

Prerequisite(s): OPER 340

**OPER 346 Project Management** 3 credits This operations skills course provides students with the requisite skills necessary to manage a wide range of projects including: project planning, task scheduling, resource management, and project reporting. The course provides students the knowledge of how to use MS Project to plan and control multiple projects utilizing finite resources.

Prerequisite(s): OPER 340

**OPER 347 Lean Thinking** 3 credits This operations strategy course extends the benefits of lean thinking outward from the factory floor to encompass the entire

## INTERDISCIPLINARY CONCENTRATIONS

global supply chain. The principles of lean thinking are applied to each stage of supply chain management including the make-vs-buy decision, sourcing, product and process design, facility location and management, and relationship management. Practical methods for enhancing a firm's core competencies by identifying and eliminating waste are presented along with recommendations for building an integrated supply chain through the use of Internet-based strategies and software solutions. Prerequisite(s): OPER 340

**OPER 348 Quality Management and International**

**Standards** 3 credits This course provides an introduction to management practices aimed at quality

improvement and international quality standards as applied to productive systems throughout a product's global supply chain. Topics include product and process design for quality and reliability, vendor selection and quality defect prevention throughout the supply chain, control and improvement of process capability for all supply chain processes, ISO 9000 and ISO 14000

## Individualized Program

Students may design an interdisciplinary concentration of courses related to their individual goals and interests. This concentration must include twelve credits of upper division courses approved by a faculty advisor.

standards, and customer relationship management.

Prerequisite(s): OPER 340

**OPER 440 Global Operations and Supply Chain**

**Management** 3 credits This course examines the role of technology and the impact of globalization on creating and enhancing value from both the producer and consumer's perspective. Learning objectives include understanding how culture and contextual differences in management practice affect the efficiency and effectiveness of global operations and how developing a global supply chain creates a sustainable competitive advantage. The course uses a combination of lectures, Internet exercises, case analysis, field research and group projects. On sufficient demand.

Prerequisite(s): OPER 340

**OPER 445 Process Management and**

**Improvement** 3 credits All organizations have business processes that produce and deliver products and services to customers. This course examines the design and management of key business processes by focusing on the process flow, key performance measures, and the management of levers that lead to

process improvement. The student will be introduced to process management tools as part of the course. Spring.

Prerequisite(s): OPER 340

**OPER 450 Operations Management Capstone** 3 credits

This capstone course is an introduction to current thinking in three research streams in operations management: service management, supply chain management, and process management. The course will be taught as three modules with an exam after each module. A comprehensive paper in one of the three topic areas or an integrative paper across areas will also be required and will be submitted to a student paper competition at an operations management professional

society. Spring. Prerequisite(s): OPER 340 and Senior Standing

**OPER 489 Special Topic Seminar** 1 - 4 credits

Prerequisite(s): Permission and OPER 340

**OPER 491 Directed Study** 1 - 3 credits

Directed study requires completion of a form and departmental permission. Available summer only.

## International Business

The international business concentration is designed for students who want to prepare themselves to meet the challenges associated with globalization. This concentration must be taken in tandem with another major or concentration in accounting, economics, finance, human resource management, marketing, or operations and supply chain management. Students must complete the international course for the functional area of their primary concentration, if offered. This primary concentration international course can be used to fulfill the requirement for either, but not both, the primary concentration or the international business concentration.

## **International Business Concentration: 12 credits**

Four courses selected from the following:

- ECON 311 Global Economic Issues 3 credits  
(or ECON 411 for Economics concentrations)
- BFIN 327 International Finance 3 credits MGMT
- 355 International Management 3 credits MKTG
- 417 International Marketing 3 credits
- BUSN 490 Global Finance and Development 3 credits

Course descriptions are found under the respective disciplines.

Students with a concentration in international business may not double-count any of the above courses to satisfy the integrative, international, experiential elective (3 credits) in the business administration major. Students in this concentration may count one three credit foreign language course to satisfy the integrative, international, or experiential three credit requirement. A course in a student's native language does not fulfill this requirement.

## **Law and Public Policy**

Government regulation and legislation have a major impact on business, creating a need for public policy makers to understand the workings of business and for people in the private sector to understand the public sector. This is especially relevant for people pursuing careers in corporate public affairs and professional study in law, public administration, and public policy analysis.

## **Law and Public Policy Concentration: 12 credits**

Four courses selected with advisor approval from the following, with not more than six credits from one department:

- ACCT 365 Federal Taxation
- ECON 304 Economics of Environmental Protection
- ECON 305 Public Finance
- ECON 310 Anti-Trust Policy and Regulation
- ECON 320 Economics of Sports
- BFIN 426 Mergers and Acquisitions
- MGMT 415 Employment Law and Employee Relations
- POLS 303 Civil Liberties: Class, Race and Gender
- POLS 311 State and Local Government
- POLS 318 Administrative Law
- POLS 320 Bureaucracy and Citizens
- POLS 321 Politics and Public Administration
- POLS 323 Constitutional Law
- POLS 327 American Social Policy
- POLS 342 Law as a Vocation



# SCHOOL OF EDUCATION



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



# School of Education

Dean: Jon D. Sunderland

Professors: J. Abi-Nader (Emerita), J. Burcalow (Emerita), M. Derby, A. Fein, D. Mahoney, T. F. McLaughlin, J. Nelson, K. Weber, R. Williams

Associate Professors: A. Barretto, E. Bennett, R. Bialozor, D. Booth, J. Cox, J. D'Aboy (Emeritus), J. Dixon (Emerita), P. Hastings, J. Shepard, J. Sunderland, D. Tunnell, F. Walsh, Assistant Professors: J. Brougher, M. Brown, B. Foster, S. Koffman, R. Park, J. Reed, K. Rickel, C. Salina, J. Traynor, M. Young Instructors: L. Embrey, S. Girtz

## School of Education Mission Statement

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

We model and promote leadership, scholarship and professional competence in multiple specializations. We support an environment that is challenging, inclusive, reflective, and collegial.

We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.

We provide academic excellence in teaching, advising, service, and scholarship. We promote, support and respect diversity.

The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education. The School of Education Mission has been summarized in the theme: ***“Socially responsible professionals who serve with care, competence, and commitment.”***

## Programs of Study

The School offers three undergraduate degrees. The Department of Special Education offers the Bachelor of Education (B.Ed.) in Special Education and the Department of Sport and Physical Education offers the Bachelor of Education (B.Ed.) in Sport Management and Bachelor of Education (B.Ed.) in Physical Education.

Additionally, the ~~initial Residency Certification program that~~ enables students to obtain initial (Residency) certification. The School also offers initial and advanced certification for school counselors, and school administrators at the graduate level. More information on these programs can be found in the graduate catalogue.

## Accreditation

All degree and certification programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). The School holds membership in the American Association of Colleges of Teacher Education (AACTE), the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), the American Educational Research Association (AERA), and is recognized by the Washington State Office of the Superintendent of Public Instruction (OSPI) as having approved programs for the preparation of teachers, counselors, and school administrators. Title II information may be found at the School of Education website: [www.gonzaga.edu/soe](http://www.gonzaga.edu/soe). Additionally, the programs in counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CCREP).

While this catalogue provides students with the most current information regarding School of Education undergraduate programs, students are advised that programmatic changes

are a common occurrence in the field of education and are usually the result of directives from the State Office of the Superintendent of Public Instruction and National Council for the Accreditation of Teacher Education. The School of Education takes seriously its responsibility to communicate all changes to education students. Students must be sure to see their education advisors regularly to complete a plan of study in compliance with current regulations.

## Core Curriculum of the School of Education

The core curriculum or common body of knowledge of the School of Education consists of 47 credits which are common to and required of all undergraduate degree programs: the first 31 credits are from the University core; the remaining 16 credits are specific to the School of Education. Transfer students should consult the General Degree Requirements and Procedures section of this catalogue for possible modifications to the philosophy and religious studies core requirements.

## University Core

- I. Thought and Expression (7 credits): ENGL 101, SPCO 101, and PHIL 101 (preferably taken in the same semester)
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL elective
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one course from each level
- IV. Mathematics (3 credits): MATH 100 level or above. Students pursuing teaching certification should consult their education advisor for a math course that will count toward certification and satisfy this core requirement.
- V. English Literature (3 credits): ENGL 102, 103H, 105 or 106

## School of Education Core

- VI. Fine Arts (3 credits): at least a total three credits in VART, MUSC, or THEA
  - VII. Laboratory Science (4 credits): one course with laboratory in either BIOL, CHEM, PHYS, EXSC, or EDPE (Physical Education majors must take EDPE 376/376L)
  - VIII. Social Science (6 credits): A History course plus an elective from the following: ECON, SOCI, POLS, PSYC, HIST: as recommended by your education advisor
  - IX. Social Justice: Social Justice is a common component of all education coursework. This requirement can only be met by completing any course designated by the College of Arts and Sciences as a social justice course on Zagweb.
- 2) The Special Education In-School Practica (EDSE 306 and 406).
  - 3) Application for and acceptance into Teacher Certification.
  - 4) Student teaching in an Early Childhood Special Education classroom.
  - 5) A series of four courses specifically addressing critical issues, background, and pedagogy for early development, methodology, physical development, and communication (EDSE 345, 350, 351, and 352).
  - 6) State of Washington certification requirements. In the Early Childhood Special Education program students are taught to serve young children with disabilities from birth through early school years.

## SPECIAL EDUCATION

# Special Education

Chairperson: Kimberly Weber

The Department of Special Education offers a major in special education that emphasizes learning experiences in applied settings. Public and private schools, as well as a variety of non-school settings, provide students the opportunity to combine academic training with practical experience. Candidates who earn the Bachelor of Education degree with a major in special education are prepared to work with individuals having mild to severe disabilities, such as learning disabilities, pervasive developmental disabilities, and behavior disorders. The major focuses on skills needed to function in a resource room, a self-contained classroom, or an inclusionary model. The Department of Special Education also individualizes for candidates who plan to work outside the school setting.

Two teaching endorsements for the State of Washington can be earned through completion of the B.Ed. The first endorsement is in Special Education that permits teaching special needs students preschool through twelfth grade. The second endorsement is in Early Childhood Special Education and permits teaching special needs student's birth through third grade. Many candidates also choose to complete an endorsement in Elementary Education that permits teaching regular education students kindergarten through eighth grade. In doing so, the candidate must meet the mandated certification requirements. All students majoring or minoring in special education who wish to become endorsed to teach special education in the State of Washington must complete:

- 1) The coursework.
- 2) The Special Education in-school practica (EDSE 306 and 406).
- 3) Application for and acceptance into Teacher Certification.
- 4) Student teaching in a special education classroom.
- 5) State of Washington certification requirements.

Students who wish to become endorsed in early childhood special education must complete: 1) The Special Education major.

All Gonzaga University students may enroll in EDSE 150, 155, 225, 306, 335, 307, 320, 340, 406, or 407. All other upper division courses require official acceptance into the major or minor in special education. Acceptance and continuance in the major or minor are dependent on an overall Gonzaga GPA of at least a 3.00; a 3.00 average or higher in EDSE 150, 320, 340; a minimum of 3.00 in EDSE 320; a pass and positive evaluations in EDSE 306, 307, 406, or 407; recommendation by the advisor; and approval by the faculty in the Department of Special Education.

## B.Ed. Major in Special Education: 44 Credits

### Lower Division

EDSE 101L Professional Skills Lab	0 credit
EDSE 150 Psychology of Children with Exceptionalities	3 credits

### Upper Division

One of the following two courses:	1 credit
EDSE 306 In-School Experience: Elementary	
EDSE 307 Special Education Application	
EDSE 320 Applied Behavior Analysis	3 credits
EDSE 340 Special Education Policies and Procedures	3 credits
One of the following four courses:	3 credits
EDSE 345 Development of Children with Exceptionalities	
EDSE 350 Early Childhood Special Education	
EDSE 351 Physical Development	
EDSE 352 Language and Communication	
One of the following two courses:	1 credit
EDSE 406 In-School Experience: Secondary	
EDSE 407 Special Education Application with Adults	
EDSE 410 Precision Teaching	3 credits
EDSE 417 Assessment in Special Education	3 credits
EDSE 451 Direct Instruction: Reading	3 credits
EDSE 452 Direct Instruction: Mathematics	3 credits
EDSE 465 Classroom Management	3 credits
One of the following three courses:	9-12 credits
EDSE 495 Extended Application of Special Education Experience	
EDSE 496 Special Education Student Teaching Practicum	
EDSE 497 Extended Special Education Student Teaching Practicum	

EDSE Electives: 155 level or above 6 credits

teaching with special populations who require signing as a form of total communication.

Prerequisite(s): EDSE 155 or permission from department

## Minor in Special Education: 32 Credits

### Lower Division

EDSE 101L Special Education Professional Skills Lab 0 credit

EDSE 150 Psychology of Children with Exceptionalities 3 credits

### Upper Division

One of the following two courses: 1 credit

EDSE 306 In-School Experience: Elementary

EDSE 307 Special Education Application: Children

EDSE 320 Applied Behavior Analysis 3 credits

EDSE 340 Special Education Policies and Procedures 3 credits

One of the following two courses: 1 credit

EDSE 406 Special Education In-School Experience: Secondary

EDSE 407 Special Education Application with Adults

EDSE 417 Assessment - Special Education 3 credits

EDSE 451 Direct Instruction: Reading 3 credits

EDSE 452 Direct Instruction: Math 3 credits

EDSE 465 Classroom Management 3 credits

One of the following three courses: 9-12 credits

EDSE 495 Extended Special Education Experience

EDSE 496 Special Education Student Teaching Practicum

EDSE 497 Extended Special Education Student Teaching Practicum

### Lower Division

EDSE 101L Professional Skills Lab 0 credits

This course is a requirement for any students who are pursuing a major, minor, or an endorsement in special education. This course will cover basic requirements for Washington State Certification with an endorsement in special education, including Washington State Patrol and FBI clearances, West B competency testing, Praxis II competency testing, professional standards, dispositions and program expectations of special education teacher candidates, and residency and professional certification. Co-requisites: EDSE 320 or EDSE 520

EDSE 150 Psychology of Children with

Exceptionalities 3 credits This course covers litigation and legislation affecting students with special needs, the basic handicapping conditions and how they relate to the education process. Basic remediation strategies will be discussed, as well as historical, medical, and psychological perspectives of the various disabilities.

EDSE 155 Signing Exact English 3 credits A basic SEE signing course where the student acquires the initial signs to help in working with students with hearing impairments and other disabilities.

EDSE 225 Advanced Signing Exact English 3 credits An advanced course in SEE signing. Specific techniques in

EDSE 306 In School Experience: Elementary 1 credits Students spend 30 hours assisting a special education teacher at the elementary or preschool level. Arrangements are made with the instructor.

Prerequisite(s): Must have Washington State Patrol and FBI clearance to work in the school setting

EDSE 307 Special Education Application 1 - 3 credits Students complete 30 supervised hours working directly with the individuals with disabilities in non-school settings. Arrangements are made with the instructor.

EDSE 320 Applied Behavior Analysis 3 credits The basic principles of learning and procedures of Applied Behavior Analysis are presented. Techniques of behavior analysis such as effective teaching of diverse populations, objective measurement, experimental design, evaluation, and social validity are discussed in detail. A variety of real-life situations are examined. Co-requisites: EDSE 101L and ESDE 320L

EDSE 320L Applied Behavior Analysis Lab 0 credits

This lab course is a co-requisite of EDSE 320. There are two primary components of the lab. One is to remediate and assist students with difficult concepts presented in EDSE 320 and the other is to focus on the development, implementation, write-up, and presentation of an applied research project.

EDSE 335 Autism 3 credits

This course presents the etiology, diagnosis, and treatment of autistic behavior. Emphasis is placed on the various successful remediation techniques with such children and youth.

EDSE 340 Special Education Policies and Procedures 3 credits The legal and ethical questions regarding mainstreaming are examined in detail. Emphasis is placed on developing individualized education programs, communicating with parents and staff, and issues of due process. Recent research in mainstreaming is reviewed.

## SPECIAL

EDSE 344 Psychology of Child Behavioral Disorders 3 credits This course examines various behavior disorders in children. The various viewpoints as to cause and remediation are outlined. Practical solutions to behavior and emotional disorders are discussed in detail. Prerequisite(s): Admission to the program

EDSE 345 Development of Children with Exceptionalities 3 credits This course examines normal child development and etiology of exceptionalities from infancy through age six. History and philosophy of early childhood special education, as well as relevant legislation, are studied. Applied experience is provided in an integrated preschool setting.

Prerequisite(s): Admission to the program  
EDSE 346 Teaching Students with Learning

Disabilities 3 credits The various practical classroom techniques to measure and remediate learning disabilities are presented. The course focuses on techniques of practical use for the special and regular classroom teacher.

EDSE 350 Early Childhood Special Education 3 credits This course overviews the principles and practical procedures involved in integrated preschool services for children with disabilities. Applied experience is provided in an integrated preschool setting. Prerequisite(s): Admission to the program

EDSE 351 Physical Development 3 credits This course examines normal physical and neuro-motor development with an emphasis on methods for identifying and treating delayed or dysfunctional development. Applied experience is provided in an integrated preschool setting. Prerequisite(s): Admission to the program

EDSE 352 Language and Communication 3 credits This course examines the principles of normal language development as well as educational guidance for facilitating functional language development in infants, toddlers, and preschoolers. The focus is on intervention programs designed for enhancing generalization of functional language usage. Applied experience is provided in an integrated preschool setting. Prerequisite(s): Admission to the program

EDSE 400 Tutoring and Proctoring 1 - 3 credits This course provides students the opportunity to work collaboratively and gives experience in teaching adults. Students may assume leadership roles and develop strategies for later application in training situations. In addition, teaching recently learned material reinforces the extension and generalization of their knowledge. Prerequisite(s): EDSE 320

EDSE 406 In School Experience: Secondary 1 credits The student spends 30 hours working in a special education classroom at the secondary level with emphasis in math and reading.

Prerequisite(s): Must have Washington State Patrol and FBI clearance to work in the school setting

EDSE 407 Special Education Applications with Adults 1 - 3 credits The student spends 30 hours working in environments serving adolescents or adults with developmental disabilities. Settings include group homes, sheltered workshops, supported work programs, and institutions.

EDSE 410 Precision Teaching 3 credits This class covers the basic techniques and procedures of precision teaching (e.g., pinpointing, movement cycles, charting, etc.). Emphasis is placed on using the techniques of precision teaching to remediate and evaluate learning and behavior problems.

## **SPECIAL EDUCATION**

EDSE 415 Psychology of the Child with ADHD 3 credits This class covers the historical and present treatment techniques dealing with the child with attention deficits and hyperactivity in the classroom and at home. Various assessment devices to determine ADHD are examined.

Practical procedures that can be implemented in the school or home are strongly emphasized.

EDSE 417 Assessment-Special Education 3 credits This course deals with various assessment procedures, such as psychometric testing, teacher constructed tests, achievement tests, and observational scoring. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems.

EDSE 427 Teaching Persons with Developmental Disability 3 credits This course provides students with an understanding of state-of-the-science practices for serving individuals who have mental disabilities. The focus is on development of intervention within community, school, vocational, domestic, and social settings for both school-age students and adults.

EDSE 451 Direct Instruction Reading 3 credits This course covers how to teach special education and regular education pupils beginning through intermediate reading skills directly. Particular emphasis is placed on instructing teachers to use reading techniques which have had research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various reading skills.

EDSE 452 Direct Instruction Mathematics 3 credits This course covers how to teach basic mathematical skills directly to special education and regular education elementary pupils. Emphasis is placed on instructing teachers to use mathematical techniques which have research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various mathematical skills.

EDSE 452L Direct Instruction Mathematics Lab 0 credits This lab course is a co-requisite of EDSE 452. This lab provides supplemental instruction and also remediation for students having difficulty with math concepts presented in EDSE 452.

EDSE 465 Classroom Management 3 credits Principles and procedures are presented to promote effective classroom discipline and teaching in either a self-contained or resource center setting. Emphasis is placed on practical techniques that can be employed by one teacher.

EDSE 465L Classroom Management Lab 0 credits This course provides supplemental information to benefit students taking EDSE 465. Content of the course includes APA format for project completion, computer instruction on creating graphs and tables, review of difficult content from class, directed information regarding action research, and ethical standards information.

EDSE 470 Functional Analysis Seminar 3 credits This course reviews functional analysis methodologies for systematically identifying environmental variables that serve to maintain aberrant behavior. The course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analyses. Particular emphasis

is placed on reinforcement-based interventions and dimensions of reinforcement. Prerequisite(s): EDSE 320 and EDSE 340

EDSE 490 Directed Readings 1 - 3 credits

This course is an individualized study based on readings approved by the professor. The student develops a selected bibliography.

EDSE 491 Directed Study 1 - 3 credits

This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.

EDSE 492 Independent Study 1 - 6 credits

This course is an individualized study that is designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.

EDSE 494 Special Projects 1 - 3 credits

This course is an individualized study that is projectbased. The study requires the practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation.

EDSE 495 Extended Special Education

Experience 3 - 9 credits This practicum is designed to provide students with an intensive applied experience in community settings. The student works under the supervision of a University supervisor and a community professional.

Prerequisite(s): EDSE 465

EDSE 496 Special Education Student Teaching

Practicum 9 credits This is the intensive field experience in which the student assumes the full responsibility of a special education teacher under the direction of a University supervisor and a cooperating teacher.

Prerequisite(s): EDSE 465 and must have Washington State Patrol and FBI clearance to work in the school setting

EDSE 497 Extended Special Education Student

Teacher Practicum 12 credits This is an intensive field experience in which is at least 12 weeks in duration (12 credits). The student will systematically take over the responsibilities of the special education teacher under the direction of the University supervisor and the cooperating Special Education teacher.

Prerequisite(s): EDSE 465 and must have Washington State Patrol and FBI clearance to work in the school setting.

## Sport and Physical Education

Chairperson: Diane Tunnell

The Department of Sport and Physical Education offers two program options: The *Bachelor of Education in Physical Education* with an emphasis in teaching physical education and the *Bachelor of Education in Sport Management*. The Bachelor of Education in Physical Education curriculum

primarily prepares students for Washington State Certification to teach health and physical education at the K-12 level in schools. It also prepares students to pursue careers and/or graduate study in physical education (pedagogy or administration). This certification option has reciprocity with other states within the United States. With a strong liberal arts core, courses from the Physical Education program and course work from the Department of Teacher Education, students master skills for entry into the teaching profession. A minor in physical education is also available, as is a health and fitness endorsement for those students whose primary major lies in an area other than physical education. For a complete listing of courses required for teaching certification contact the Program Director.

The *Bachelor of Education in Sport Management* prepares students for entry level positions in health, fitness, or sport related industry areas. Students in sport management follow a curriculum that includes pursuing an advisor approved minor or concentration in business, communications studies, or other specialty areas. This track also prepares students to pursue graduate studies in sport management or athletic administration.

The Sport & Physical Education Department also offers a large number of activity courses (EDPE 101-185) which are open to students throughout the University. Activity courses may be repeated for credit.

### B.Ed. Major in Physical Education: 51-64 credits

#### Lower Division

EDPE 190 Foundations of Health, Sport and Physical Education	3 credits
EDPE 201-204 Professional Activity Labs	8 credits
EDPE 210 Community CPR, First Aid and Safety Education	3 credits
EDPE 220 Principles of Athletic Training	3 credits
EDPE 222 Health and Human Movement	3 credits
EDPE 224 Nutrition for Health and Fitness	3 credits
EDPE 276 and 276L Anatomical and Physiological Principles of Health and Fitness	4 credits

#### Upper Division

EDPE 311 Health, Fitness, and Physical Education Teaching Procedures	3 credits
EDPE 312 Methods in Health Education	3 credits
EDPE 315 Adapted Physical Education	3 credits
EDPE 340 Psycho-Social Aspects of Sport and Exercise	3 credits
EDPE 377 and 377 L Scientific Principles of Health and Physical Education	4 credits
EDPE 413 Student Evaluation and Management	3 credits
EDPE 420 Motor Development	3 credits

### SPORT AND PHYSICAL

One of the following three options:

EDPE 495 Health and Fitness Student Teaching	12 credits
--	------------



EDPE 496A/496B Practicum/Field Experience 2 credits  
 EDPE 497A/B/C Field Experience 3 credits  
 EDPE 499 Comprehensive Exam 0 credit

EDPE 412 Administration of Sport and Athletics 3 credits  
 EDPE 414 Trends and Issues in Sport, Physical Education, Athletics and Recreation 3 credits  
 EDPE 496D Practicum: Sport Management 3 credits

### **B.Ed. Major in Sport Management: 39 credits**

#### **Lower Division**

EDPE 190 Foundations of Health, Sport and Physical Education 3 credits  
 EDPE 210 Community CPR, First Aid and Safety Education 3 credits  
 EDPE 202A PL: Health and Fitness Club Management 3 credits  
 EDPE 205 Diversity in Sport 3 credits  
 EDPE 207 PL: Technology and Professionalism In Sports 3 credits  
 EDPE 222 Health and Human Movement 3 credits

#### **Upper Division**

EDPE 340 Psycho-Social Aspects of Sport Activity 3 credits  
 EDPE 400 Sport Promotions 3 credits  
 EDPE 412 Administration of Sport and Athletics 3 credits  
 EDPE 414 Trends and Issues in Sport, Physical Education, Athletics and Recreation 3 credits  
 EDPE 421 Facilities in Sport and Athletics 3 credits  
 EDPE 496D Practicum: Sport Management 6 credits  
 EDPE 499 Comprehensive Exam 0 credit

### **Minor in Physical Education: 32-33 credits**

#### **Lower Division**

EDPE 190 Foundations of Health, Sport and Physical Education 3 credits  
 EDPE 202B Strength and Aerobic Conditioning Pro-Lab 2 credits  
 EDPE 201, 203, or 204 Professional Activity Labs 2 credits  
 EDPE 210 CPR, First Aid and Safety Education 3 credits  
 EDPE 222 Health and Human Movement 3 credits  
 EDPE 276 and 276L Anatomical and Physiological Principles of Health and Fitness 4 credits

#### **Upper Division**

EDPE 311 Health, Fitness, and Physical Education Teaching Procedures 3 credits  
 EDPE 315 Adaptive Physical Education 3 credits  
 EDPE 377 and 377L Scientific Principles of Health and Physical Education 4 credits  
 EDPE 413 Student Evaluation and Management 3 credits  
 EDPE 496A/496B/496C Practicum 2-3 credits

### **Minor in Sport Management: 18 Credits**

EDPE 190 Foundations of Health, Sport and Physical Education 3 credits  
 EDPE 340 Psycho-Social Aspects of Sport and Activity 3 credits  
 EDPE 400 Sport Promotions 3 credits

### **SPORT AND PHYSICAL EDUCATION**

#### **Lower Division**

EDPE 101 Tai Chi	1 credits
EDPE 102 Basketball and Softball	1 credits
EDPE 103 Basketball and Flag Football	1 credits
EDPE 104 Varsity Basketball	1 credits
EDPE 105 Varsity Basketball Condition	1 credits
EDPE 106 Varsity Cheerleading	1 credits
EDPE 107 Novice Crew Conditioning	1 credits
EDPE 108 Beginning Bowling	1 credits
EDPE 109 League Bowling	1 credits
EDPE 110 X-Biking	1 credits
EDPE 111 Indoor Soccer	1 credits
EDPE 112 Crew Conditioning	1 credits
EDPE 115 Aerobics	1 credits
EDPE 116 Cardio Pump	1 credits
EDPE 117 Social Dance	1 credits
EDPE 120 Varsity Baseball	1 credits
EDPE 121 Baseball Conditioning	1 credits
EDPE 122 Varsity Track	1 credits
EDPE 123 Varsity Cross Country	1 credits
EDPE 124 Beginning Fencing	1 credits
EDPE 125 Intermediate-Advanced Fencing	1 credits
EDPE 126 Beginning Golf	1 credits
EDPE 127 Intermediate-Advanced Golf	1 credits
EDPE 128 Varsity Golf	1 credits
EDPE 129 Self Defense/Judo	1 credits
EDPE 130 Triathlon Training	1 credits
EDPE 131 Beginning Karate	1 credits
EDPE 132 Intermediate Karate	1 credits
EDPE 133 Advanced Karate	1 credits
EDPE 134 Reserve Soccer Conditioning	1 credits
EDPE 136 Scuba	1 credits
EDPE 137 Ski Conditioning	1 credits
EDPE 138 Alpine Skiing	1 credits
EDPE 139 Ski Racing	1 credits
EDPE 140 Snowboarding	1 credits
EDPE 142 Snow Sport Instructor Training	1 - 2 credits
EDPE 144 Swimmers	1 credits
EDPE 145 Varsity Soccer	1 credits
EDPE 146 Soccer and Volleyball	1 credits
EDPE 147 Softball and Volleyball	1 credits
EDPE 148 Varsity Tennis	1 credits
EDPE 149 Varsity Tennis Conditioning	1 credits
EDPE 150 Varsity Weight Training	1 credits
EDPE 152 Racquetball Sports	1 credits
EDPE 153 Tennis and Badminton	1 credits
EDPE 154 Varsity Volleyball	1 credits
EDPE 155 Soccer and Basketball	1 credits
EDPE 156 Pilates	1 credits
EDPE 157 Yoga	1 credits
EDPE 158 Fitness and Conditioning	1 credits
EDPE 159 Aqua Aerobics	1 credits
EDPE 160 Weight Training	1 credits
EDPE 161 Studio Yoga	1 credits
EDPE 162 Intermediate Yoga	1 credits
EDPE 163 Lacrosse Team	1 credits
EDPE 164 Beginning Fly Fishing	1 credits
EDPE 165 Beginning Horseback Riding	1 credits
EDPE 166 Intermediate Horseback Riding	1 credits
EDPE 167 Advanced Horseback Riding	1 credits
EDPE 170 Ice Skating	1 credits
EDPE 173 Badminton and Racquetball	1 credits
EDPE 175 Beginning Gym climbing	1 credits
EDPE 176 Intermediate Gym climbing	1 credits
EDPE 178 Racquetball	1 credits

## Activity courses

- EDPE 190 Foundations of Health, Sport, and Physical Education 3 credits Overview of the historical and philosophical foundations of health, sport, and physical education. Introduction to careers in related fields and professional preparation and development.
- EDPE 191 Directed Study 1 - 3 credits  
Topic to be decided by faculty.
- EDPE 195 New Athlete Orientation 1 credits This course is designed to support the student athlete with academics and Division I regulations.  
Prerequisite: Permission only
- EDPE 201 PL: Team Sports and Aquatics 3 credits  
Exposure to the basic skills, terminology and concepts, rules, and strategies necessary to participate in selected team sports and aquatics as well as teaching techniques appropriate for instruction in team sports and aquatics. Emphasis will be placed upon both traditional and nontraditional team sports commonly taught in the public schools.  
Prerequisite(s): EDPE 190
- EDPE 202A PL: Health and Fitness Club Management 3 credits This course focuses primarily on the business aspects of owning/operating a fitness club, covering memberships, programming, facilities, staffing, and budgeting practices.  
Prerequisite(s): EDPE 190 or permission
- EDPE 202B PL: Strength and Aerobic Conditioning Pro Lab 3 credits Trains educators and fitness leaders in the delivery of effective and appropriate knowledge and activities for health-related fitness. Spring, even years. Prerequisite(s): EDPE 190 or permission
- EDPE 203 PL: Individual Sports and Dance 3 credits  
Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected individual sports; and exposure to several types of dance, dance terminology, positions, and movements, as well as teaching techniques appropriate for instruction in individual sports and dance. Emphasis will be placed upon both traditional and non-traditional activities commonly taught in the public schools.  
Prerequisite(s): EDPE 190
- EDPE 204 PL: Leisure Sports and Games 3 credits  
Exposure to basic skills, terminology and concepts, rules, and strategies necessary to participate in selected leisure activities and a variety of activities appropriate for elementary age youth. In addition, teaching techniques appropriate for instruction in leisure activities and elementary activities will be emphasized. Emphasis will be placed upon both traditional and non-traditional activities commonly taught in the public schools.  
Prerequisite(s): EDPE 190
- EDPE 205 Diversity in Sport 3 credits  
A comprehensive understanding of the ways in which people differ and how these differences can influence sport organizations. This course offers specific strategies for managing diversity in social organizations

- ness, research, and management will be covered.  
Prerequisite(s): EDPE 190
- EDPE 209 Community CPR and First Aid 2 credits  
Red Cross Certification in Community First Aid and CPR is offered through a class that prepares students to recognize and respond to illness/injury situations. Learn basic care for victims, including cardiopulmonary resuscitation and rescue breathing for infants, children and adults, as well as immediate care for injuries. Using Automatic External Defibrillators is covered. Class includes hands-on lab skill application. This class does not meet the Physical Education and Sports Management majors' requirement. Fall and Spring.
- EDPE 210 CPR, First Aid, and Safety Education 3 credits  
This course provides preparation in the basic knowledge and skills involved in recognizing and responding to a variety of emergencies and life-threatening situations, including training in how to evaluate and provide basic care for victims of injury and/or sudden illness until professional medical help arrives (CPR and First Aid). Additionally, students receive instruction and practice in the prevention of common injuries. Safety and health education issues are studied with their application to prevention in the community, home and workplace settings. Students receive American Red Cross Certification in Community First Aid and CPR. Fall and Spring
- EDPE 211 Aerobic Exercise Instruction 1 - 2 credits  
Development and perfection of skills necessary to participate in aerobic exercise activities, along with techniques of instructing the specifics of these skills. On sufficient demand.  
Prerequisite(s): EDPE 115
- EDPE 220 Principles of Athletic Training 3 credits  
Provides an introduction to recognition, prevention, and treatment of common athletic injuries. Procedures and techniques in the care of injuries are covered. Legal responsibilities of educators/fitness leaders/coaches in sport, club, and school settings regarding injury prevention, safety, and accountability are covered. Prerequisite(s): Second year standing or permission. EDPE 276 and 276L strongly encouraged as prerequisite
- EDPE 222 Health and Human Movement 3 credits  
Investigation of the factors affecting healthful living and wellness, including mental, emotional, physical, and environmental health; with a focus on how movement and physical fitness affect and are affected by other aspects of health.

- and work groups, provides an overview of different types of diversity training which can be implemented in the workplace, and outlines legal issues related to diversity.  
Prerequisite(s): EDPE 190 or permission
- EDPE 207 PL: Technology and Professional Readings (Professional Preparation) 3 credits  
Career path analysis for Sport Management majors, including resume' and interview preparation, sources for employment opportunities, and professional sport-related literature will be examined. In addition, procedures and methods for utilizing technological skills and software appropriate to sport leadership presentations, busi-
- EDPE 223 Lifeguard Training 3 credits  
Prepares individuals to assume the duties and responsibilities of lifeguards at swimming pools and at protected (non-surf) open water beaches. On sufficient demand. Prerequisite(s): Successful completion of pre-course skill test.
- EDPE 224 Nutrition for Health and Fitness 3 credits  
A basis for understanding the current research and advances that promote healthy lifestyles and fitness through proper nutrition. Emphasis will be given to how food, metabolism, and lifestyle choices interact in humans to increase or reduce poor health and risk of disease.
- EDPE 276 Anatomical and Physiology Principles in Health and Fitness 3 credits  
An introductory course emphasizing an understanding of anatomical and physiological structure and function of the major systems of the human body. Primary focus will be on the musculoskeletal, nervous, circulatory, and respiratory systems as they relate to fitness, health, and disease conditions in the human body. Must be concurrently enrolled in EDPE 276L. Fall. Prerequisite(s): EDPE 190 or permission

## SPORT AND PHYSICAL

- EDPE 276L Anatomical and Physiology Principles in Health and Fitness Lab 1 credits  
Laboratory experience dealing with the structure and function of tissues, organs, and organ systems in the human body. Hands-on lab experience with models, microscopes and organ dissections. Must be taken concurrently with EDPE 276. Fall.
- EDPE 290 Directed Study 1 - 3 credits  
Topic to be decided by faculty.
- EDPE 311 Health, Fitness, and Physical Education Teaching Procedures 3 credits  
Introduction to and application of a variety of teaching styles and strategies, appropriate for health, fitness and physical education. Emphasis will be placed on daily and yearly planning, organizational components and reflection in educational settings. Particular attention will be given to national and state objectives and standards.  
Prerequisite(s): EDPE 190
- EDPE 312 Methods in Health Education 3 credits  
This course emphasizes the development of student outcomes and assessments for health-related content and material in the K-12 educational environment.  
Prerequisite(s): EDPE 190
- EDPE 315 Adaptive Physical Education 3 credits  
A course dealing with postural defects, body mechanics and other

muscular and structural handicaps that affect the physical and emotional development of children. Physical activities for all levels of handicapped conditions, along with the technique of instructing these activities will be presented. Prerequisite(s): EDPE 190

EDPE 316 Water Safety Instruction 3 credits Analysis, methods of instruction and evaluation for all age levels. Course conducted to meet the requirements of the American Red Cross Instructor's Course. Certificate will be awarded to those who qualify. On sufficient demand

EDPE 340 Psycho-Social Aspects of Sport and Activity 3 credits The application of psychological principles and sociological research to areas of physical activity, teams, and coaching. Topics of discussion will include: personality, motivation, aggression and interaction as they relate to athletics, athletes, and teams. Prerequisite(s): EDPE 190 or permission

EDPE 343 Coaching Basketball 3 credits Principles of defense and offense; fundamentals, special drills, rules, officiating, and equipment. On sufficient demand .

EDPE 346 Coaching Baseball 3 credits Principles of coaching competitive baseball with an emphasis on strategy, drills for skill attainment, skill evaluation and coaching philosophy. On sufficient demand.

EDPE 347 Coaching Football 3 credits Principles of coaching competitive football with an emphasis on offensive and defensive strategy, position drills, and coaching philosophy. On sufficient demand.

EDPE 349 Coaching Soccer 3 credits Principles of coaching competitive soccer with an emphasis on offensive and defensive strategy, position drills and philosophy. On sufficient demand.

EDPE 355 Wilderness Survival 2 credits Education in the priorities, skills, and procedures necessary for survival in emergency wilderness situations, including planning and prevention, orienting, first aid, shelter construction, signaling, and survivor theory through readings, case studies, and field experience. This course will help build self-confidence in one's ability to participate safely in and lay a foundation for organizing safe outdoor recreational experiences.

### SPORT AND PHYSICAL EDUCATION

EDPE 377 Scientific Principles: Health and Physical Education 3 credits Study of principles and concepts of kinesiology and exercise physiology. Emphasis on functions of physiological systems at rest and in response to various stimuli such as exercise, maximal effort, and disease conditions; evaluation of the body's response to such stimuli, especially for the purpose of enhancing performance. This course also provides some instruction in and basic kinesiological analysis of sport movement patterns. Must be concurrently enrolled in EDPE 377L. Spring.

Prerequisite(s): EDPE 276 or permission

EDPE 377L Scientific Principles Lab: Health and Physical

Education Lab 1 credits Laboratory experience designed to allow the student to put into practice the principles studied in EDPE 377. Students will conduct and participate in a variety of physiologic testing for aerobic capacity, strength, endurance, body composition, flexibility, and health related measures of fitness. Findings will be utilized in analysis and evaluation of health related fitness. Must be taken concurrently with EDPE 377. Spring.

Prerequisite(s): EDPE 276

EDPE 390 Directed Study 1 - 3 credits Topic to be decided by faculty.

EDPE 400 Sport Promotions 3 credits Study of policies and procedures in managing relations with external and internal publics associated with the sport and athletic industry. Prerequisite(s): EDPE 190

EDPE 412 Administration of Sport and Athletics 3 credits An introduction to organizational theories and practices with an emphasis on the sport industries. Leadership styles and theories, organizational development, personnel, fiscal, and legal issues will be introduced.

Prerequisite(s): EDPE 190

EDPE 413 Student Evaluation and Management 3 credits A continuation of EDPE 311 paying special attention to principles and procedures for student evaluation, discipline and management techniques in the classroom and gymnasium.

Prerequisite(s): EDPE 190 and EDPE 311

EDPE 414 Trends and Issues in Sport, Physical Education, Athletics and Recreation 3 credits Current issues, ideas, and trends in physical education, and their role in the educational process; special attention to the expanding role of the instructor, and to the new areas of curriculum and instruction.

Prerequisite(s): EDPE 190

EDPE 415 Elementary Physical Education 1 credits Introduction to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching elementary physical education (K-8). Prerequisite(s): (EDTE 221E or 221S or permission

EDPE 416 Health Education Methods 1 credits Introduction to a variety of teaching styles and strategies, curriculum planning and implementation, and evaluation methods appropriate for teaching health education at the elementary level (K-8).

Prerequisite(s): EDTE 221E or 221S or permission

EDPE 417 Abuse Prevention 1 credits Awareness of the incidence of abuse and how to deal with abuse problems within the school (K-12).

Prerequisite(s): EDTE 221E or EDTE 221S or EDPE 311 or permission

EDPE 420 Motor Development 3 credits Introduction to the biological basis of human movement phenomena, changes in motor behavior across the life span, and principles and factors affecting the development and acquisition of motor abilities and skills. Prerequisite(s): EDPE 190

EDPE 421 Facilities in Sports and Athletics 3 credits The planning, instruction, maintaining, scheduling, and in-depth administrative procedures associated with indoor and outdoor sport and athletic facilities.

Prerequisite(s): EDPE 190

EDPE 490 Directed Readings 1 - 3 credits

Individualized study based on readings approved by the professor. Students will develop a selected bibliography.

EDPE 491 Directed Study 1 - 3 credits Individualized

study that is designed by the professor. Students will follow a prescribed course outline.

EDPE 492 Independent Study 1 - 3 credits Individualized

study that is designed by the student in consultation with the professor for self-directed learning in a selected area of interest.

EDPE 494 Special Projects 1 - 3 credits

Individualized study that is project based. The study will result in a practical application of educational theory. The project or a written report of the project will be submitted to the professor for evaluation.

EDPE 495 Health and Physical Education Student

Teaching 12 credits

Prerequisite(s): EDPE 311

EDPE 496A Practicum: Physical Education 2 credits

Practical experience in the area of physical education either at the elementary or secondary level.

Prerequisite(s): third year standing and permission

EDPE 496B Practicum: Coaching 2 credits Practical

experience in the area of athletic coaching either at the elementary or secondary level. Prerequisite(s): Third year standing and permission

EDPE 496C Practicum: Health and Fitness 3 credits

Practical experience with in a health/fitness related environment (clubs, clinics, Health Department, etc.).

Prerequisite(s): Third year standing and permission

EDPE 496D Practicum: Sport Management 3 credits

Practical experience in the area of sport management either in a public or private organization.

Prerequisite(s): Third year standing

EDPE 497A In School Experience I- Health and Fitness 1 credits This field experience

emphasizes instructional strategies and technology practices in the educational environment. Students will spend a minimum of 30 hours assisting a physical education teacher with instruction and assessment. Must be taken concurrently with EDPE 311

Prerequisite(s): EDPE 190

EDPE 497B In School Experience II- Health and Fitness 1 credits This field experience

emphasizes curriculum and assessment models in the educational environment. Students must spend a minimum of 30 hours assisting a health or physical education instructor with instruction and assessment. Must be taken concurrently with EDPE 413.

Prerequisite(s): EDPE 190

EDPE 497C In School Experience III- Health and Fitness 1 credits This field experience

emphasizes curriculum models and assessment use in the educational environment. Students must spend a

minimum of 30 hours assisting a health education instructor with instruction and assessment. Must be taken concurrently with 312.

Prerequisite(s): EDPE 190

EDPE 499 Comprehensive Examination 0 credits Required of all EDPE majors after completion of major coursework.

## Teacher Education

Chairperson: Jonas Cox

Elementary Program Director: Deborah Booth

Secondary Program Director: Jennifer Nelson

Directed by our Jesuit mission, we prepare educational leaders to serve others in need and demonstrate a commitment to social justice. The Teacher Education program offers a thorough preparation in professional teaching at the undergraduate level. It provides teacher candidates with the opportunity to become reflective learners and practioners of elementary or secondary education. Many courses in the program offer a community based service learning activity providing candidates an opportunity to experience servant leadership.

As a community of reflective learners, faculty, staff, and teacher candidates are involved in a supportive relationship which encourages service for others and responsibility to one another.

The Teacher Education program is advised by a Professional Education Advisory Board composed of area teachers, school administrators, and representatives of professional organizations, teacher candidates, and faculty from the following programs: Teacher Education, Special Education, Physical Education, and Teaching English as a Second Language.

The Teacher Certification program meets standards specified by the Washington State Office of the Superintendent of Public Instruction (OSPI), The National Council for Accreditation of Teacher Education (NCATE), and the Northwest Association of State Directors of Teacher Education and Certification (NASDTEC).

The teacher candidate is assigned an advisor in Teacher Education during the Teacher Certification Orientation (EDTE 101L). The role of this advisor is to guide the teacher candidate through the certification program. The teacher candidate's academic advisor (assigned when admitted to the University) will advise the teacher candidate regarding degree requirements.

There are different options to obtain certification. One option is a Bachelor of Education degree in Physical Education or Special Education which includes teacher certification or teacher candidates can combine certification requirements with a degree from one of the other schools/colleges in the University.

Applicants seeking Elementary Education Certification will receive an Elementary endorsement and can teach grades K-8 as generalists in a self-contained classroom. Secondary Education Certification candidates can teach grades 5-12 and choose a specific content area (endorsement) to teach. The content area must be selected from one of the following

approved endorsements offered at Gonzaga: Biology, Chemistry, Physics, English/Language Arts, History, Health and Fitness, Mathematics, Music, Special Education, Social Studies, Theater Arts, and designated World Languages. Additional endorsements offered include: English as a Second Language, Reading, and Early Childhood Special Education.

Washington State can change certification requirements, so it is the applicant's responsibility to stay current by checking with their School of Education advisors and the Certification Office.

All teacher candidates are required to have a current Character and Fitness form and FBI/Washington State Patrol fingerprint clearance on file to take part in any type of Teacher Education Field Experiences,

### TEACHER

#### Admission into Teacher Certification Program is Dependent on Completion of the Following:

- 1) 12 credits of education coursework successfully completed including one field experience
- 2) 2.00 in each certification program course
- 3) Cumulative GPA of 2.50 or higher across G.U. courses
- 4) Cumulative GPA of 3.00 across EDTE courses
- 5) Passing score on all three sections of WEST-B test
- 6) Character and Fitness Form on file
- 7) FBI/Washington State Patrol Fingerprint Clearance on file
- 8) No documented disposition concerns
- 9) English Composition / Grammar or equivalent
- 10) Speech-Communications or equivalent

#### Elementary Education Certification Program Requirements: 68 Credits

##### Level I:

- EDTE 101 Foundations of American Education 3 credits
- EDTE 101L Teacher Certification Orientation 0 credit
- \*\*EDSE 150 Psychology of Children with Exceptionalities 3 credits (Fulfills core requirement if candidate remains in certification) (Physical Education majors equivalent EDPE 315)
- EDTE 201 Learning Theories 3 credits
- EDTE 221E Elementary Differentiated Instruction and Assessment 3 credits (PE majors equivalent course EDPE 311 and EDPE 413)
- EDTE 221L Field Experience I 1 credit (Physical Education majors equivalent EDPE 311 and 413)
- EDTE 231 Instructional Methods Reading, Writing, Communications I 3 credits
- \*ENGL English Composition/Grammar or equivalent 3 credits
- \*SPCO Speech – Communications or equivalent

##### The Following Core Courses Must Be Taken Prior to Level II Corresponding Methods Courses

- \* POLS 101 American Politics 3 credits
- \* HIST 112 Survey of World Civilization 3 credits

- \*\* MATH 203 Math for Elementary Teachers or equivalent 3 credits
- \* MATH 121 Introductory Statistics 3 credits
- \* HIST 201 or 202 History of the U.S. I or II 3 credits
- HIST 206 Washington State History 1 credit
- BIOL 222 Science for Teachers BIOL w/lab 4 credits (Physical Education majors equivalent EDPE 376 and lab) (SPED majors can take EDPE 376 and lab or any other life science with lab)
- EDTE 304 Concepts in Science 3 credits

##### Level II:

- EDTE 301L Field Experience II 1 credit (Physical Education majors equivalent EDPE 497) (Special Education majors equivalent EDSE 406)
- EDTE 303 Elementary Methods: Mathematics 3 credits (Special Education majors equivalent EDSE 452)
- EDTE 331 Instructional Methods: Reading, Writing, Communication II 3 credits (Special Education Majors equivalent EDSE 451)
- EDTE 400 Elementary Methods: Music 1 credit
- EDTE 401L Field Experience III 1 credit (Co-requisite: EDTE 404) (Physical Education major equivalent EDPE 497)
- EDTE 402 Elementary Methods: Social Studies 3 credits
- EDTE 403 Elementary Methods: Art 1 credit
- EDTE 404 Elementary Methods: Science 3 credits
- EDPE 415 Physical Education Methods 1 credit (Physical Education majors equivalent EDPE 204)
- EDPE 416 Health Education Methods 1 credit (Physical Education majors equivalent EDPE 312)
- EDPE 417 Abuse Prevention 1 credit
- EDTE 460E Classroom Management and Communication: Elementary 3 credits (Special Education majors equivalent EDSE 465)

##### Level III: Admission to Student Teaching

- EDTE 496E Elementary Student Teaching 12 credits
- 1) Completion of all coursework in the elementary certification program
- 2) 2.00 in each endorsement course
- 3) Cumulative GPA of 2.50 or higher in all GU courses
- 4) Cumulative GPA of 3.00 in all EDTE courses
- 5) Passing score on all three sections of WEST-B test
- 6) Character and Fitness form on file
- 7) FBI/Washington State Patrol Fingerprint Clearance on file
- 8) No documented disposition concerns
- 9) WEST-E test taken prior to Student Teaching. Passage of Elementary WEST-E for program completion.

**Note:** \*Fulfills University Core requirement in the College of Arts and Sciences.

\*\*Fulfills Elementary Certification Program requirements and core requirements in the College of Arts and Sciences providing candidate graduates with a teacher certification.

## Secondary Certification Requirements: 37

### Credits

#### Level I: Requirements

EDTE 101 Foundations of American Education	3 credits
EDTE 101L Teacher Certification Orientation	0 credit
** EDSE 150 Psychology of Children with Exceptionalities	3 credits (Physical Education majors equivalent EDPE 315)
EDTE 201 Learning Theories	3 credits
EDTE 221S Differentiated Instruction and Assessment	3 credits (Physical Education majors equivalent EDPE 311 and 413)
EDTE 221L Field Experience I	1 credit (Physical Education majors equivalent EDPE 497 or EDPE 497B)
EDTE 241 Teaching in the Middle School	3 credits
* ENGL English Composition /Grammar or equivalent	3 credits
* SPCO Speech Communication or equivalent	

#### Level II:

EDPE 417 Abuse Prevention	1 credit
EDTE 418 Reading and Writing Across the Curriculum	3 credits

#### Secondary Specific Methods

One methods course is required for each endorsement area. .

EDTE 454D Secondary Methods-Theater Arts	3 credits
EDTE 454E Secondary Methods-English	3 credits
EDTE 454F Secondary Methods-Social Study	3 credits

EDTE 454M Secondary Methods-Mathematics	3 credits
EDTE 454S Secondary Methods-Science	3 credits

EDTE 454T (MTSL 454) Secondary Methods-World Language 3 credits (Music Education and Physical Education majors will take methods in their degree program) EDTE 454L Secondary Field Experience II 2 credits (Physical Education Major equivalent EDPE 497C).

EDTE 455L Field Experience: Additional Endorsement	1 credit (Required for additional endorsements)
--	---

EDTE 460S Classroom Management: Secondary	3 credits
---	-----------

#### Level III : Admission to Student Teaching

EDTE 496S Secondary Student Teaching	12 credits
1)Completion of all course and endorsement work in the Secondary Certification Program	
2)2.00 in each endorsement course	
3)Cumulative GPA of 2.50 or higher in all G.U. courses	
4)Cumulative GPA of 3.00 in all EDTE courses	
5)Passing score on all three sections of WEST-B test	
6)Character and Fitness Form on file	
7)FBI/Washington State Patrol Fingerprint Clearance on file	
8)No documented disposition concerns	

- 9) WEST-E test taken prior to Student Teaching.  
Passage of WEST-E endorsement test for program completion

**Note:** \*Fulfills University Core requirement in the College of Arts and Sciences.

\*\*Fulfills Elementary Certification Program requirements and core requirements in the College of Arts and Sciences providing candidate graduates with a teacher certification.

Descriptions of courses from other departments are listed elsewhere in this catalogue under the particular program which offer them (EDPE is Physical Education and EDSE is Special Education).

#### Lower Division

EDTE 101 Foundations of American Education	3 credits
--	-----------

This course provides an overview of the teaching profession. It is designed as an exploration of teaching as a career choice, serving as an introduction to various philosophical positions regarding education, the laws that affect students and teachers, the global and historical background of our current educational systems, and the issues concerned with recognizing, accepting, and affirming diversity.

Corequisite(s): EDTE 101.

EDTE 101L Teacher Certification Orientation	0 credits
---	-----------

Teacher candidates have an opportunity to learn about the professional requirements needed to become an effective educator. Successful completion of this lab course is prerequisite for admission to the Teacher Education program and further advancement through other EDTE classes. Corequisite(s): EDTE 101.

EDTE 201 Learning Theories	3 credits
----------------------------	-----------

This course is designed to introduce the undergraduate teacher candidate to theories of learning. The contributions of behaviorism, humanistic psychology, and cognitive psychology will be examined in order to give a basis for critically analyzing how and why human development and growth occur in the teaching/learning act. Based on the dynamics of respect for individual differences within the learning community, prior learning, and authentic scholarly exploration of historical and current literature, student teacher candidates will be able to articulate, develop, and seek alternatives to their theories-in-use.

EDTE 221E Elementary Differentiated in Instruction and Assessment	3 credits
---	-----------

This course is designed to develop teacher candidate competencies and strategies for successful teaching across the content areas and with a wide range of student learning at the elementary level. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds.

Corequisite(s): EDTE 221L.

Prerequisite(s): EDTE 101 and 101L



**EDTE 221L Field Experience I** 1 credits This is a lab course to be taken concurrently with EDTE 221E or 221S and may be taken concurrently or after EDTE 201. Teacher candidates will have the opportunity to explore first hand the instruction, assessment, and technology practices that are at work in schools. The course will aid the teacher candidate to focus and integrate learning by observing, reflecting, and analyzing instructional events in the school site. The course will enable teacher candidates to observe and participate in instructional decision-making, strategies for differentiation, and various assessment models. Teacher candidates are required to complete a Field Experience Request form prior to taking this course which can be found on the Gonzaga School of Education website under Field Experience.

Corequisite(s): EDTE 221E or EDTE 221S.

Prerequisite(s): EDTE 101 and 101L

**EDTE 221S Secondary Differences in Instruction and Assessment** 3 credits This course is designed to integrate the planning, implementation, and assessment of instruction across content areas at the secondary level with a special emphasis on diversity. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds. Corequisite(s): EDTE 221L.

Prerequisite(s): EDTE 101 and 101L

**EDTE 231 Instructional Methods: Reading, Writing and Communications I** 3 credits The primary purpose of this course is to provide understanding and opportunities for teacher candidates to understand theoretical constructs related to reading, writing, and communication in classroom curriculum. Teacher candidates will develop pedagogy from an analysis of the processes of natural learning, language acquisition, multiple intelligence, and learning styles. This knowledge will become the framework for instructional methodology for reading, writing, and communication skills.

Prerequisite(s): EDTE 101 and EDTE 101L and EDTE 201

**EDTE 241 Teaching in the Middle School** 3 credits The purpose of this course is to help the prospective middle level/secondary teacher develop in-depth knowledge and understanding of early adolescents. The developmental characteristics and needs of adolescents provide a framework for this course.

Prerequisite(s): EDTE 101 and EDTE 101L and EDTE 201

### Lower Division

**EDTE 301L Field Experience II** 1 credits This is a lab course to be taken concurrently with EDTE 331. Teacher candidates will have the opportunity to explore first-hand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and

analyzing instructional events occurring at the school site. The course will enable the teacher candidate to observe and participate in instructional decision making, strategies for differentiation, and various assessment modes. Teacher candidates are required to complete a Field Experience Request form prior to taking this course which can be found on the Gonzaga School of Education website under Field Experience.

Corequisite(s): EDTE 331.

Prerequisite(s): Level I coursework

**EDTE 303 Elementary Methods: Math** 3 credits The primary purpose of this course is for teacher candidates to develop knowledge of mathematics, techniques for instruction and assessment in mathematics, as well as skill in the use and integration of technology in meeting the needs of all learners in the general education classroom. Teacher candidates will develop and implement instructional plans, within the framework of the EALRs and WASL, that will include a variety of strategies for large and small group instruction as well as individualized learning. Assessment skills will emphasize performance-based and developmental assessments. Fall Prerequisite(s): Level I coursework and MATH 121 and 203 or equivalents

**EDTE 304 Concepts in Science** 3 credits This course presents earth, physical, and space science concepts for non-science majors. Prerequisite(s): Level I coursework

**EDTE 331 Instructional Methods: Reading, Writing and Communications II** 3 credits The purpose of this course is twofold: one, to prepare teacher candidates to create appropriate lesson plans for teaching literacy which provide opportunities for children to become involved with literacy in a purposeful and meaningful manner and second, to become aware of available literary resources, including technology for thematic teaching. An emphasis of this course will be the compatibility of methods of instruction and assessment with regard to the EALRs and WASL. Spring.

Corequisite(s): EDTE 301L.

Prerequisite(s): Level I coursework

**EDTE 400 Elementary Methods: Music** 1 credits This course presents theories and techniques appropriate to teaching music in the elementary school.

Prerequisite(s): Level I coursework

**EDTE 401L Field Experience III** 1 credits This is a lab course to be taken concurrently with EDTE 404. Teacher candidates will have the opportunity to explore first-hand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidate to observe and participate in instructional decision-making, strategies for differentiation, and various assessment modes. Teacher candidates are required to complete a Field Experience request form prior to taking this course which can be

- found on the Gonzaga School of Education website under Field Experience. Corequisite(s): EDTE 404.  
Prerequisite(s): Level I coursework
- EDTE 402 Elementary Methods: Social Studies 3 credits  
This course presents theories and techniques appropriate to teaching social studies in the elementary school. Prerequisite(s): EDTE 231, HIST 112, HIST 201 or 202,  
HIST 206 and POLS 101
- EDTE 403 Elementary Methods: Art 1 credits Theories and techniques appropriate for teaching art in the elementary school. Prerequisite(s): Level I coursework
- EDTE 404 Elementary Methods: Science 3 credits This course presents theories and techniques appropriate to teaching science in the elementary school.  
Corequisite(s): EDTE 401L  
Prerequisite(s): Level I coursework and MATH 203 and BIOL with lab and EDTE 304
- EDTE 418 Reading and Writing Across the Curriculum 3 credits This course presents the theory and practice for developing inter-disciplinary literacy in secondary classrooms, including the structure and development of language and its effective expression in specific disciplines.  
Prerequisite(s): Level I coursework
- Secondary Specific Methods  
Students take one (1) course each endorsement area they are completing. Spring.
- EDTE 454D Secondary Methods: Theater Arts 3 credits  
EDTE 454E Secondary Methods-English 3 credits  
EDTE 454F Secondary Methods-Social Study 3 credits  
EDTE 454M Secondary Methods-Math 3 credits  
EDTE 454S Secondary Methods-Science 3 credits  
EDTE 454T (MTSL 454) Secondary Methods-World Language 3 credits  
Prerequisite(s): Level I coursework
- EDTE 454L Secondary Field Experience II 2 credits This is a lab course must be taken concurrently with EDTE 454D-T. Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. This course will enable teacher candidates to observe and participate in instructional decision-making, strategies for differentiation, and various assessment models. Teacher candidates are required complete a Field Experience request form prior to taking this course which can be found on the Gonzaga School of Education website under Field Experience. Prerequisite(s): Level I coursework
- EDTE 455L Field Experience for Additional Endorsement 1 credits This is a lab course to be taken concurrently with EDTE 454A-T which will accommodate teacher candidates who add-on an additional endorsement. Teacher candidates are required to complete a Field Experience request form prior to taking this course which can be found on the Gonzaga School of Education website under Field Experience
- EDTE 460E Classroom Management: Elementary 3 credits Teacher candidates are provided with strategies to manage the elementary classroom, create a motivating classroom climate, communicate with teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching. Prerequisite(s): Level I coursework
- EDTE 460S Classroom Management: Secondary 3 credits Student teacher candidates are provided with strategies to manage the secondary classroom, create a motivating classroom climate, communicate with student teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations.  
Prerequisite(s): Level I coursework
- EDTE 461 Reading Diagnosis 3 credits  
This course provides a wide range of reading assessment tools which are examined and applied to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed. This class incorporates field experience components. This course must be taken concurrently with EDTE 464. Spring
- EDTE 462 Child and Adolescent Literature 3 credits This course surveys classical and contemporary literary works for children and youth, pre-school/early adolescent. Assessment and teaching strategies for the utilization of literature across the K-12 curriculum are presented. Fall
- EDTE 463 Reading in the Content Area 3 credits  
The application of reading and writing strategies particularly suitable to content areas in the elementary grades K-8 is presented in this course. Strategies include use of readability assessments, schema theory, motivation techniques for reading, and study skills. Fall
- EDTE 464 Practicum-Reading 1 credits  
This course creates and applies literacy instruction assessment strategies in K-12 classroom setting. A school location is arranged. 1 credit = 30 contact hours.
- EDTE 469 The Five Themes of Geography 3 credits  
This course is an introduction to the five themes of geography, location, place, human environment interaction, movement, regions. This course fulfills the geography requirement for a Social Studies endorsement. Fall
- EDTE 490 Directed Reading 1 - 4 credits Directed reading requires completion of a form, and department permission.
- EDTE 491 Directed Study 1 - 3 credits Individualized study that is designed by the professor. Student teacher candidates follow a prescribed course outline.
- EDTE 492 Independent Study 1 - 4 credits Individualized study that is designed by the student teacher candidate

in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.

EDTE 494 Special Project 1 - 6 credits Individualized study that is project-based. The study results in a practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation.

EDTE 496E Elementary Student Teaching 12 credits  
This is an intensive field experience in which the student teacher candidate assumes the full responsibility of an elementary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem

solving, certification requirements, and informational support.

Prerequisite(s): Completion of all endorsement course work and the Elementary WEST-E test must be taken prior to Student Teaching

EDTE 496S Secondary Student Teaching 12 credits

This is an intensive field experience in which the student candidate assumes the full responsibility of a secondary teacher under the direction of a University supervisor and a co-operating teacher. Concurrent seminars are provided for student interaction, problem solving, certification requirements, and informational support.

Prerequisite(s): Completion of all endorsement course work and the West-E endorsement test taken prior to Student Teaching

# S C H O O L O F

# E N G I N E E R I N G A N

# D A P P L I E D S C I E N

# C E



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



# School of Engineering and Applied Science

Dean: Dennis R. Horn

Associate Dean: Paul S. Nowak

Engineering is the profession in which a knowledge of natural sciences and mathematics is applied with judgment to develop ways to utilize, economically, sustainably, and with concern for the environment and society, the materials and forces of nature for the benefit of humankind. Engineers and scientists pursue a common goal of introducing new knowledge through research. The new knowledge is applied by the engineers to create new devices and systems. Engineers enjoy a unique professional satisfaction: they can usually point to tangible evidence of their efforts. For example, every bridge, skyscraper, television set, computer, robot, airplane, steam or hydro-electric plant, or automobile is a lasting testimonial to the engineers responsible for it.

It is difficult, maybe impossible, to imagine contemporary civilization without computing machines and the software that brings them to life. The Department of Computer Science trains students to meet the expanding quantitative needs of society and provides them with the theoretical structures from which practical applications derive. Majors in this department are well-prepared for positions in industry and government demanding quantitative techniques or computer science, and for graduate work.

The over-arching goal of the undergraduate programs in the School of Engineering and Applied Science (SEAS) at Gonzaga University is to provide an education that prepares the student with a baccalaureate degree to be a professional engineer or computer scientist. In addition, the programs provide a base both for graduate study and for lifelong learning in support of evolving career objectives, which include being informed, effective, and responsible participants in the profession and society. It is also an education that is designed to challenge the intellect of the student and help him/her learn the value and reward of analytical and logical thinking.

All departments within the School therefore share a common mission of equipping graduates to enter professional practice. This is summarized by our School's Mission Statement:

The School of Engineering and Applied Science at Gonzaga University produces broadly educated and capable engineers and computer scientists ready to contribute innovative solutions for a better world.

This statement is consistent with the University's mission and specifically implements the following section of that mission statement:

We believe that our students, while they are developing general knowledge and skills during their years at Gonzaga, should also attain more specialized competence in at least one discipline or profession.

We hope that the integration of liberal humanistic learning and skills with a specialized competence will enable our graduates to enter creatively, intelligently, and with deep moral conviction into a variety of endeavors, and provide leadership in the arts, the professions, business, and public service.

Our common mission is accomplished through the following four Program Educational Objectives that articulate the broad areas where we believe our graduates will contribute to society in their careers and professions. That is, the programs are developing students who in their careers will:

1. Develop engineered solutions that are well-conceived and carefully implemented to meet public and private sector needs.
2. Contribute effectively to organizations as leaders and/or team members,
3. Foster personal and organizational success in a dynamic, globalized professional environment,
4. Improve society by applying Jesuit, humanistic values to their professional and civic responsibilities.

Further, the suitability of these objectives, and the coursework to attain them, are assessed and evaluated by each department on a three-year cycle. As such, these skills embody the intent of the "specialized competence" as described in our University mission statement.

A concerned and well-trained faculty, small class size, easy access to faculty outside the classroom, and modern facilities provide Gonzaga University students with the knowledge and skills to become productive engineers or computer scientists and to assume leadership roles in business, industry, and government. A unique feature of the program is the strong emphasis on liberal arts education. A strong and rigorous technical curriculum combined with a broad liberal arts education emphasizing communication skills, critical thinking, and ethics enables Gonzaga graduates to adapt to an ever-changing computing, engineering, social, political, and business environment.

### **Degree Programs and Accreditation**

SEAS offers four-year Bachelor of Science degrees in Civil Engineering (BSCE), Computer Engineering (BSCpE), Electrical Engineering (BSEE), Engineering Management (BSEM), Mechanical Engineering (BSME), and Computer Science (BSCS). The civil, electrical, computer, and mechanical engineering degree programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET), and Computer Science and Engineering Management degrees are in the process of seeking accreditation.

### **Center for Engineering Design and Software Engineering Senior Group Design**

Engineering and computer science are rapidly changing professions. The fast pace of technological advances and new approaches to organizing the work place are requiring engineers and software developers to continually update their training. In addition to having a broad range of technical knowledge, today's engineers and software developers are expected to possess excellent interpersonal skills. They must be able to deal with open-ended design problems, to work cooperatively in a team environment, to communicate effectively, and to understand the technical, economical, environmental, and managerial aspects of projects. The diverse skills required of modern engineers and software developers cannot be learned solely in a classroom or from a textbook. Design skills are best learned through a combination of observation, emulation, analysis, and experimentation. This demands a high degree of interaction between the student and experienced designers.

Interpersonal skills are best developed through team work. Industry has discovered that the give-and-take process that characterizes a well-motivated team is a key element to a project's success.

The Center for Engineering Design enhances the design experience of students in the engineering and computer science programs at Gonzaga University by promoting interaction between the industrial and academic communities. Student teams, under the guidance of industry engineers and GU faculty, undertake design projects defined by sponsors in both the private and public sectors. A project team typically consists of three to five students, often from different fields of study in the School of Engineering and Applied Science. Students are assigned to projects based on their knowledge and experience, exactly as they will be assigned to technical projects once they graduate. Team members must make effective use of available resources to perform and manage the project activities. By working on a realworld problem, each student has the opportunity to make decisions under risk, to work as part of a team, and to interact with professionals in the private and public sectors. Further, working on technical projects that have real value to business, non-profits, and the government, encourages students to acquire new skills. Gonzaga faculty members, who advise the student teams, are ideally suited as advisors. More than half of them have at least five years of industrial experience. A faculty advisor lends knowledge and experience to the project team by guiding and counseling the students in the technical and managerial decisions required by the project.

A liaison from the sponsoring organization provides technical direction and advice to the student team, monitors the project's progress, and ensures that the project meets the needs of the sponsor. The liaison also assists the team

in making the best use of the sponsor's resources and facilities.

Design projects related to all the SEAS disciplines are sought throughout the year. Sponsors who are supportive of SEAS education provide ideas, resources, and funds for projects. By identifying project topics and the technical areas that are of interest to them, they help direct students to realistic problems that are important to their operations. At the end of the spring semester, student design teams present their projects and reports, and demonstrate models and prototypes. Industrial sponsors, faculty members, prospective students, and members of the community are invited to attend the event and to interact with the project teams.

### **The Herak Engineering Computer Center**

The Herak Engineering Computer Center (HECC), located in the Herak Center for Engineering, is the central facility for general purpose computing in SEAS. This fully staffed center is available to students seven days a week, and provides general computing services over and above the extensive and diverse computer systems found in the SEAS departmental laboratories.

The center's computer facilities include over forty CAD/CAE workstations. All systems are connected to the University network which makes them able to access Internet, the computing resources of the Computer Information Services department, and the Foley library system. The Center also contains numerous plotters and printers.

Software is available to support all aspects of SEAS disciplines taught at Gonzaga University. Computer aided drafting and solid modeling programs are available to support the engineering graphics portion of our curriculum. Finite element, hydrologic and hydraulic structural, and mechanism analysis programs are available for the mechanical and civil engineering programs. Electrical and Computer Engineering are supported by programs for controls analysis, schematic and circuit board layout and simulation, and VLSI design layout and simulation. The Center also supports several general purpose programs, including language compilers, a spreadsheet, a data base manager, three mathematics programs, a word processor, and a project management package. A separate computer science laboratory includes additional workstations, servers, and other specialized software.

### **Gonzaga-in-Florence Engineering Semester Program**

Engineering students have the opportunity to study on the Gonzaga-in-Florence program during the spring semester of their sophomore year. The engineering and mathematics courses offered on the program are designed to fit into most engineering students' existing curriculum and requirement. Interested students must apply no later than the fall semester of their sophomore year.

### **Degree requirements include**

- 1) Fulfillment of the general degree requirements of the University including the University Core Curriculum.
- 2) Completion of SEAS common core courses for all engineering programs.
- 3) Completion of a separate set of core courses for the computer science program (see the computer science program description).
- 4) Completion of the specific program requirements.
- 5) Attainment of an average cumulative grade point of 2.00 in all SEAS course work taken at Gonzaga University.
- 6) No SEAS or core courses can be taken under the Pass/Fail Option.



## The Core Curriculum of the School of Engineering and Applied Science

The SEAS core curriculum represents a common body of knowledge. The engineering programs core consists of fiftythree credits which are common to and required of all engineering degree programs in the school: the first thirty-two credits (of which there is a more complete description in the General Degree Requirements and Procedures section of this catalogue) form the University core requirement while the remaining twenty-one credits are required by engineering degree programs. All undergraduate students are subject to the provisions of this core; transfer students, however, should consult the General Degree Requirements and Procedures section of this catalogue for possible modifications to the philosophy and religious studies requirements listed below. Substitutions for discontinued courses are required and authorized by the proper University authorities. The University and School core requirements are grouped into the following categories.

### University requirements

- I. Thought and Expression (7 credits): ENGL 101, SPCO101, and PHIL 101 (preferably taken in the same semester).
- II. Philosophy (9 credits): PHIL 201, PHIL 301, and PHIL 400 level elective.
- III. Religious Studies (9 credits): RELI 100, 200, and 300 levels: one elective from each level.
- IV. Mathematics (4 credits): one MATH (not CPSC) course at the 100 level or above: engineering students must use MATH 157.
- V. English Literature (3 credits): ENGL 102, 103H, 105 or 106.

### Engineering program specific:

- VI. Mathematics (11 credits): MATH 258, 259, 260.
- VII. Physics (4 credits): PHYS 103, 103L.
- VIII. Chemistry (4 credits): CHEM 101, 101L.

### Computer Science program specific:

- VI. Mathematics (17 credits): MATH 157, 231, 258, two (2) 300/400 level electives.
- VII. Lab Science (12 credits): Students are encouraged to take 16 credits.
- VIII. History (6 credits): see program description section.
- IX. Fine Arts (3 credits): see program description section.
- X. Literature (3 credits): see program description section.
- XI. Social Science (6 credits): see program description section.
- XII. Foreign Language or Culture (3 credits): see program description section.
- XIII. Social Justice (3 credits): see program description section.

### Table of Credits

	Degree	Major	Minor	Civil
Engineering BSCE	131	n.a.	Computer Engineering	
BSCpE	131	n.a.	Electrical Engineering	BSEE 132 n.a.
Engineering Management	BSEM	129-133	n.a.	
Mechanical Engineering	BSME	136	n.a.	Computer Science BSCS 128 18

## Civil Engineering

Chairperson: Noel Bormann

Professors: N. Bormann, D. Horn (Dean), A. Khattak, P. Nowak

Associate Professor: S. Ganzerli

Assistant Professor: J. Cadwell

Civil engineers are problem solvers who utilize sophisticated technologies to find solutions to a huge variety of the challenges facing society. A civil engineer plans, designs and supervises construction of numerous infrastructure facilities required by modern society. These facilities exist in both the public and private sectors, and vary in scope and size. Examples of civil engineering projects include space satellites and launching structures, offshore drilling platforms, bridges, highways, buildings, transportation systems, dams, irrigation systems, water supply and treatment systems, wastewater collection and treatment systems, flood control facilities, solid and hazardous waste management, and environmental restoration. Civil engineers have important roles in analysis, design, management, regulatory enforcement, and policy

development. To participate effectively in this broad scope of activities, civil engineers acquire technical and problem solving skills, and the ability to communicate clearly and effectively. Students completing the requirements for a degree in civil engineering have a choice of technical electives from four areas: environmental engineering, geotechnical engineering, structural engineering, and water resources engineering.

The department of Civil Engineering, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied Science section of this catalogue, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalogue.

### B.S. in Civil Engineering: 131 Credits

#### First Year

##### Fall

ENSC 100 Engineering Seminar*	0 credit
MATH 157 Calculus and Analytical Geometry I	4 credits

CHEM 101 General Chemistry I 3 credits CHEM 101L  
General Chemistry I Lab 1 credit CPSC 121 Computer  
Science I 3 credits  
ENGL 102-106 Introduction to Literature 3 credits  
RELI 1XX Scripture Elective 3 credits

**Spring**

ENSC 205 Statics 3 credits MATH 258 Calculus and  
Analytical Geometry II 4 credits  
PHYS 103 Scientific Physics I 3 credits  
PHYS 103 Scientific Physics I Lab  
and Recitation 1 credit  
ENGL 101 English Composition 3 credits  
SPCO 101 Introduction to Speech  
Communication 2 credits  
PHIL 101 Introduction to Critical Thinking 2 credits

**CIVIL ENGINEERING****Second Year****Fall**

CENG 261 Introduction to Geomatics 2 credits CENG 201  
Civil Engineering CAD 2 credits  
MATH 259 Calculus and Analytical Geometry III 4 credits  
PHYS 204 Scientific Physics II 3 credits  
PHYS 204L Scientific Physics II Lab 1 credit  
CENG 224 Applied Stream Ecology 3 credits  
PHIL 201 Philosophy of Human Nature 3 credits

**Spring**

ENSC 301 Mechanics of Materials I 3 credits  
ENSC 306 Dynamics 3 credits  
MATH 260 Ordinary Differential Equations 3 credits  
MATH 321 Statistics for Experimentalists 3 credits  
RELI 2XX Religion History/Theology Elective 3 credits

**Third Year****Fall**

CENG 302L Construction Materials Lab 1 credits  
CENG 301 Structural Analysis I 3 credits  
CENG 331 Soil Mechanics 3 credits  
CENG 331L Soil Mechanics Lab 1 credit  
ENSC 352 Fluid Mechanics 3 credits  
CENG 303 Environmental Engineering 3 credits  
PHIL 301 Ethics 3 credits

**Spring**

CENG 404 Sustainable Systems and Design 3 credits  
RELI 3XX Religion Elective 3 credits  
ENSC 405 Engineering Project Management 3 credits  
CENG 391 Civil Engineering Design  
and Practice 3 credits  
CENG 352 Water Resources Engineering 3 credits  
CENG 352L Water Resources Engineering Lab 1 credit  
CENG 305 Environmental Engineering Lab 1 credit

**Fourth Year****Fall**

CENG 411 Steel Design 3 credits  
CENG 473 Foundation Design 3 credits  
CENG 491 Senior Design Project I 2 credits  
PHIL 4XX Philosophy Elective 3 credits  
- - - Technical Elective \*\* 3 credits

- - - Technical Elective 3 credits

**Spring**

CENG 412 Concrete Design 3 credits  
CENG 492 Senior Design Project II 3 credits  
- - - Technical Elective 3 credits  
- - - Technical Elective 3 credits  
ENSC 400 Fundamentals of Engineering  
Exam\*\*\* 0 credit

\*ENSC 100, is not required of transfer students nor of  
students enrolled in the Honors Program or the Hogan  
Entrepreneurial Leadership Program.

\*\* Civil engineering students enrolled in the Hogan  
Entrepreneurial Program can waive one technical elective.

\*\*\* The Washington State Fundamentals of Engineering  
Examination must be taken as part of the ENSC 400 course.

**Technical Electives**

Courses from the following list satisfy the technical elective  
requirements. Before selecting technical electives, students  
should consult with their advisor. To aid in course selection,  
the discipline(s) covered in each course are identified as  
follows: environmental engineering (E), geotechnical  
engineering (G), structural engineering (S), and water  
resources engineering (W).

CENG 304 Environmental Engineering Chemistry (E, W)  
CENG 390 Structural Analysis II (S)  
CENG 413 Groundwater (E, G, W)  
CENG 414 Waste Management (E)  
CENG 415 Masonry and Timber Design (S)  
CENG 416 Hydrogeology (E, W, G)  
CENG 417 Transportation Engineering (E, G)  
CENG 420 Structural Dynamics (S)  
CENG 424 Physicochemical Treatment Processes (E)  
CENG 425 Transport in the Environment (E, W)  
CENG 427 Infrastructure Design (E, G, W)  
CENG 432 Quantitative Risk Analysis (E, G, W, S)  
CENG 444 Air Pollution (E)  
CENG 450 Geospatial Data Applications (E, G, W, S)  
CENG 454 Biological Treatment Processes (E)  
CENG 455 Open Channel Hydraulics (W)  
CENG 463 Pavement Design (G, S)  
MENG 465 Introduction to Finite Elements (G, S)  
MENG 467 Designing with Polymers and Composites (S)

**Lower Division**

CENG 201 Civil Engineering CAD 2 credits An introduction  
to the use of computers in design and presentation of civil  
engineering project information. Practice in representing  
three-dimensional objects and relationships to civil  
engineering applications is stressed. Sketching, drawing  
production and interpretation, proper use of plan views,  
sections, elevations, dimensioning, abbreviations, and 3-  
D models. Laboratory format.

CENG 224 Applied Stream Ecology 3 credits  
Introduction to the structure and function of freshwater  
ecosystems with an emphasis on ecological concepts  
needed to solve engineering problems involving water  
pollution, wetlands, reservoirs, habitat restoration, and

management of water resources. Topics include the hydrologic, geochemical, and biological characteristics of water bodies, and current theories in stream, groundwater and watershed ecology. Concepts from the course will apply to topical civil engineering projects and regulatory issues.

Prerequisite(s): CHEM 101 and PHYS 103

CENG 261 Introduction To Geomatics 1 credit Basic principles of surveying data collection, analysis, and application. Measurement of elevations, distances and angles using total stations and global positioning systems. Examples of analysis of errors in measurements; application of surveying data to engineering design using GIS and 3-D models. Fall.

Prerequisite(s): MATH 157

CENG 261L Introduction To Geomatics Lab 1 credit  
See CENG 261.

### **Upper Division**

CENG 301 Structural Analysis I 3 credits Theory and application of engineering mechanics to the solution of internal forces in statically determinate structures subjected to static and moving loads. Introduction of energy concepts for simple indeterminate structures. Fall.

Prerequisite(s): ENSC 301

CENG 302L Construction Materials Lab 1 credit Investigation of construction materials and applicable code specifications. Includes site visits to local construction material manufacturers and material testing labs. Materials studied include concrete, timber, brick, block, asphalt, aluminum and steel. Material testing and the technical writing of laboratory reports is stressed. Three hours laboratory per week. Fall. Prerequisite(s): ENSC 301

CENG 303 Environmental Engineering 3 credits An overview of environmental engineering. Topics include water quality management, water and waste-

water treatment, solid and hazardous waste management, and air pollution control. Fall.  
Prerequisite(s): CHEM 101 or CHEM 105 or

TRAN GCHM or TRAN GCHM

CENG 304 Environmental Engineering Chemistry 3 credits

This course emphasizes the chemistry of aqueous solutions in the environment. The course presents the quantitative relationship describing a) solubility and chemical reactions, b) chemical equilibrium calculations. Aquatic systems will be described by mass and energy balances.

Spring.

Prerequisite(s): CENG 303

CENG 304L Water Quality Chemistry lab 1 credit  
see CENG 304.

CENG 305 Environmental Engineering Lab 1 credit This course emphasizes the fundamental principles in analytical techniques and environmental chemistry used to quantify man-made sources of pollution. The course also introduces statistical analysis, data interpretation and reporting requirements related to environmental engineering. Spring. Prerequisite(s): CENG 303

CENG 331 Soil Mechanics 3 credits

In this course the properties and behavior of soils (sand, gravel, silt and clay) are studied under various environmental conditions. The study includes weight-volume relations, soil classifications, soil compaction, seepage through porous media, normal effective stress concept, consolidation, shear strength, lateral pressures and slope stability. Laboratory and Field methods for evaluating pertinent properties, generally used for analysis and foundation design. Three hours of lecture and three hours of laboratory per week. Fall.

Prerequisite(s): ENSC 301

CENG 331L Soil Mechanics Lab 1 credit Three hours of laboratory per week.

CENG 352 Water Resources Engineering 3 credits Uses of fluid mechanics, engineering economic analysis and statistics in the engineering analysis and design of components of water resources systems. Flow of liquids in pipes and pipe networks. Design of hydro-machinery in water systems. Steady flow of water in open channels with immobile boundaries. Introduction to engineering hydrology. Reservoir sizing. Includes computer applications. Spring. Prerequisite(s): ENSC 352

CENG 352L Water Resources Engineering Lab 1 credit  
see CENG 352.

Prerequisite(s): ENSC 352

CENG 390 Structural Analysis II 3 credits Theory and application of approximate analysis methods for statically indeterminate trusses and frames. Matrix methods of structural analysis for 2-D and 3-D structures.

Prerequisite(s): CENG 301

CENG 391 Civil Engineering Design and Practice 3 credits An integration of topics important to success in Civil Engineering practice. Students will prepare drawings, documents, proposals and reports for a project. The ethical and legal and business requirements for

professional practice will be discussed. Methods of enhancing professional success will be presented including; teamwork, gathering information, codes and regulations and the importance of the ability to deal with a changing global economy.

Prerequisite(s): CENG 201 and CENG 261 and CENG 301

## CIVIL ENGINEERING

CENG 404 Sustainable Systems and Design 3 credits This course explores the characteristics of sustainable systems and how design practices may encourage sustainability. Topics covered in the course will be selected for applicability to specific regions of the world and may change each year. Basic concepts include: building thermal performance, indoor and outdoor environmental quality, passive and active energy systems, water reclamation strategies, life cycle analysis and current sustainable building rating systems. Sustainable design concepts and methods are also applied to building design site development and infrastructure use.

Prerequisite(s): ENSC 352 and CENG 303

CENG 411 Steel Design 3 credits

Application of basic principles of mechanics applied to the design of steel members. Design of structural members and connections using the current American Institute of Steel Construction specifications. Load and Resistance Factor Design and Allowable Stress Design procedures. Fall. Prerequisite(s): CENG 301

CENG 412 Concrete Design 3 credits Theory and

application of analytical procedures applied to the design of reinforced concrete structural members. Proportioning of beams, columns, footings, and walls in concrete structures is approached using current American Concrete Institute code specifications.

Ultimate Strength Design Procedures. Spring.

Prerequisite(s): CENG 301

CENG 413 Groundwater 3 credits

Principles of fluid motion in porous media. Techniques for design and construction of groundwater components in water resources systems. Introduces contaminant movement in the sub-surface and the mitigation of groundwater contamination. Computer applications.

Prerequisite(s): CENG 351 and CENG 352 and CENG 303

CENG 414 Waste Management 3 credits An overview

of solid, hazardous, and industrial waste management. Topics include regulations, contaminant transport, waste sources, waste minimization, recycling, treatment and remediation technologies, landfill design and risk assessment. Prerequisite(s): CENG 303

CENG 415 Masonry and Timber Design 3 credits Analysis

and design of masonry and timber structures. Sizing of members in masonry and timber according to applicable building codes. Prerequisite(s): CENG 301

CENG 416 Hydrogeology 3 credits Fundamentals

of hydrogeology: the hydrologic cycle; surface water and ground water interactions; principles of steady-state and

transient flow groundwater flow; regional groundwater flow; finite difference solutions to groundwater flow equations. Application of MODFLOW and GIS to groundwater problems. Aquifer tests; ground water law and management; contaminant transport.

Prerequisite(s): ENSC 352

CENG 417 Transportation Engineering 3 credits  
Introduction to the planning, analysis and design of roadbased transportation systems. Topics include

alignment and geometric design; measuring and estimating demand, safety, and fundamentals of traffic engineering.

Prerequisite(s): CENG 261.

CENG 420 Structural Dynamics 3 credits The analysis and response of structures to dynamic loads. Emphasis is given to dynamic loads due to earthquakes. Basic principles of the seismic design of structures. Fall.

Prerequisite(s): CENG 301 and ENSC 306.

### **CIVIL ENGINEERING/COMPUTER SCIENCE**

CENG 424 Physiochemical Treatment Processes 3 credits  
The theory and design of physical and chemical treatment processes for water and wastewater. Topics include coagulation/flocculation, sedimentation, filtration, disinfection, adsorption, ion exchange, air stripping, and membrane processes.

Prerequisite(s): CENG 303

CENG 425 Transport in the Environment 3 credits  
Development and application of numerical models used to solve a variety of problems dealing with transport of mass and energy in the environment. Topics include an introduction to turbulence, Fickian and turbulent diffusion, dispersion, reaction kinetics, and the development of the reactive advection-diffusion equation. Students will develop models in MATLAB and apply existing models in a variety of civil engineering areas including: groundwater and contaminants, air pollution, oceanic flows, water quality, ecosystem function and others. Students will complete projects in topical issues selected each year.

Prerequisite(s): CENG 303 and ENSC 352

CENG 427 Infrastructure Design 3 credits  
Design and construction supervision of the infrastructure required for land development. Topics include roadway geometry, water supply pipelines, sewer pipelines, and stormwater drainage. Students will prepare design drawings, project plans, project reports, project specifications, and construction cost estimates that address regulatory requirements.

Prerequisite(s): CENG 301 and CENG 352

CENG 432 Quantitative Risk Analysis 3 credits  
Quantitative Risk Analysis provides engineers with a basis to improve decisions for design and operation of complex projects by incorporating effects of uncertainty.

Applications to a variety of engineering problems.

Prerequisite(s): MATH 321

CENG 444 Air Pollution 3 credits

An introduction to the field of air pollution and its control. Topics include regulations, air pollution sources, health effects, meteorology, and the theory and design of control techniques. Prerequisite(s): CENG 303

CENG 450 Geospatial Data Applications 3 credits  
This course will introduce the collection, management and application of geospatial data in engineering. Geospatial data is extremely important with increasing reliance on geographic information systems (GIS) in the

interpretation and use of remotely sensed data sets. The course will use examples from a variety of fields including: water resources, hydrology, geology, geography, planning, and transportation. Students will complete projects in topical issues selected each year.

Prerequisite(s): CENG 303 and CENG 352

CENG 454 Biological Treatment Processes 3 credits  
The theory and design of biological processes for wastewater treatment. Topics include basic microbiology, activated sludge, trickling filters, rotating biological contactors, aerated lagoons, stabilization ponds, constructed wetlands, and small on-site treatment systems.

Prerequisite(s): CENG 303

CENG 455 Open Channel Hydraulics 3 credits  
Analysis of flow characteristics, and design for the conveyance of, water in open channels. Gradually varied flow, rapidly varied flow, sewers, gates, transitions, spillways, bank protection, and flood routing. Addresses the many functions of open channels in water resource systems. Computer applications. Prerequisite(s): CENG 352

CENG 463 Pavement Design 3 credits  
Loads on pavements, stresses in pavements, vehicle and traffic consideration, climate, environmental effects.

Soils and materials characterization.

Prerequisite(s): CENG 331

CENG 473 Foundation Design 3 credits  
General principles behind foundation design. Shallow and deep foundation design: spread footings and pile foundation. Retaining structures: sheet-pile walls, bulkheads and cofferdams. Prerequisite(s): CENG 331

CENG 491 Senior Design Project I 2 credits  
Introduction to civil engineering processes, emphasizing planning and execution of design projects. Requires preparation of a detailed project proposal and the ongoing development of a solution to a realistic civil engineering project with direction from an industry liaison engineer and a faculty advisor. Project requirements include both technical and non-technical aspects in the solution of engineering problems in society. Fall.

CENG 492 Senior Design Project II 3 credits  
Continuation and completion of the design project developed in CENG 491. Culminates in a comprehensive written report and other appropriate design documentation with an oral presentation made to a public audience and design professionals from the community. Prerequisite(s): CENG 491

# Computer Science

Chairperson: Paul De Palma

Professors: P. De Palma, K. Yerion

Associate Professors: D. Hughes, C. Smith

Assistant Professor: P. Crowley

The computer science program at Gonzaga University is built upon a foundation of mathematics, natural science, intensive programming, computer architecture, and the liberal arts. The program offers a B.S. in Computer Science, achieved through a broad range of advanced computer science topics. All seniors participate in either a large software engineering or group research project, completed under the guidance of a faculty member and a project sponsor

Faculty research interests include remote sensor networks, robotics, genetic algorithms, computational linguistics, mathematical modeling, and scientific data management. Select students can participate in these and other projects through the Gonzaga University Center for Evolutionary Algorithms, the Intel Corporation Computational Sciences Laboratory, the Sensor Networks and Robotics Laboratory or directly with a faculty mentor. Students are encouraged to pursue summer research or internships. Many of our students secure summer research funding through the National Science Foundation-sponsored Research Experience for Undergraduates program. Others intern in the computer industry, some with companies that regularly work with our department.

The department has several laboratories and a multiuser Linux server. The laboratories include a microcomputer lab with machines running Linux and Windows, a lab used in the senior software engineering and group research, a sensor networks and robotics lab, and a computer cluster composed of 512 Intel quad and dual core blade servers. All computer labs on campus, as well as the dormitory rooms, are connected to the campus-wide network and from there to the Internet. The department also sponsors a student chapter of the Association for Computing Machinery, the world's oldest and largest organization of computer scientists.

## B.S. in Computer Science: 128 Credits

### I. Computer Science/Engineering Requirements: 35 credits Lower Division

CPSC 121 Computer Science I 3 credits CPSC 122

Computer Science II 3 credits

CPSC 223 Algorithms and Abstract Data

Structures

3 credits

CPSC 224 Object-Oriented and Event

Programming

3 credits

CPEN 230/L Introduction to Digital Logic 4 credits CPEN 231/L Microcomputer Architecture and

Assembly Language Programming

4 credits

### Upper Division

CPSC 326 Organization of Programming

Languages 3 credits

CPSC 330 Software Engineering 3 credits CPSC 346 Operating Systems 3 credits

One of the following two courses: 2 credits

CPSC 491 Software Engineering Senior Group Design

I

CPSC 493 Group Research

One of the following two courses: 3 credits

CPSC 492 Software Engineering Senior Group Design

II

CPSC 494 Group Research II

CPSC 499 Comprehensive 1 credit

### II. Computer Science Electives: 9 credits

Three 300 or 400 level CPSC courses 9 credits Up to two upper division Computer Engineering (CPEN) courses may be taken in place of CPSC electives.

### III. Mathematics and Science: 32 credits

BIOL/CHEM/PHYS 8 credits any two semester sequences normally taken by science majors.

BIOL/CHEM/PHYS 4 credits any course with lab component normally taken by sciences majors.

MATH 157 Calculus I 4 credits MATH 258 Calculus II 4 credits

MATH 231 Discrete Structures 3 credits

MATH any two 300 or 400 level courses 6 credits

MATH/BIOL/CHEM/PHYS any 300 or 400 level course normally taken by science majors 3 credits

### Computer Science Core: 49 credits

In addition to the University Core requirements, the Department of Computer Science requires that its students take courses in history, fine arts, social science, foreign culture, and social justice.

a. History (6 credits): HIST 101 and *either* HIST 102 or HIST 112 in their first year. If they are unable to complete all six 100-level HIST credits in their first year, HIST 201 or 202 may be substituted for *one* 100-level course after the first year.

b. Fine Arts (3 credits): one course in either VART, MUSC, or THEA from courses approved by Dean of Arts and Sciences.

c. Literature (3 credits): one British or American literature course (ENGL 201 - 285).

d. Social Science (6 credits): CRIM 101, ECON, SOCI, POLS, or PSYC: two courses from these departments.

e. Foreign Language or Culture (3 credits): one course in any foreign language (classical or modern) or one (foreign culture) course approved by the Dean of Arts and Sciences. Foreign-language speaking students from foreign cultures who have completed the nine English core credits at Gonzaga prior to their fourth year (last thirty credits) may petition the Associate Dean of Arts

## COMPUTER SCIENCE

and Sciences for a waiver of the foreign language or culture requirement.

f. Social Justice (3 credits): One course on Social Justice issues related to experiences of difference (like race, class, gender, ethnicity or sexual orientation), from courses approved by the Dean of Arts & Sciences;

(may be combined with other core or major requirements).

**V. School of Engineering and Applied Science Core: 28credits**

See "The Core Curriculum of the School of Engineering and Applied Science," Sections I, II, III, and V

**VI. Other Electives: 3 credits**

Any course or combination of courses from anywhere in the University 3 credits

**Minor in Computer Science (18 credits)**

CPSC 121 Computer Science I 3 credits CPSC 122 Computer Science II 3 credits

CPSC 223 Algorithms and Abstract Data

Structures 3 credits CPSC Electives (CPSC 224 or above) 9 credits **Lower Division**

CPSC 103 Introduction to Internet 3 credits

Introduction to the Internet and its network services for non-computer science majors. Study of physical network connectivity, communication, addressing schemes, social issues in network communication, especially ethics, and current technologies. Hands-on experience with web searches, file transfers, electronic mail, and creating web pages. On sufficient demand.

CPSC 105 Great Ideas in Computer Science 3 credits An

introduction to important ideas in computer science, both for students who want to know more about the field and for those who want to investigate it as a possible career. Topics could include computer hardware, software design and programming, databases, and artificial intelligence. Emphasis throughout will be on hands-on involvement with computers and software. In particular, students will develop elementary programming skills through a series of programming projects. Fall and Spring.

CPSC 107 User Centered Web Site Design 3 credits This

course focuses on quality design principles and user-centered development techniques used in creating a web site. Topics will include human-computer interaction, graphical design, prototyping, and introduction to web programming. On sufficient demand.

CPSC 121 Computer Science I 3 credits Techniques

of problem-solving and algorithmic development. An introduction to programming. Emphasis is on how to design, code, debug, and document programs using good programming style. Fall and Spring.

CPSC 122 Computer Science II 3 credits A continuation

of CPSC 121. An examination of Pointers and recursion; an introduction to basic data structures and algorithmic analysis. Fall and Spring.

Prerequisite(s): CPSC 121

CPSC 223 Algorithms and Abstract Data

Structures 3 credits Algorithm analysis using O-notation, sorting, heaps, Balanced binary search trees, hash techniques and hash tables, graph representation and associated graph algorithms, and an introduction to computability. Fall and Spring.

Prerequisite(s): CPSC 122

## COMPUTER SCIENCE

CPSC 224 Object-Oriented and Event Driven

Programming 3 credits Object-oriented topics like overloading, inheritance, and virtual functions as they arise in the study of the eventdriven programming. Introduction to object-oriented design using the Unified Modeling Language. Spring.

Prerequisite(s): CPSC 122

CPSC 290 Directed Reading 1 - 3 credits Individual

exploration of a topic not normally covered in the curriculum. Prerequisite(s): Arrangement with an instructor

### Upper Division

CPSC 324 Topics in Java Programming 3 credits Topics raised by the Java programming language including the Java Virtual Machine, object-oriented programming, event-driven programming, and Java applets. Spring, even years. Prerequisite(s): CPSC 122

CPSC 325 Computer Graphics I 3 credits

An introduction to the use of graphics primitives within a higher level language to produce two- and three-dimensional images; underlying mathematical operations used to implement standard graphics packages; practical experience with current graphics systems. Fall, odd years.

Prerequisite(s): CPSC 223 and MATH 231

CPSC 326 Organization of Programming

Languages 3 credits An examination of the structures and concepts of procedural, functional, logic-based and object-oriented programming languages. Fall.

Prerequisite(s): CPSC 122

CPSC 327 Artificial Intelligence 3 credits An introduction

to AI. Topics include state space and heuristic search, knowledge representation formalisms, automated reasoning and stochastic methods. Fall, even years.

Prerequisite(s): CPSC 223 and MATH 231

CPSC 330 Software Engineering 3 credits

Principles of the cost-effective development of dependable software. Topics include ethical development, software process models, project management, software requirement gathering, system models, formal specification, risk analysis, design methodologies, validation and verification. Spring

Prerequisite(s): CPSC 223

CPSC 346 Operating Systems 3 credits Study of

operating systems internals. Topics include concurrent programming, memory management, file system management, scheduling algorithms, security. Fall.

Prerequisite(s): CPSC 122 and CPEN 231

CPSC 351 Theory of Computation 3 credits Study of the

theory of computation. Regular grammars, finite state automata, context-free grammars, push down automata, Turing machines, parsing, normal forms, and the Chomsky hierarchy. Fall, odd years. Prerequisite(s): CPSC 223 and MATH 231

CPSC 360 Introduction to Robotics and Computer

Vision 3 credits Computational techniques used in the development of intelligent, vision-based robotic

- systems. Topics include manipulator and mobile robotics, sensors, intelligent architectures/control, image formation and storage, filters, edge detection, feature extraction, color, and tracking. Spring, even years.  
Prerequisite(s): CPSC 122 and CPEN 231
- CPSC 375 Computational Linguistics 3 credits  
Computational approaches to speech recognition, phonetics, syntax, semantics, and discourse, with special emphasis on statistical language processing. Spring, odd years.  
Prerequisite(s): CPSC 223 or permission of the instructor
- CPSC 421 Database Management Systems 3 credits  
Introduction to database concepts. A study of data models, data normalization, relational algebra. Use of data definition and data manipulation languages including embedded SQL. File and index organization. Fall, odd years.  
Prerequisite(s): CPSC 223
- CPSC 424 Computer Graphics II 3 credits A  
continuation of CPSC 325. On sufficient demand.  
Prerequisite(s): CPSC 325
- CPSC 429 Advanced Language Implementation 3 credits  
Interpreted, compiled, and virtual languages. Topics may include continuations, optimization, just-in-time compilation, vectorization, and parallel language implementation. Spring, odd years.  
Prerequisite(s): CPSC 326
- CPSC 446 Advanced Operating Systems 3 credits Study  
of advanced concepts in operating system implementation and design. Topics include distributed and parallel systems, embedded systems, real-time systems and supercomputing. On sufficient demand.  
Prerequisite(s): CPSC 346
- CPSC 447 Data Communications 3 credits Study of  
hardware and software components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Fall, even years.  
Prerequisite(s): CPSC 223
- CPSC 448 Computer Security 3 credits Study of  
security and information assurance in standalone and distributed computing. Topics include ethics, privacy, access control methods and intrusion detection. Spring, odd years.  
Prerequisite(s): CPSC 346 or CPSC 447
- CPSC 450 Design and Analysis of Computer  
Algorithms 3 credits An advanced study of computer algorithms not covered in CPSC 223, along with principles and techniques of computational complexity. Topics could include dynamic programming, B-trees, minimum spanning trees, the Floyd-Warshall algorithm, various string matching algorithms, computational geometry, NP-completeness and reducibility. Spring, odd years.  
Prerequisite(s): CPSC 223 and MATH 231
- CPSC 453 Applied Cryptography 3 credits An  
introduction to applied cryptography. Topics could include classical cryptosystems (shift, affine, Vigenere, Playfair, Enigma), modern cryptosystems (DES, AES, RSA, El Gamal), key exchange protocols, digital signatures, security protocols, and zero-knowledge techniques, along with their applications in e-commerce and intelligence. Spring, even years.  
Prerequisite(s): CPSC 223 and MATH 231
- CPSC 460-464 Selected Topics 3 credits Topics that  
reflect the current interests and expertise of the faculty. Possible topics include complexity theory, computer architecture, chaos theory and dynamical systems, mathematical modeling, sensor networks, genetic algorithms and neural networks, bioinformatics, and data mining. On sufficient demand. Prerequisite(s): Permission of the instructor
- CPSC 490 Directed Reading 1 - 3 credits  
Individual exploration of a topic not normally covered in



**COMPUTER SCIENCE/ELECTRICAL**

the curriculum. Arrangement with an instructor.

Prerequisite(s): CPSC 223 and MATH 231 and arrangement with an instructor

CPSC 491 Software Engineering and Group

Design I 2 credits First of a two semester senior design project. Applies the principles of software engineering in the design of a large project. Emphasis on working in teams. Fall.

Prerequisite(s): Senior standing, Computer Science major

CPSC 492 Software Engineering and Group

Design II 3 credits

Continuation of CPSC 491. Spring.

Prerequisite(s): CPSC 491

CPSC 493 Group Research 2 credits

First of a two semester senior research project.

Emphasis

on working in teams. On sufficient demand.

Prerequisites: Senior standing and Computer Science major

CPSC 494 Group Research II 3 credits A continuation of CPSC 493. Emphasis on working in teams. On sufficient demand.

Prerequisite(s): CPSC 493

CPSC 497 Computer Science Internship1 - 3 credits Computer industry internship.

Prerequisites: Permission of department chair

CPSC 499 Comprehensive 1 credit Review for the Major Field Test in Computer Science.

Fall.

Prerequisite(s): Senior standing

engineering, or to further their education at graduate schools of their choice. Our graduates find employment with a broad segment of industry, as well as with governmental agencies. Employment opportunities include the design of electronic products, design of electrical systems, development of computer, hardware, software/firmware, computer applications, research and development, engineering consulting, electrical utilities, manufacturing, marketing, operations and maintenance, administration, and teaching. Moreover, electrical and computer engineers traditionally engage in interdisciplinary fields, such as aerospace engineering, national defense systems, global communication systems, biomedical engineering, instrumentation, transportation systems, energy conversion, robotics, and industrial automation. Many of our graduates have distinguished themselves at some of the best graduate schools in the USA. Moreover, a substantial number of our graduates have achieved high positions in academia,

business, and government.

# Electrical Engineering and Computer Engineering

Chairperson: V.A. Labay

Professors: G. Allwine (Emeritus),

R. Birgenheier (Emeritus), G. Braileanu, C. Tavora

Associate Professors: V.A. Labay, S. Schennum

Assistant Professor: Y. Ji Lecturer: D. Tran, S.J.

The purpose of the electrical engineering (EE) and computer engineering (CpE) programs is to develop knowledgeable and competent engineering professionals who exemplify the humanistic, Catholic, and Jesuit tradition of education, and who are committed to social justice, service to others, lifelong learning, ethical and moral responsibility, and concern for the environment. The integration of the Gonzaga University core curriculum as an essential part of the EE and CpE curricula gives the programs their distinct and desirable characteristics.

The University core curriculum includes a structured program in theology, philosophy, thought and expression, written and oral communication skills, and English literature. Roughly half of the credits in either the EE or the CpE program are devoted to engineering topics and design. Both programs include four technical electives to allow students to pursue specialization in one or more areas of electrical engineering and/or computer engineering. During their final year, students complete a design project, which involves both technical and non-technical aspects of an engineering problem, under faculty supervision. The senior design project culminates in a comprehensive written report and an oral presentation.

## Career Opportunities

Graduates of our EE and CpE programs are well prepared to embark on careers in electrical engineering or computer

# Electrical Engineering

Electrical engineering is the profession that applies mathematics, the basic sciences, technology, and problem-solving skills to the design, construction, operation, and maintenance of electrical and electronic products, equipment, services, and information systems. Electrical engineers find innovative ways to use electricity, information, computers, and electronics to make people's lives better. Traditionally, electrical engineering involves the areas of communication systems, computer systems, control systems, electric power systems, electronics, and signal processing.

Communication systems process and transfer information from one point to another. This information includes audio and video data, as well as digital data used in computers. Computer systems includes computer design, as well as the areas of hardware and software used to control processes and equipment. Control systems use electronic circuits to

regulate processes to meet specific objectives and requirements. Electric power systems generate, transmit, and distribute electricity to residential, commercial, and industrial establishments. Electronics engineers design and develop devices, components, and circuits that are used in computers, appliances, automobiles, and countless other areas. Signal processing systems transform electrical and electromagnetic signals to more usable form in such applications as computerized tomography (CT) scan and magnetic resonance imaging (MRI).

The department of Electrical and Computer Engineering, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied Science section of this catalogue.

### **B.S. in Electrical Engineering: 132 credits**

#### **First Year**

##### **Fall**

CHEM 101 General Chemistry I 3 credits CHEM 101L General Chemistry I Lab 1 credit CPSC 121 Computer Science I 3 credits ENGL 102 Introduction to Literature 3 credits ENSC 100 Engineering Seminar 0 credit MATH 157 Calculus and Analytical Geometry I 4 credits RELI 1XX Religion elective 3 credits

##### **Spring**

ENGL 101 English Composition 3 credits  
ENSC 205 Statics 3 credits  
MATH 258 Calculus and Analytical Geometry II 4 credits  
PHYS 103 Scientific Physics I 3 credits  
PHYS 103L Scientific Physics I Lab 1 credit  
PHYS 103R Scientific Physics I Recitation 0 credit  
PHIL 101 Introduction to Critical Thinking 2 credits  
SPCO 101 Introduction to Speech Communications 2 credits

#### **Second Year**

##### **Fall**

CPEN 230 Introduction to Digital Logic 3 credits  
CPEN 230L Introduction to Digital Logic Lab 1 credit  
ENSC 300 Engineering Economics 2 credits  
MATH 231 Discrete Structures 3 credits  
MATH 259 Calculus and Analytical Geometry III 4 credits  
PHYS 204 Scientific Physics II 3 credits  
PHYS 204L Scientific Physics II Lab 1 credit  
PHYS 204R Scientific Physics II Recitation 0 credit

##### **Spring**

CPEN 231 Microcomputer Architecture and Assembly Programming 3 credits  
CPEN 231L Microcomputer Architecture and Assembly Programming Lab 1 credit  
EENG 201 Circuit Analysis I 3 credits  
EENG 201L Circuit Analysis I Lab 1 credit  
MATH 260 Ordinary Differential Equations 3 credits  
RELI 2XX Religion History/Theology elective 3 credits

PHIL 201 Philosophy of Human Nature 3 credits

#### **Third Year**

##### **Fall**

EENG 301 Electromagnetic Fields and Materials 4 credits  
EENG 302 Circuit Analysis II 3 credits  
EENG 303 Electronics Design I 3 credits  
EENG 303L Electronics Design I Lab 1 credit  
PHIL 301 Ethics 3 credits  
RELI 3XX Applied Theology elective 3 credits

##### **Spring**

EENG 304 Electronics Design II 3 credits  
EENG 304L Electronics Design II Lab 1 credit  
EENG 311 Signals and Systems 4 credits  
EENG 322 Probabilistic Methods for Electrical Engineering 3 credits  
EENG 340 Introduction to Electric Power Engineering 3 credits  
EENG 340L Introduction to Electric Power Engineering Lab 1 credit  
EENG 391 Engineering Design 1 credit

#### **Fourth Year**

##### **Fall**

EENG 411 Introduction to Control Systems 3 credits  
EENG 421 Introduction to Communication Systems 3 credits  
EENG 425 Communication and Controls Lab 1 credit

#### **ENGINEERING**

EENG 491 Senior Design Project I 2 credits  
Technical elective<sup>1</sup> 3 credits  
Technical elective<sup>1</sup>

##### **Spring**

EENG 492 Senior Design Project II 3 credits  
ENSC 355 Thermal Science 3 credits  
ENSC 400 Fundamentals of Engineering Examination 0 credit  
PHIL 4XX Philosophy elective 3 credits  
Technical elective<sup>1</sup> 3 credits  
Technical elective<sup>1</sup> 3 credits

Note<sup>1</sup>: Approved EENG or CPEN elective courses

#### **Technical Electives in Electrical Engineering**

Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. **The student's advisor must approve the selection** and must contain courses from at least two of the following specializations: 1. Electromagnetics, Circuits, Electronics and Filters, 2. Control Systems and Automation, 3. Communication Systems and Signal Processing, 4. Electric Power and Power Systems Engineering, and 5. Computer Engineering. Please see your advisor for current course offerings.

#### **Electrical Engineering**

EENG 401 Electronics III

EENG 402 Electromagnetic Waves and Materials  
 EENG 403 Passive and Active Filter Design  
 EENG 406 Introduction to Integrated Circuit Engineering  
 EENG 412 Digital Control Systems  
 EENG 413/413L Automation  
 EENG 422 Digital Communication Systems  
 EENG 424 Digital Signal Processing  
 EENG 427 Wireless Systems  
 EENG 441 Analysis of Power Systems  
 EENG 442 Electric Power Distribution System Engineering  
 EENG 443 Analysis of Electrical Machines  
 EENG 444 Computational Methods for Power Systems

### Computer Engineering

CPEN 321/321L Introduction to System Software  
 CPEN 342/342L Embedded Computer Systems  
 CPEN 423 Object-Oriented Modeling and Design  
 CPEN 428 Real-Time Computer Systems Engineering  
 CPEN 430/430L Digital System Design  
 CPEN 431 Computer Architecture  
 CPEN 435 Parallel Computing  
 CPEN 436 Biomedical Informatics and Computing  
 CPEN 447 Data Communications

## ELECTRICAL Comp

# uter Engineering

Computer Engineering (CpE) combines the disciplines of electrical engineering and computer science. It encompasses computer hardware, software, and systems. The study of computer engineering is not limited to general purpose computers, but also covers embedded computer systems that control a vast multitude of devices and functions from automotive ignitions to cellular phones and various industrial controls, medical instruments, robotics, consumer electronics. Computer hardware design involves logic design, digital electronics, computer architecture, and integrated circuit design. Computer software involves the design of programs in various languages using structured and object-oriented techniques to control devices and systems. Computer systems involve the combination of hardware, software and operating system that will provide the most effective realization of a system.

Computer engineers are continually developing newer and faster computers, and they find new applications for computers every day to fill the needs of society. The computer engineer must have a broad understanding not only of computer systems, but also of basic engineering fundamentals to apply computer technology to the solution of real engineering problems.

The courses and laboratories offered in the CpE program are organized into the three disciplines of hardware, software, and system design. Technical electives that are chosen from various fields of specialization (e.g., communications, computers, controls, electronics, and power) enable CpE

seniors to apply their computer engineering knowledge in selected areas in their professional career.

The department of Electrical and Computer Engineering, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied Science section of this catalogue.

### B.S. in Computer Engineering: 131 credits

#### First Year

##### Fall

CHEM 101 General Chemistry I 3 credits  
 CHEM 101L General Chemistry I Lab 1 credit  
 CPSC 121 Computer Science I 3 credits  
 ENGL 102 Introduction to Literature 3 credits  
 ENSC 100 Engineering Seminar 0 credit  
 MATH 157 Calculus and Analytical Geometry I 4 credits  
 RELI 1XX Religion elective 3 credits

##### Spring

CPSC 122 Computer Science II 3 credits  
 ENGL 101 English Composition 3 credits  
 MATH 258 Calculus and Analytical Geometry II 4 credits  
 PHYS 103 Scientific Physics I 3 credits  
 PHYS 103L Scientific Physics I Lab 1 credit  
 PHYS 103R Scientific Physics I Recitation 0 credit  
 PHIL 101 Introduction to Critical Thinking 2 credits  
 SPCO 101 Introduction to Speech Communications 2 credits

#### Second Year

##### Fall

CPEN 230 Introduction to Digital Logic 3 credits  
 CPEN 230L Introduction to Digital Logic Lab 1 credit  
 ENSC 300 Engineering Economics 2 credits  
 MATH 259 Calculus and Analytic Geometry III 4 credits  
 PHYS 204 Scientific Physics II 3 credits  
 PHYS 204L Scientific Physics II Lab 1 credit  
 PHYS 204R Scientific Physics II Recitation 0 credit  
 PHIL 201 Philosophy of Human Nature 3 credits

##### Spring

CPEN 231 Microcomputer Architecture and Assembly Programming 3 credits  
 CPEN 231L Microcomputer Architecture and Assembly Programming Lab 1 credit  
 EENG 201 Circuit Analysis I 3 credits  
 EENG 201L Circuit Analysis I Lab 1 credit  
 MATH 260 Ordinary Differential Equations 3 credits  
 PHIL 301 Ethics 3 credits  
 RELI 2XX Religion History/Theology elective 3 credits

#### Third Year

##### Fall

CPEN 321 Introduction to System Software 2 credits  
 CPEN 321L Introduction to System Software Lab 1 credit  
 EENG 302 Circuit Analysis II 3 credits  
 EENG 303 Electronics Design I 3 credits  
 EENG 303L Electronics Design I Lab 1 credit  
 MATH 231 Discrete Structures 3 credits  
 RELI 3XX Applied Theology elective 3 credits

**Spring**

CPEN 342 Embedded Computer Systems	3 credits
CPEN 342L Embedded Computer Systems Lab	1 credit
EENG 304 Electronics Design II	3 credits
304L Electronics Design II Lab	1 credits
311 Signals and Systems	4 credits
EENG 322 Probabilistic Methods for Electrical Engineers	3 credits
EENG 391 Engineering Design	1 credit

**Fourth Year****Fall**

CPEN 430 Digital System Design	3 credits
CPEN 430L Digital System Design Lab	1 credit
CPSC 223 Abstract Data Structures	3 credits
EENG 491 Senior Design Project I	2 credits
Technical elective <sup>1</sup>	3 credits
Technical elective <sup>1</sup>	3 credits

**Spring**

CPEN 431 Computer Architecture	3 credits
EENG 492 Senior Design Project II	3 credits
ENSC 400 Fundamentals of Engineering Examination	0 credit
PHIL 4XX Philosophy elective	3 credits
Technical elective <sup>1</sup>	3 credits
Technical elective <sup>1</sup>	3 credits

Note<sup>1</sup>: Approved EENG, CPEN or CPSC elective courses

**Technical Electives in Computer Engineering**

Only 300 and 400 level courses that are not required in the degree plan can be used to satisfy the technical elective requirements. Approved computer science courses may also be used as electives. The student's advisor approves the selection and must contain at least two courses with a CPEN or CPSC course designation. Please see your advisor for current course offerings.

**Computer Engineering and Computer Science**

CPEN 423 Object-Oriented Modeling and Design
CPEN 428 Real-Time Computer System Engineering
CPEN 435 Parallel Computing
CPEN 436 Biomedical Informatics and Computing
CPEN 447 Data Communications
CPSC 346 Operating Systems
CPSC 421 Database Management Systems
CPSC 428 Compiler Theory and Design
CPSC 446 Advanced Operating Systems
CPSC 448 Computer Security
CPSC 450 Advanced Algorithms

**Electrical Engineering**

EENG 340/340L Introduction to Electric Power Engineering
EENG 401 Electronics III
EENG 403 Passive and Active Filter Design
EENG 406 Introduction to Integrated Circuit Engineering
EENG 411 Introduction to Control Systems
EENG 412 Digital Control Systems
EENG 413/413L Automation
EENG 421 Introduction to Communication Systems

EENG 422 Digital Communication Systems
EENG 424 Digital Signal Processing

**Electrical Engineering****Lower Division**

EENG 201 Circuit Analysis I	3 credits
Fundamental electrical laws; network theorems. Basic circuit elements: resistance, inductance, capacitance, independent and controlled sources, and op-amps. Techniques of circuit analysis; steady-state and transient responses; first-order and second-order circuits; complex numbers; sinusoidal analysis. Note: EENG 201 must be passed with at least a C (2.0) grade for a student to proceed to a subsequent course for which EENG 201 is a prerequisite. Three lecture hours per week.	
Prerequisite(s): MATH 258 and PHYS 103	
EENG 201L Circuit Analysis I Lab	1 credit
Three laboratory hours per week. Taken concurrently with EENG 201.	

**Upper Division**

EENG 301 Electromagnetic Fields and Materials	4 credits
Application of vector calculus to static time-varying electric and magnetic fields; electromagnetic properties of conductors, insulators, dielectrics, and ferromagnetic materials; Maxwell's equations; electromagnetic waves; transmission lines. Four lecture hours per week.	
Prerequisite(s): EENG 201, PHYS 204 and MATH 260	
Co-requisite: EENG 302	
EENG 302 Circuit Analysis II	3 credits
Continuation of EENG 201. Sinusoidal steady-state analysis; RMS value; real, reactive, and complex powers; balanced three-phase circuits; frequency response; Bode plots; resonance; complex frequency; transfer functions; two-port circuits; magnetically coupled circuits; transformers. Three lecture hours per week.	
Prerequisite: EENG 201	
EENG 303 Electronics Design I	3 credits
Introduction to electronics design concepts; semiconducting devices and their associated electrical behavior; amplifier modeling, design, and trade-offs; practical designing, building, testing, and analyzing of electronic circuits. Three lecture hours per week.	
Prerequisite: EENG 201. Co-requisite: EENG 302	
EENG 303L Electronics Design I Lab	1 credit
Three hours laboratory per week. Taken concurrently with EENG 303.	
EENG 304 Electronics Design II	3 credits
Continuation of EENG 303. Frequency response and distortion; operational amplifiers; feedback concepts and oscillators; digital circuits; logic families; switching theory; electronic memory; data conversion; practical design and application of electronic circuits. Three lecture hours per week.	
Prerequisite(s): CPEN 230 and EENG 303	
EENG 304L Electronics Design II Lab	1 credit
Three laboratory hours per week. Taken concurrently with EENG 304.	

**ENGINEERING**

EENG 311 Signals and Systems	4 credits
------------------------------	-----------

Signals and systems; types of signals; properties of systems; convolution integral; Fourier series; Fourier transform and applications; Laplace transform and applications; Sampling Theorem. Four lecture hours per week.

Prerequisite(s): EENG 302 and MATH 260

EENG 322 Probabilistic Methods for Electrical

Engineering 3 credits Introduction to probability; random variables; multiple random variables; elements of statistics; random processes; applications in electrical and computer engineering. Three lecture hours per week. Prerequisite: MATH 258. Co-requisite: EENG 311

EENG 340 Introduction to Electric Power

Engineering 3 credits Magnetic circuits; principles of electro-mechanical energy conversion; transformers; synchronous machines; three-phase induction machines; D.C. machines; transmission lines; power system modeling; power flow analysis. Three lecture hours per week.

Prerequisite(s): EENG 302

EENG 340L Introduction to Electric Power

Engineering Lab 1 credits Three hours of laboratory per week. Taken concurrently with EENG 340.

EENG 391 Engineering Design 1 credit

Preparatory course for EENG 491 Senior Design Project. Fundamentals of the engineering design process fundamentals: project requirements analysis and specification, system design, detailed design, testing and written and oral presentations. Project management: tasks, schedules, budget, critical items and fall back options. Ethics and professionalism. One lecture hour per week.

Prerequisite: EENG 201

EENG 401 Electronics III 3 credits

Advanced topics in electronics; power switching circuits; audio power amplifiers; power devices; process technologies; switched capacitor circuits; analog integrated circuits; some design using MicroSim. Three lecture hours per week. Prerequisite: EENG 304

EENG 402 Electromagnetic Waves and Materials 3 credits

Continuation of EENG 301. Time varying fields; electromagnetic waves and transmission lines; metallic waveguides and resonators; principles of photonics; antennas. Three lectures hours per week.

Prerequisite(s): EENG 301

EENG 403 Passive and Active Filter Design 3 credits

Properties of network functions; properties and realizations of LC and RC driving point functions; passive realizations of transfer functions; Butterworth, Chebyshev, and Bessel filter approximations; design techniques for low-pass, high-pass, band-pass, and band-elimination filters. Basic building blocks for active filters; direct and cascade realizations approaches. Three lecture hours per week. Prerequisite: EENG 311

EENG 406 Introduction to Integrated Circuit

Engineering 3 credits Structural design of digital integrated circuits in MOS technology; layout, design rules, fabrication techniques; use of computer

automated design and simulation tools, and high-level description language. Three lecture hours per week.

Prerequisite(s): CPEN 231 and EENG 304

EENG 411 Introduction To Control Systems 3 credits

Analysis and design of linear closed-loop systems; stability; design based on root locus and root contours; design based on Nyquist and Bode plots. A package of

## ELECTRICAL

computer programs is used for homework and design problems. Three lectures hours per week.

Prerequisite(s): EENG 304 and EENG 311

EENG 412 Digital Control Systems 3 credits

Classical and modern control system analysis and design techniques. Sampling; stability; frequency response; root locus; state variables in discrete time; controllability; observability; state variable feedback; pole placement and observers. A package of computer programs is used for homework and a design project. Three lecture hours per week.

Prerequisite(s): EENG 411

EENG 413 (ENSC 413) Automation 2 credits

Use of programmable controllers to automate manufacturing processes and equipment; ladder logic and state based control languages; controller architecture and systems software; structured design using Grafset; interactive graphic operator interface design; safety considerations; sensors and instrumentation; single loop controllers. Two lecture hours per week.

Prerequisite(s): CPSC 121 and (EENG 311 or MENG 301)

EENG 413L (ENSC 413L) Automation Lab 1 credits

Three laboratory hours per week. Taken concurrently with EENG 413 (ENSC 413).

EENG 421 Introduction to Communication

Systems 3 credits Basic concepts in communication systems: correlation and power spectral density; pulse modulation; amplitude modulation; angle modulation; effects of noise. Three lecture hours per week.

Prerequisite(s): EENG 311 and EENG 322

EENG 422 Digital Communication Systems 3 credits

Statistical Communications: random processes; formatting and baseband transmissions; bandpass modulation and demodulation; communication link analysis; block and convolutional channel coding; modulation and coding tradeoffs. Three lecture hours per week.

Prerequisite(s): EENG 421

EENG 424 Digital Signal Processing 3 credits

Discrete Fourier Transform and circular convolution; Fast Fourier Transform; use of windows in spectral estimation; filter approximations; design and realization of IIR and FIR digital filters; effects of finite word size; sampling rate conversion. Three lecture hours per week.

Prerequisite(s): EENG 311

EENG 425 Communication and Control Lab 1 credit

Experimental investigation of concepts and subsystems used in communications and controls. Three hours laboratory per week. Taken concurrently with EENG 411 and EENG 421.

- EENG 427 Wireless Systems** 3 credits  
Fundamentals of RF stages of modern wireless systems including antennas, propagation, fading, noise, receiver design, modulation methods and bit error rates. Components of wireless systems, including filters, amplifiers, mixers, oscillators, and phase-locked loops. Initial coverage includes transmission lines, S-parameters, impedance matching, and random processes. Three lecture hours per week.  
Prerequisite(s): EENG 311 and EENG 322
- EENG 441 Analysis of Power Systems** 3 credits  
Per unit system; transmission line parameters; power system models; generators, transformers, lines, loads; power flow problem and solution methods; symmetrical components; symmetrical and unsymmetrical fault analysis; use of computer software package to solve powerflow and short-circuit problems. Three lecture hours per week. Prerequisite: EENG 340
- EENG 442 Electrical Power Distribution System Engineering** 3 credits  
Distribution system planning; load characteristics; distribution transformer applications; design of sub-transmission lines, substations, primary and secondary distribution systems; voltage regulation; capacitor applications; protection. Three lecture hours per week.  
Prerequisite: EENG 340
- EENG 443 Analysis of Electrical Machines** 3 credits  
D.C. machine dynamics; D.C. motor starters and controllers; synchronous machine steady-state and transient performance; polyphase induction machine dynamics; A.C. motor starters and controllers; transformer applications; fractional horsepower A.C. motors; power electronics. Three lecture hours per week.  
Prerequisite: EENG 340
- EENG 444 Computational Methods for Power Systems** 3 credits  
Power system matrices;-bus and Z-bus matrices; computer programming considerations: sparsely, triangular factorization; computer solutions of power flow fault circulations; protective relays; protection of generators, transformers, and transmission lines; stability concepts; transient stability, computer simulations. Three lecture hours per week.  
Prerequisite: EENG 441
- EENG 481 Special Topics Electrical Engineering** 1 - 3 credits  
Courses of special interest may be offered from time to time.  
Prerequisite(s): Will depend on the nature of the material offered and will be announced
- EENG 491 Senior Design Project I** 2 credits  
Students work as a team to produce a project proposal. The proposal must describe the project requirements, conceptual design, management plan and project cost.  
Prerequisite(s): EENG 391 and EENG 304 and EENG 311
- EENG 492 Senior Design Project II** 3 credits  
Implementation, management, and completion of the project proposed in EENG 491; use of resources within and outside of the team to accomplish the project objectives; project documentation; demonstration of

compliance with requirements; presentation of results and submission of comprehensive written report.  
Prerequisite: EENG 491

### Computer Engineering

#### Lower Division

- CPEN 230 Introduction Digital Logic** 3 credits  
Number systems and codes, Boolean Algebra, Logic gates and flip-flops. Verilog HDL. Combinational and sequential Logic Design using CPLDs. Three lecture hours per week.
- CPEN 230L Introduction Digital Logic Lab** 1 credit  
Three laboratory hours per week. Taken concurrently with CPEN 230.
- CPEN 231 Microcomputer Architecture and Assembly Programming** 3 credits  
Study of components of simple computer systems: CPU's memory, registers, busses, computer control, microprogramming, assembly language programming.  
Three lecture hours per week.  
Prerequisite(s): CPEN 230 and CPSC 121
- CPEN 231L Microcomputer Architecture and Assembly Programming Lab** 1 credit  
Three laboratory hours per week. Taken concurrently with CPEN 231.

#### Upper Division

- CPEN 321 Introduction to System Software** 2 credits  
Design of software that meets specific real-time requirement using a 68HC11 based microcomputer. Implementation of system and application software using C and assembly language. Software design considerations for optimizing memory utilization. Structure of an executive program and I/O drivers. Use of debuggers, ROM emulators and simulators to troubleshoot hardware and software. Two lecture hours per week.  
Prerequisite(s): CPEN 231 and CPSC 121
- CPEN 321L Introduction to System Software Lab** 1 credit  
Three laboratory hours per week. Taken concurrently with CPEN 231.
- CPEN 342 Embedded Computer Systems** 3 credits  
The micro controller as an engineering component. Hardware expansion with analog and digital devices. Board level design of real-time systems. Design of userfriendly interactive displays. Design project. Troubleshooting with logic analyzer and in-circuit emulation. Three lecture hours per week.  
Prerequisite(s): CPEN 231  
Co-requisite: EENG 304
- CPEN 342L Embedded Computer Systems Lab** 1 credit  
Three laboratory hours per week. Taken concurrently with CPEN 342.
- CPEN 423 Object-Oriented Modeling and Design** 3 credits  
Introduction to modeling as a design technique; object modeling; dynamic modeling; functional modeling; analysis; system design; object design; implementation; use of CASE tools for software development; introduction to Windows programming. Three lecture hours per week.  
Prerequisite(s): CPSC 223
- CPEN 428 Real-Time Computer Systems**

Engineering 3 credits Review of computer hardware used in real-time systems; utilization of real-time operating systems and real-time kernels to design and implement multitasking/multiprocessing embedded programs; programs will also include intertask communication and synchronization; vxWorks RTOS; introduction to real-time scheduling theory. Three lectures hours per week. Prerequisite(s): CPEN 321  
 CPEN 430 Digital System Design 3 credits  
 Modern methods of digital design realization.

Parallel Programming platforms; principles of parallel algorithm design; basic communication operations; analytical modeling of parallel programs; programming using the message-passing paradigm (MPI); programming on shared address space platforms (POSIX Thread and OpenMP); and other advanced topics. Three lecture hours per week. Prerequisite(s): CPEN 231

CPEN 436 Biomedical Informatics and Computing 3 credits Investigation of the role of

**ENGINEERING/ENGINEERING MANAGEMENT**

Technology independence. Designs utilizing gate arrays and custom integrated circuits. Use of high level design software. Extensive use of Verilog hardware design language for system description, simulation and implementation. Three lecture hours per week.

Prerequisite(s): CPEN 230 and CPSC 121

CPEN 430L Digital System Design Lab 1 credit Three laboratory hours per week. Taken concurrently with CPEN 430.

CPEN 431 Computer Architecture 3 credits Modern CPU design, caches, pipelining RISC vs. CISC designs. Synchronous and Asynchronous bus design. Practical factors in circuit board layout. Three lecture hours per week.

Prerequisite(s): CPEN 231 and CPEN 430

CPEN 435 Parallel Computing 3 credits

computers in the provision of medical services; study of the nature of clinical data, medical information exchange standards, data storage, retrieval, integration and analysis and privacy issues; medical decision-making support; design of healthcare information systems; genomic medicine and its techniques. Three lecture hours per week.

Prerequisite(s): CPEN 231

CPEN 447 Data Communications 3 credits

Study of hardware and software components of computer communications and networks; communication protocols; routing algorithms; machine addressing and network services. Three lecture hours per week. Prerequisite(s): CPEN 231 and CPSC 223

CPEN 481 Special Topics 1 - 3 credits

Courses of special interest may be offered from time to time. Prerequisites will depend on the nature of the material offered and will be announced.

and analysis, and even those that have yet to decide on a particular field of engineering specialization. The Engineering Management Program may be especially well suited to the typical engineering student attracted to Gonzaga University since it makes use of engineering and leadership skills they develop at GU, with their interest in helping others and making a valuable contribution to society. Combining a strong engineering background with a select set of courses from the School of Business Administration, students develop a skill-set that is highly sought after by employers today.

Engineering managers combine management expertise with their engineering background to lead teams in various

# Engineering Management

Chairman: Peter J. McKenny

Professors: N. Bormann, A. Khattak, P. McKenny, P. Nowak, P. DePalma, K. Yerion, G. Braileanu, C. Tavora, M. Capobianchi, K. Ansari, A. Aziz

Assoc. Professors: S. Ganzerli, C. Smith, V. A. Labay, S. Schennum, J. Marciniak, S. Zemke

Asst. Professors: J. Caldwell, P. Crowley

Senior Lecturer: J. Dacquisto

The Engineering Management Program was developed to address a growing need for individuals that possess both engineering and management skills. Courses taken in the Engineering Management Program are intended to provide students with a broad education and understanding of the practice and concepts of engineering, and make them adaptive leaders that are ready to address challenges caused by rapid changes in technology. The program provides graduates with an opportunity to select from a wide range of career paths, and sufficient preparation for entry into the M.B.A. Program - which can be completed in an additional calendar year. (See "B.S. in Engineering and M.B.A." following the Engineering Management program description for information.)

The program tends to attract students whose talents and interests are broader than conventional engineering design

technical fields. Areas of employment typically include project management and supervision, product development, production planning, engineering design and manufacturing, materials management, production processes, product quality and reliability, inventory management, system analysis, industrial plant management, technical sales and marketing, and a wide spectrum of other positions in practically any industry.

Engineers typically work in teams, create innovative products and jobs, and add value to the products we use in everyday life. Many engineers rise to the highest levels in business organizations to become global leaders and innovators, start companies like Boeing, Google, Hewlett Packard, Intel, and Yahoo, or use their engineering training as a springboard to other fields. They succeed in fields as diverse as investment banking, law, and medicine, and also play a leading role in addressing many world problems' including global warming, clean water shortage, power shortages, poverty, nuclear proliferation, and new medical devices and equipment.

In the Engineering Management program students are provided with a foundation in the critical skills required to be successful in their chosen career. The program contains a set of common engineering core courses that provide a solid basis in engineering principles, augmented by relevant courses on the process of management as it applies to technically-based projects. Students also develop a technical concentration by taking a set of courses from one of five tracks - Civil, Computer, Electrical, and Mechanical Engineering, or Computer Science. Each technical track draws from a wide selection of interests within a particular engineering discipline. Technical proficiency is increased and management skills strengthened by combining qualitative approaches and quantitative techniques in a balanced curriculum. This combination of management and engineering skills is highly sought after by industry today.

Gonzaga's School of Engineering and Applied Science is in a unique position to offer this new Engineering Management program. Students receive a wealth of engineering knowledge in small class sizes with caring, involved faculty that possess an array of industrial experience. Graduates from the program will be competent and conversant in the basic scientific and engineering principles, and will be able to formulate concepts, develop system designs, and apply engineering problem solving skills to their solutions. They will be able to see the "big picture" and interact with other engineers to develop practical, technologically achievable solutions within the constraints of time, cost, and resources. They will also be able to mediate between design team members, particularly in their ability to interpret requirements, explain designs and describe features for the nontechnical members of the team.

The Engineering Management program is not intended to provide an opportunity for students majoring in other engineering programs to earn a second engineering degree. Therefore, this degree will not be awarded in conjunction with any other engineering degree.

The department of Engineering Management, in conjunction with its various constituencies, has clearly defined program objectives. These engineering program objectives are listed in the School of Engineering and Applied Science section of this catalogue, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalogue.

## ENGINEERING MANAGEMENT

### B.S. in Engineering Management: 129-133

#### credits First Year

##### Fall

ENSC 100 Engineering Seminar	0 credit
MATH 157 Calculus and Analytical Geometry I	4 credits
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
CPSC 121 Computer Science I (and lab)	3 credits
ENGL 102-106 English Literature	3 credits
RELI 1XX Religion elective	3 credits

##### Spring

ENSC 205 Statics	3 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L Scientific Physics I Lab	1 credit
ENGL 101 English Composition	3 credits
SPCO 101 Intro to Speech Communication	2 credits
PHIL 101 Intro to Critical Thinking	2 credits

#### Second Year

##### Fall

ECON 200 Economic Analysis	3 credits
MATH 259 Calculus and Analytic Geometry III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L Scientific Physics II Lab	1 credit
MENG 221 Materials Engineering	3 credits
ENSC 306 Dynamics	3 credits

##### Spring

ACCT 263 Accounting Analysis	3 credits
MATH 260 Ordinary Differential Equations	3 credits
ENSC 355 Thermal Science	3 credits
EENG 201 Circuit Analysis I	3 credits
EENG 201L Circuit Analysis I Lab	1 credit
XXXX __ Track Course No. 1*	3 credits

#### Third Year

##### Fall

BMIS 235 Management Information Systems	3 credits
CENG 303 Environmental Engineering	3 credits
RELI 2XX Religion History/Theology elective	3 credits
PHIL 201 Philosophy of Human Nature	3 credits
XXXX __ Track Course No. 2*	3 credits

##### Spring

BFIN 320 Principles of Finance	3 credits
OPER 340 Operations Management	3 credits
MATH 321 Statistics for Experimentalists	3 credits
PHIL 301 Ethics	3 credits
XXXX __ Track Course No. 3*	3 credits
XXXX __ Track Course No. 4*	3 credits

#### Fourth Year



**Fall**

BUSN 283 Business Law	3 credits
ENSC 491 Senior Design Project I	2 credits
ENSC 405 Engineering Project Management	3 credits
RELI 3XX Religion elective	3 credits
XXXX ___ Track Course No. 5*	3 credits
XXXX ___ Track Course No. 6*	3 credits

**Spring**

MKTG 310 Principles of Marketing	3 credits
ENSC 492 Senior Design Project II	3 credits
ENSC 400 Fundamentals of Engr. Exam.	0 credit
PHIL 4XX Philosophy elective	3 credits
XXXX ___ Track Course No. 7*	3 credits
XXXX ___ Track Course No. 8*	3 credits

\* Students select a single track and take all courses in prescribed order. Contact the Department Chair, or your advisor for specific details.

**ENGINEERING SCIENCE**

# Engineering Science

The following Engineering Science courses are service courses for all majors within the School of Engineering and Applied Science:

**Lower Division**

ENSC 100 Engineering Seminar 0 credit A course to introduce freshman engineering students to the engineering curriculum and the engineering profession. A broad introduction to the study and practice of engineering, professional development, academic success strategies, and orientation to the engineering education system. One class meeting per week. Fall

ENSC 205 Statics 3 credits A vector treatment of systems of forces and moments in equilibrium. Topics include centroids, distributed loads, effects of friction; analysis of trusses and frames and calculations of moments of inertia.

Co-requisite: PHYS 103

ENSC 244 Computer Methods For Engineers 3 credits Course developing facility in the solution of engineering problems by numerical methods using digital computers. A practical treatment of the computational tools for solving linear and non-linear algebraic equations, and ordinary differential equations. Techniques of numerical differentiation, integration, regression analysis, and interpolation. Use of mathematics computer software.

Corequisites: MATH 260

**Upper Division**

ENSC 300 Engineering Economics 2 credits Techniques of evaluating engineering decisions in the economic realm. Selected topics include: annual cost, present worth, future worth, rate of return, and benefit cost ratio analysis in engineering project alternatives.

Prerequisite(s): MATH 258

ENSC 301 Mechanics of Materials I 3 credits

Behavior of materials, elementary theories of stress and strain, generalization of these theories to stress distribution, and deformation and instability in structural members.

Prerequisite(s): ENSC 205

ENSC 306 Dynamics 3 credits A vector treatment of kinematics and kinetics. General motion of a particle, energy and momentum methods for particles and rigid bodies. Prerequisite(s): ENSC 205

ENSC 311 Electrical Engineering Science I 3 credits An introduction to electric circuit theory for non-electrical engineering students: electrical network theorems applied to DC, transient, and AC steady-state circuits; polyphase circuits and power. Prerequisite(s): MATH 259

Corequisite: ENSC 311L

ENSC 311L Electrical Engineering Science I Lab 1 credit Laboratory exercises supporting topics covered in ENSC 311.

Corequisite: ENSC 311

ENSC 352 Fluid Mechanics 3 credits Fluid properties, fluid statics, fluids in motion, momentum and energy equations, dimensional analysis, boundary layers, flow in conduits, drag and lift.

Prerequisite(s): ENSC 205

ENSC 355 Thermal Science 3 credits First and second law of thermodynamics applied to closed and open systems; introduction to conduction, convection, and radiation heat transfer. For nonmechanical engineering majors only.

ENSC 371 Advanced Engineering Mathematics 3 credits Application of advanced mathematical techniques to problems of interest to engineers and scientists. Analytical methods involving topics such as algebraic equations, ordinary and partial differential equations, complex variables and special functions.

Prerequisite(s): MATH 260

ENSC 400 Fundamentals of Engineering Exam 0 credit Proctoring of the practice examination for students in preparation for the Fundamental of Engineering Exam (1st exam toward professional licensing), and of the School of Engineering and Applied Sciences assessment surveys (dates and times are announced during the semester). Also requires students to take the Washington State Fundamentals of Engineering (FE) Examination. Students must show proof of final registration with the State of Washington for the Fundamentals of Engineering examination, or proof of having taken the examination in the State of Washington, as part of the requirements of this course.

Prerequisite(s): EENG 492 or MENG 492 or

ENSC 492 or CENG 492

ENSC 401 Mechanics of Materials II 3 credits Unsymmetrical bending, curved flexural members, shearing stress in beams, shear flow in thin webbed sections, Saint Venant's theory of torsion, thick-walled cylinders and rotating disks, and use of finite elements in analysis.

Prerequisite(s): ENSC 301

ENSC 405 Engineering Project Management 3 credits  
Current tools used to manage engineering and technical projects. Topics covering both theory and practice:

definition of a project; management and organization; project planning, including chartering, project scope management, project time (schedule) management, project cost management, quality management, communications, project risk management, and procurement/contract management; project control; and project completion/termination.

Prerequisite(s): MATH 321 or EENG 322

ENSC 413 (EENG 413) Automation 2 credits Use of programmable controllers to automate manufacturing processes and equipment. Ladder logic and state based control languages. Controller architecture and system software. Structured design using Grafset. Interactive graphic operator interface design. Safety

considerations. Sensors and instrumentation. Single Loop Controllers

Prerequisite(s): ENSC 244 and (EENG 411 or MENG 361)

ENSC 413L (EENG 413L) Automation Lab 1 credit Must be taken concurrently with ENSC 413. Three hour lab per week. Prerequisite(s): ENSC 104

ENSC 481 Special Topics in Engineering 1 - 6 credits  
Special topics in engineering. Admission is based on satisfying any specified prerequisite, co-requisite and/or restrictions particular to that special topic course. Fall and Spring.

ENSC 482 Special Topics 1 - 6 credits  
Special topics in engineering. Admission is based on satisfying any specified prerequisite, co-requisite and/or

restrictions particular to that special topic course. Fall and Spring.

ENSC 483 Independent Study in Engineering 1 - 3 credits  
Admission is based on evidence of ability to pursue

## ENGINEERING SCIENCE/MECHANICAL ENGINEERING

independent study in depth and approval of a submitted project in engineering science.

Prerequisite(s): Permission of department chair and dean. Fall and Spring.

ENSC 484 Independent Study in Engineering 1 - 3 credits  
Admission is based on evidence of ability to pursue independent study in depth and approval of a submitted project in engineering science.

Prerequisite(s): Permission of department chair and dean. Fall and Spring.

ENSC 490 Directed Study 0 - 3 credits  
Directed study of a specific topic in engineering. Admission is based on satisfying any specified

prerequisite, co-requisite and/or restrictions particular to that topic in this course. Fall and Spring.

ENSC 491 Engineering Design Project 2 credits  
Elective senior design project of an interdisciplinary or specialized nature involving both technical and non-technical aspects of an engineering problem for students in any of the engineering majors. Course usually runs two semesters. Fall.

Prerequisite(s): Fourth year standing.

ENSC 492 Engineering Design Project 3 credits  
Ongoing completion of an elective senior design project of an interdisciplinary or specialized nature involving both technical and non-technical aspects of an engineering problem for students in any of the engineering majors. Course usually runs two semesters. Spring.  
Prerequisite(s): ENSC 491 and fourth year standing

profession serves many diverse fields and industries such as the aerospace, pharmaceutical, automotive, and power generation industries, to name just a few. In fact, any device or system that involves energy or movement probably involved one or more mechanical engineers in its creation. Some exciting, rapidly developing fields and emerging technologies of interest to mechanical engineers include fuel cells (the use of chemical fuel and an oxidant to directly produce electricity), rapid prototyping (the use of computer-controlled machines to fabricate complete objects in one step directly from computer models), mechatronics (the integration of mechanical systems and electronic sensing and control), biomedical engineering (the application of engineering to problems in medicine and biology), nanoengineering (the creation of materials and devices at the nanometer level, i.e., at the atomic, molecular, or supramolecular levels), and MEMS (Microelectromechanical Systems-the integration of mechanical, chemical, and/or electronic systems at the chip level).

The Department of Mechanical Engineering at Gonzaga University develops men and women who are both competent engineers and educated, responsible human

# Mechanical Engineering

Chairperson: Massimo "Max" Capobianchi

Professors: K. Ansari, A. Aziz, M. Capobianchi

Associate Professors: J. Marciniak, S. Zemke

Mechanical Engineering is that branch of engineering that encompasses the study of forces, motion, energy, materials, manufacturing, and design in order to apply them to the creation of mechanical devices and systems that serve society (e.g., engines, refrigerators, machines, tools, etc). This is accomplished through a process of problem description, creative idea generation, design, analysis, judgment, planning, and production that typically involves a host of professionals who may all have been educated as mechanical engineers. For example, mechanical engineers may be involved in product design, analysis, and testing, in developing manufacturing processes, in defining product requirements and trouble-shooting customer problems, in project management, and in research and education. The

beings. The development of these two characteristics in students is affected by course work from both the liberal arts and the profession. Thus, these two aspects are interwoven, being a single, integrated fabric having many threads contributed by many curricula. This synthesis is expressed by the engineering program educational objectives that are listed in the School of Engineering and Applied Science section of this catalogue, and by the Gonzaga University Mission Statement that may be found at the beginning of the catalogue.

Diversity of opportunity and professional breadth are hallmarks of the mechanical engineering profession. This translates into a need for a thorough grounding in a variety of mathematical, scientific, and engineering fundamentals. Thus, the mechanical engineering program at Gonzaga University prepares the student in the areas of mathematics, chemistry, physics, mechanics, thermodynamics, fluid mechanics, heat transfer, materials, manufacturing, design, control theory, experimentation, and economics. These fundamentals are enhanced with exposure to important engineering tools such as: Mathematical techniques; computer programming; computer applications tools including computer aided design (CAD), computer aided manufacturing (CAM), finite element analysis (FEA), and computational fluid dynamics (CFD); and the use of equipment, instruments, and software typically found in manufacturing and laboratory situations. Since teamwork is an essential aspect of the modern practice of mechanical engineering, the mechanical engineering program gives considerable attention to building personal communication skills through team design projects, reports, and presentations, as well as through communication skills courses in the University Core Curriculum. Furthermore, as a critical component of the program, all students engage in design courses beginning in their Sophomore year and continuing throughout the curriculum, culminating in a two-semester capstone design experience in the Senior year. That experience entails requiring student design teams, led jointly by faculty and practicing engineers, to solve real industrial design problems. Finally, the degree requirements also include the opportunity for breadth as well as concentration in particular engineering applications through a group of technical electives taken in the senior year (the list of allowed technical electives is given below). The department also has a fiveyear plan available for students wishing to proceed at a slower pace or for those planning to add a minor in business or in a liberal arts subject such as physics, music, or art. Information and suggested course packages are also available for students planning to work in the closely allied but more specialized fields of aerospace or biomedical engineering, and for those planning to enroll in the Gonzaga-inFlorence Engineering Semester program.

The following curriculum details the course requirements for each semester. In addition to these courses, all students must take the Washington State Fundamentals of Engineering Examination prior to graduation (see ENSC 400, "Fundamentals of Engineering Exam" course in the Spring semester of the Senior year). Finally, students who follow a curriculum sequence other than that listed below

## MECHANICAL ENGINEERING

should meet with their Academic Advisors at their first opportunity in order to resolve any scheduling conflicts that may arise due to off-schedule course availability and/or course pre- and co-requisite structure. In all cases, students must comply with the pre- and co-requisite requirements in order to be granted admission into courses.

### B.S. in Mechanical Engineering: 136 credits

#### First Year

##### Fall

ENSC 100 <sup>1</sup> Engineering Seminar	0 credit
MATH 157 Calculus and Analytical Geometry I	4 credits
CHEM 101 General Chemistry I	3 credits
CHEM 101L General Chemistry I Lab	1 credit
CPSC 121 Computer Science I	3 credits
ENGL102-106 Introduction to Literature	3 credits
RELI 1XX Scripture elective	3 credits

##### Spring

ENSC 205 <sup>2</sup> Statics	3 credits
MATH 258 Calculus and Analytical Geometry II	4 credits
PHYS 103 Scientific Physics I	3 credits
PHYS 103L/R Scientific Physics I Lab	
and Recitation	1 credit
ENGL101 English Composition	3 credits
SPCO 101 Introduction to Speech	
Communication	2 credits
PHIL 101 Introduction to Critical Thinking	2 credits

#### Second Year

##### Fall

MENG 221 Materials Engineering	3 credits
MENG 291 Introduction to Mechanical	
Engineering Design	2 credits
MENG 291L Introduction to Mechanical	
Engineering Design Lab	1 credit
MATH 259 Calculus and Analytical Geometry III	4 credits
PHYS 204 Scientific Physics II	3 credits
PHYS 204L/R Scientific Physics II Lab and	
Recitation	1 credit
PHIL 201 Philosophy of Human	
Nature	3 credits

##### Spring

ENSC 244 Computer Methods for Engineering	3 credits
ENSC 306 Dynamics	3 credits
MATH 260 Ordinary Differential Equations	3 credits
MATH 321 Statistics for Experiment	3 credits
RELI 2XX Religion History/Theology elective	3 credits
PHIL 301 Ethics	3 credits

#### Third Year

##### Fall

MENG 321 <sup>2</sup> Thermodynamics I	3 credits
ENSC 300 <sup>3</sup> Engineering Economics	2 credits
ENSC 301 Mechanics of Materials I	3 credits
ENSC 311 Electrical Engineering Science	3 credits
ENSC 311L Electrical Engineering	

Science Lab	1 credit
ENSC 371 Advanced Engineering Math	3 credits
ENSC 352 Fluid Mechanics	3 credits
<b>Spring</b>	
MENG 301 Manufacturing Processes	2 credits
MENG 301L Manufacturing Processes Lab	1 credit
MENG 322 Thermodynamics II	3 credits
MENG 330 Machine Design	3 credits
MENG 341 Heat Transfer	3 credits
MENG 391 Mechanical Engineering Design Fundamentals	1 credit
MENG 391L Mechanical Engineering Design Fundamentals Lab	1 credit
RELI 3XX Applied Theology Elective	3 credits
<b>Fourth Year<sup>1</sup></b>	
<b>Fall</b>	
MENG 411 Measurements and Instrumentation I	3 credits
MENG 411L Measurements and Instrumentation I Lab	1 credit
MENG 434 Vibration Engineering	3 credits
MENG 461 System Dynamics and Control	3 credits
MENG 491 <sup>23</sup> Mechanical Engineering Design I	2 credits
----- Technical Elective	3 credits
PHIL 4XX Philosophy elective	3 credits
<b>Spring</b>	
MENG 412 Measurements and Instrumentation II	3 credits
MENG 412L Measurements and Instrumentation II Lab	1 credit
MENG 492 Mechanical Engineering Design II	3 credits
----- Technical Elective	3 credits
----- Technical Elective	3 credits
ENSC 400 <sup>6</sup> Fundamentals of Engineering Exam	0 credit

<sup>1</sup>ENSC 100 is not required of students transferring from another institution or from another program within the University, nor of students enrolled in the Honors program or the Hogan Entrepreneurial Leadership program. <sup>2</sup>Students who receive a final grade lower than a C- must repeat the course. For ENSC 205, the course must be repeated in the next semester whereas MENG 321 may be repeated in any

<sup>1</sup> Students must take the Washington State Fundamentals of Engineering examination before they graduate.

<sup>2</sup> Students must show proof of having registered for the Fundamentals of Engineering examination in Washington State as part of the requirements of this course.

<sup>3</sup> Students must show proof of final registration with the State of Washington for the Fundamentals of Engineering examination, or proof of having taken the examination in the

semester prior to graduation. Students who earn a final grade of at least a D may proceed to subsequent courses for which this course is a prerequisite. <sup>3</sup>ENSC 300 is waived under the following circumstances: **Students enrolled in the Hogan Entrepreneurial program:** ENSC 300 is waived after completing ENTR 490B. **Students pursuing the General Business Minor:** ENSC 300 is waived after completing both ECON 200 and BFIN 320.

**Students pursuing the B.S. in Engineering and M.B.A. program:** ENSC 300 is waived after completing both ECON 200 and BFIN 320.

The above courses are not intended to be options for the ENSC 300 course. Hence, students who are not in one of the above programs are required to take ENSC 300. Also, students who comply with one of the above criteria must complete all of the courses required to waive ENSC 300 prior to enrolling in any course for which ENSC 300 is a prerequisite.

approved technical elective courses that are not listed below. Courses other than MENG courses may have preand/or co-requisites that are outside of the normal mechanical engineering curriculum. Students wishing to take these courses should plan well in advance in order to comply with all admission requirements prior to enrolling in the course.

- MENG 435 Applications in Vibrations
- MENG 442 Advanced Heat Transfer
- MENG 445 Heating, Ventilating, and Air Conditioning
- MENG 446 Mechanical Design and Cooling of Electronic Systems
- MENG 450 Topics in Machine Design
- MENG 462 Gas Dynamics
- MENG 463 Simulation and Optimization
- MENG 465 Introduction to Finite Elements
- MENG 467 Designing with Polymers and Composites
- MENG 480 Advanced Fluid Mechanics
- MENG 484 Manufacturing Systems
- CENG 301 Structural Analysis I
- CENG 390 Structural Analysis II
- ENSC 405<sup>7</sup> Engineering Project Management
- EENG 412 Digital Control Systems
- ENSC 413 Automation
- OPER 445<sup>7</sup> Process Management and Improvements

State of Washington, as part of the requirements of this course.

### Technical Electives

The courses used to satisfy the technical elective requirements must normally be selected from the following list. However, students may take other courses for technical elective credits but only with the prior approval of both the student's academic advisor and the chair of the Department of Mechanical Engineering. The actual technical elective courses offered from the list below varies from year to year and the department may on occasion offer one or more pre-

<sup>7</sup>Students may take either ENSC 405 or OPER 445 for credit towards satisfying the technical elective requirements, but not both.

### Lower Division

**MENG 221 Materials Engineering** 3 credits  
Introduction to the structure-property-processing relationship in metallic, ceramic, and polymeric materials, and to the atomic structure of materials and its influence on mechanical, electrical, and thermal properties. Introduction to materials selection to meet engineering design constraints. Students explore how alloying and manufacturing processing modifies structure, and consequently changes the properties of materials. Prerequisite(s): CHEM 101 or CHEM 105

**MENG 291 Introduction to Mechanical Engineering Design** 2 credits  
Introduction to mechanical engineering design, with emphasis on communication of design ideas. Graphics topics include hand sketches of concepts, CAD (computer aided design) 2-D dimensioned drawings and 3-D models, and use of perspective views in written documents. Writing topics include simple business letters, proposals, product reports, product specifications, and product descriptions. Oral presentations include structuring presentations and verbal delivery. Student design projects form a major portion of the class.  
Corequisite: MENG 291L

**MENG 291L Introduction to Mechanical Engineering Design Lab** 1 credit  
Hands-on use of CAD systems, collaborative work with peers, and individual mentoring by the instructor. Lab projects and lecture are integrated with each other both in content and class time. Corequisite: MENG 291

### Upper Division

**MENG 301 Manufacturing Processes** 2 credits  
Overview of the most common manufacturing processes and how they influence design decisions. Emphasizes design for manufacturability, process comparison, and process specification. Prerequisite(s): MENG 221  
Corequisite: MENG 301L

## MECHANICAL ENGINEERING

**MENG 301L Manufacturing Processes Lab** 1 credit  
Project-based laboratories that provide students with hand-on experiences with common machine tools, including manual and CNC machining centers. Lab emphasizes design-to-finished product approach to manufacturing. Corequisite: MENG 301

**MENG 321 Thermodynamics I** 3 credits  
The first and second laws of thermodynamics; thermo physical properties of matter, ideal gases and their mixtures; concept of entropy as applied to thermal systems. Prerequisite(s): MATH 259

**MENG 322 Thermodynamics II** 3 credits  
Second Law analysis, power and refrigeration cycles, mixtures, combustion, and high speed flow. Applications of first

and second law analysis to engineering systems.

Prerequisite(s): MENG 321

**MENG 330 Machine Design** 3 credits  
Application of stress analysis and theories of failure to basic machine elements. Design of elements under static and fatigue loading. Design involving mechanical elements such as shafts, columns, flywheels, springs, and welds.

Prerequisite(s): ENSC 301

**MENG 341 Heat Transfer** 3 credits  
One and multidimensional steady conduction, transient conduction, internal and external forced convection, natural convection, radioactive heat transfer, boiling and condensation, heat exchangers. Prerequisite(s): MENG 321 and ENSC 352

**MENG 391 Mechanical Engineering Design Fundamentals** 1 credit  
Intermediate level design course introducing the fundamentals of the engineering design process in a team environment. Topics include typical design cycles found in industry, open-ended problem solving, and teamwork fundamentals. Team design projects are a major component of the class. Prerequisite(s): MENG 291 and MENG 321 and ENSC 301

Corequisite: MENG 301 and MENG 391L

**MENG 391L Mechanical Engineering Design Fundamentals Lab** 1 credit  
Presentation of typical problems and skills found in industrial practice of engineers. All projects are completed on small engineering teams. Lab projects and lecture are integrated with each other both in content and class time.

Corequisite: MENG 391

**MENG 411 Measurements and Instrumentation I** 3 credits  
Basic concepts of measurement and analysis of measurement uncertainties and experimental data. Study of transducers and investigation of data acquisition, signal conditioning, and data processing hardware typically utilized in performing mechanical measurements. Prerequisite(s): ENSC 311 and ENSC 244 and ENSC 371 and MATH 321  
Corequisite: MENG 411L

**MENG 411L Measurements and Instrumentation Lab I** 1 credit  
Laboratory exercises supporting the topics covered in MENG 411. Corequisite: MENG 411

**MENG 412 Measurements and Instrumentation II** 3 credits  
Study of the techniques used for measuring displacement, velocity, acceleration, force, pressure, flow, temperature, and strain. Investigation of the proper application and the associated limitations of the techniques and

## MECHANICAL ENGINEERING

of the required instruments. The topics are studied within the context of obtaining experimental solutions to engineering problems in thermodynamics, heat transfer, fluid mechanics, mechanics, and strength of materials. Prerequisite(s): MENG 411 and MENG 341

- Corequisite: MENG 412L
- MENG 412L Measurements and Instrumentation II  
Lab 1 credit Laboratory exercises supporting the topics covered in MENG 412.  
Corequisite: MENG 412
- MENG 434 Vibration Engineering 3 credits Elements of vibrating systems. Free, forced harmonic and transient vibrations of single-degree-of-freedom systems with and without damping. Vibration isolation and control. Two-degree-of-freedom systems and the dynamic vibration absorber. Application of matrix techniques to multi-degree-of-freedom systems. Prerequisite(s): ENSC 306 and ENSC 371
- MENG 435 Applications in Vibrations 3 credits Continuation of MENG 434. Practical applications of vibration theory to topics such as: Control and suppression of vibrations in machinery; vibration isolation and damping treatments; dynamic vibration absorbers; balancing of rotating and reciprocating machinery; critical speed evaluation of flexible rotors; ground vehicle response to road profile excitation and evaluation of ride performance; vibration in electronic equipment and prevention of vibration failures; aircraft vibration and flutter; and response of structures to earthquakes.  
Prerequisite: MENG 434
- MENG 442 Advanced Heat Transfer 3 credits Advanced topics in conduction, contact resistance, multidimensional transients, periodic heat transfer, non-uniform heat generation, freezing and melting processes, fin heat transfer, and design of shell-and-tube heat exchangers. Prerequisite(s): MENG 341
- MENG 445 Heating, Ventilating and Air Conditioning 3 credits Introduction to the techniques used in the analysis and design of heating, ventilating, and air conditioning (HVAC) systems. Topics include the arrangement of typical air conditioning systems (i.e. all air systems, air and water systems, etc.), moist air processes, comfort and health criteria for indoor air quality, heating and cooling loads, piping system design, building air distribution, and operational principles and performance parameters of typical components (i.e., cooling towers, air washers, heating and cooling coils, etc.)  
Prerequisite(s): MENG 341
- MENG 446 Mechanical Design and Cooling of Electrical Systems 3 credits Introduction to the fundamentals of mechanical design and analysis of electronic systems. Topics will include packaging architectures, component and subcomponent design (i.e. chip packaging technologies, printed circuit boards, interconnections and connectors, etc.), thermal management techniques, thermo mechanical analysis and design, design for dynamic environments, and design techniques for humid and/or corrosive environments.  
Prerequisite(s): MENG 341 and ENSC 306 and ENSC 311
- MENG 450 Topics in Machine Design 3 credits Continuation of material presented in MENG 330. Design topics involving mechanical elements such as bolts, spur and helical gears, journal bearings and flexible mechanical elements. Prerequisite(s): MENG 330
- MENG 461 System Dynamics and Control 3 credits Principles of feedback control. Mathematical modeling and analysis of dynamic physical elements and systems. Transient and steady-state response of first and secondorder systems. Use of Laplace transforms. System response with zeros and additional poles. Transfer functions and block diagrams. Stability criteria and steadystate errors. Root locus and frequency response methods.  
Prerequisite(s): ENSC 306 and ENSC 371
- MENG 462 Gas Dynamics 3 credits Conservation equations, sonic velocity, and Mach number. Variable area adiabatic flow, isentropic flow. Normal and oblique shocks. Fanno and Rayleigh flows. PrandtlMeyer flow, combined effects.  
Prerequisite(s): ENSC 244 and ENSC 352
- MENG 463 Simulation and Optimization 3 credits Steps in engineering design, workable systems, economic evaluation, mathematical modeling, curve fitting, system simulation, Lagrange multipliers, search techniques, dynamic programming, linear programming, geometric programming. Prerequisite(s): ENSC 244
- MENG 465 Introduction To Finite Elements 2 credits Development of the stiffness matrix method applied to bar and beam elements. The plane problem is discussed and plane elements are presented. The Isoperimetric formulation is introduced. Modeling and accuracy in linear analysis is considered. Utilizes a commercial finite element program in problem solving.  
Prerequisite(s): ENSC 301  
Corequisite: MENG 465L
- MENG 465L Introduction to Finite Elements Lab 1 credit Computer laboratory exercises supporting the topics covered in MENG 465. Corequisite: MENG 465
- MENG 467 Designing with Polymers-Composites 3 credits Background of composites, stress-strain relations for composite materials, extension and bending of symmetric laminates, failure analysis of fiber-reinforced materials, design examples and design studies, non-symmetric laminates, micromechanics of composites. Prerequisite(s): ENSC 301 and ENSC 371 and MENG 221
- MENG 480 Advanced Fluid Mechanics 3 credits Ideal fluid flow. Laminar and turbulent boundary layer flows, conservation equations, and solution methods. Turbo machinery. Unsteady flow problems. Basic computational fluid mechanics. Prerequisite(s): ENSC 352
- MENG 484 Manufacturing Systems 2 credits A course designed to familiarize the student with manufacturing decisions required in the industrial sector. Developing manufacturing strategies, integrating process alternatives, equipment selection analysis, process

costs, and total integration of manufacturing systems are assessed quantitatively and qualitatively to maximize outcomes. Project-based laboratories provide the students opportunities to integrate manufacturing processes with a perspective on automation and production systems. Two hours of lecture and three hours

of laboratory per week. Prerequisite(s): MENG 301

Corequisite: MENG 484L

MENG 484L Manufacturing Systems Lab 1 credit

Laboratory exercises supporting the topics covered in MENG 484.

Corequisite: MENG 484

MENG 491 Mechanical Engineering Design I 2 credits  
Application of procedures and practices of engineering design to a comprehensive design project. Oral and written technical presentations. Completion of a design proposal under faculty supervision involving both technical and non-technical aspects of an engineering problem. Culminates in a project plan and preliminary

## Master of Business Administration and B.S. in Engineering

Director: Jinny Piskel, Director, Graduate School of Business Administration

To meet the need for business knowledge and skills as an enhancement to the technical engineering degree, students with an aptitude for engineering and the capacity to assume management responsibilities may complete a program which leads to the B.S. in one of the disciplines of engineering and Master of Business Administration (MBA). The dual degree program takes five years of full-time study with an Engineering Management degree but longer for other engineering programs. Students choosing this program must complete their bachelors degree in engineering and the required preparatory courses in business before being admitted to the Graduate School of Business.

Undergraduate students are encouraged to take the foundation courses during their sophomore, junior and senior years and apply for the MBA program during their senior year. Undergraduate students will not be accepted into the MBA program until they have completed their undergraduate degree and can therefore not take any 600 level courses until their undergraduate degree is granted. Foundation courses required for the MBA program are:

ACCT 263 Accounting Analysis  
ECON 200 Economic Analysis  
BUSN 230 Business Statistics  
MKTG 310 Principles of Marketing  
BFIN 320 Principles of Finance

design work. Students must show proof of having registered for the Fundamentals of Engineering examination in Washington State as part of the requirements of this course.

Prerequisite(s): MENG 330 and MENG 391 and MENG 341

Corequisite: ENSC 300

MENG 492 Mechanical Engineering Design II 3 credits  
Continuation of MENG 491. Completion of the design project proposed in MENG 491. Culminates in the completion of all required deliverables and a comprehensive written report and oral presentation.

### MECHANICAL ENGINEERING/JOINT PROGRAMS

Students must show proof of final registration with the State of Washington for the Fundamentals of Engineering examination, or proof of having taken the examination in the State of Washington, as part of the requirements of this course.

Prerequisite(s): MENG 491

Corequisite: ENSC 400

OPER 340 Operations Management

MGMT 350 Management and Organization

BUSN 283 Business Law

BMIS 235 Management Information Systems

Engineering students who complete BFIN 320 and ECON 200 may have ENSC 300 waived. Additional information about the M.B.A. program can be found in the graduate catalogue.





S C H O O L O F

# PROFESSIONAL STUDIES



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



# Professional Studies

Dean: Mary McFarland

## Mission

The School of Professional Studies strives to create, educate, and support leaders; contribute to the health of people, communities, and organizations; and to be of service in meeting the learning needs of a complex society.

Our programs embody the University's Mission and the Ignatian spirit on which Gonzaga University is founded. Ethics, excellence, spirit, and community are guiding values for all aspects of the School. Faculty scholarship and research contribute positively to the professions, the global community, and the classroom.

Through a spirit of inquiry and lifelong learning, our students expand their capacity to transform thinking, and engage in ethical problem solving and decision making. New knowledge is acquired in a learning environment of respect and high standards. Our teaching strategies meet the needs of diverse student groups by utilizing dynamic program delivery formats, including technology and flexible scheduling. Traditional age undergraduate students, as well as adults returning to complete graduate and undergraduate degrees enrich our learning environment. Non-credit offerings complement the goals of life-long learners.

## Undergraduate Degree Programs in the School of Professional Studies

Human Physiology (B.S.)

Nursing (B.S.N. and R.N. to M.S.N.)

## Human Physiology

Chairperson: Daniel J. McCann

Professors: C. Geithner, D. McCann

Assistant Professors: B. Higginson, D. Thorp

The Department of Human Physiology offers courses that provide students with an opportunity for specialized work in and original investigation of human structure and function. The Bachelor of Science (BS) degree in Human Physiology provides an introduction to the physical and life sciences, followed by a concentrated study of human structure and function spanning the hierarchy of structure and function from molecules to the entire organism. Acute physiological responses and chronic adaptations to normal activity, exercise, disease and aging are emphasized. Laboratory experiences are used to introduce students to the methods of investigation, evaluation, and remediation of human structure and function. In concert with Gonzaga University's Jesuit tradition and academic core, the program attempts to fulfill the University Mission in developing general knowledge and skills as well as specialized competence in a least one discipline or profession. The degree is unique within the University because it emphasizes the scientific basis and mechanisms of human function, adaptation, aging, health and disease, and performance. All majors must complete the University core (31 credits) plus the

Human Physiology degree (82 credits), plus an additional 15 general elective credits for a total of 128 credits to graduate with the degree.

### **Courses recommended for Human Physiology majors pursuing career paths requiring graduate study:**

Because prerequisites for admission to different graduate programs vary, students are advised to obtain the specific prerequisites from programs and schools of interest as early in their academic career as possible.

**Prerequisites:** In all 100-level prerequisites for HPHY classes (e.g., BIOL 101, CHEM 101, MATH, PHYS 101, HPHY 105) a minimum grade of C- is required. In all 200level prerequisites for upper division HPHY classes (e.g., HPHY 205, 210, 241, 242), a minimum grade of C is required.

**Restrictions:** HPHY 241, 242, and 244 are restricted to HPHY and NURS majors. Other students may take these courses by permission from the Department of Human Physiology if space is available.

### **B.S. Major in Human Physiology: 82 credits**

#### **Science Core: 31 credits**

BIOL101, 101L Diversity of Life and Lab	4 credits
BIOL170, 170L Introductory Microbiology and Lab	4 credits
CHEM 101, 101L General Chemistry and Lab	4 credits

CHEM 230, 2301L Organic Chemistry and Lab	5 credits
MATH 112 or 147 or 158	3 credits
PHYS 101 and 101L General Physics I and Lab	4 credits
PHYS 102 and 102L General Physics II and Lab	4 credits
PSYC 101 General Psychology	3 credits

#### Lower Division: 20 credits

HPHY 105 Introduction to Human Physiology	3 credits
HPHY 205 Experimental Research Design and Data Analysis	3 credits
HPHY 210 Scientific Writing	3 credits
HPHY 241 and 241L Human Anatomy and Physiology I and Lab	4 credits
HPHY 242 and 242L Human Anatomy and Physiology II and Lab	4 credits
HPHY 244 Nutrition and Metabolism	3 credits

#### Upper Division: 31 credits

HPHY 374 and 374L Kinesiology and Functional Anatomy	4 credits	HPHY 376 and 376L Exercise Physiology	4 credits
HPHY 377 Environmental Physiology	2 credits	HPHY 377L Research in Physiology	2 credits
HPHY 401 and 401L Assessment of Health and Function	4 credits	HPHY 402 Clinical Exercise Physiology	3 credits
HPHY 475 and 475L Biomechanics	4 credits	HPHY 478 Physiology of Aging	3 credits
HPHY 499 Culminating Experience	1 credit		
Electives (upper division HPHY courses)	4 credits		

## HUMAN PHYSIOLOGY

#### Lower Division

HPHY 105 Introduction to Human Physiology	3 credits	This course introduces basic concepts and provides a foundation for study in human physiology and the scientific method. Topics covered include basic cellular structure and function and an introduction to systems physiology. Spring.
HPHY 190 Directed Study	1-2 credits	Topic to be decided by faculty. Course may be repeated to total not more than 2 credits. By permission from department only. Fall, Spring, Summer.
HPHY 205 Experimental Research Design and Data Analysis	3 credits	Relationships among research, research design, measurement, and data analysis provide the context for an introduction to basic concepts of research design and data analysis. Students will learn how to interpret statistics in peer-reviewed research and how to apply statistical methods to analyze data and address research questions in the sciences. Fall. Prerequisite(s): any one of MATH 112, 147, 148 or 158
HPHY 210 Scientific Writing	3 credits	This course introduces students to scientific writing via immersion in the peer-reviewed literature. Students will learn how to perform effective literature searches, and how to write literature reviews, statements of purpose

and hypotheses, and methods sections by developing a research proposal. The ethical treatment of subjects, function and content of results, discussion, and conclusions sections; and the proper citation of references will also be addressed. Students will also learn how to write abstracts and will prepare and give a formal oral presentation of their work, and develop the knowledge and skills necessary to critically read and understand, interpret, and design research studies. Spring. Prerequisite(s): HPHY 205 (C or above)

HPHY 241 Human Anatomy and Physiology I	3 credits	An introduction to the fundamentals of anatomical and physiological science, emphasizing the role of basic physical and chemical principles in establishing the complementarity of biological structure and function. Topics include cells, tissues, metabolism, the endocrine system, the nervous system, and muscle tissue and function. Fall. Prerequisite(s): CHEM 101, and either BIOL 101 or HPHY 105 Corequisite: HPHY 241L
HPHY 241L Human Anatomy and Physiology Lab	1 credit	This laboratory covers the gross anatomy of the skeletal and muscular systems as well as neuromuscular physiology. Fall. Corequisite: HPHY 241
HPHY 242 Human Anatomy and Physiology II	3 credits	This course is a continuation of HPHY 241. Topics include the cardiovascular, respiratory, urinary, immune system, and fluid, electrolyte, and acid base balance. Spring. Prerequisite(s): HPHY 241. Corequisite: HPHY 242L
HPHY 242L Human Anatomy and Physiology Lab II	1 credit	This laboratory covers the anatomy and functions of the cardiovascular, respiratory, and urinary systems. Corequisite: HPHY 242. Spring.
HPHY 244 Nutrition and Metabolism	3 credits	An introduction to the study of the roles of carbohydrates, fat, protein, vitamins, minerals, and water in the diet and in the body; and their digestion, absorption, metabolism and storage of these substances. Energy balance and weight control, nutrition and physical activity, and nutrition and disease prevention are also addressed. Prerequisite(s): EXSC 241 (minimum grade "C")
HPHY 290 Directed Study	1-2 credits	Topic to be decided by faculty. Course may be repeated to total not more than 2 credits. By permission from department only. Fall, Spring, Summer.

#### Upper Division

HPHY 304 Practice in Lab Teaching	1 credit	Students gain experience in assisting in teaching, directing human physiology laboratory sections. The student must have successful completion of lab for which student will be a teaching assistant. By permission from department only. May be repeated with departmental
-----------------------------------	----------	---

- permission to total not more than two (2) credits. Fall, Spring, Summer.
- HPHY 374 Kinesiology/Functional Anatomy 3 credits  
An introduction to the basic principles of kinesiology with emphasis on osteology, arthrology, and the mechanical interactions between the muscles and joints of the body. Spring.  
Prerequisite(s): HPHY 210, HPHY 242, and PHYS 101
- HPHY 374L Kinesiology Lab 1 credit Laboratory techniques and exercises focused on the quantitative and qualitative analysis of human motion. Basic kinematic and kinetic analysis techniques will be introduced. Spring.  
Corequisite: HPHY 374
- HPHY 376 Exercise Physiology 3 credits A course dealing with the nature and function of neuromuscular activity, circulation, metabolism, respiration and acid-base balance as they relate to exercise and performance. Fall.  
Prerequisite(s): HPHY 210, HPHY 242, and PHYS 101  
Corequisite: HPHY 376L.
- HPHY 376L Exercise Physiology Lab 1 credit  
Laboratory study and techniques dealing with the evaluation of physiological capacities involved in exercise, neuromuscular interactions, metabolism, respiration, and circulation. Fall.  
Corequisite: HPHY 376.
- HPHY 377 Environmental Physiology 2 credits  
An in-depth study of specific topics in environmental physiology, including the cellular and systemic responses and adaptations of various organ systems to environmental stress. Spring. Prerequisite(s): HPHY 376 Corequisite: HPHY 377L.
- HPHY 377L Research in Physiology Lab 2 credits  
Laboratory research in the study of human physiology with an emphasis on acute and chronic responses and adaptations to exercise. Students will work in groups and independently in conducting, analyzing, and presenting experimental research. Spring.  
Prerequisite(s): HPHY 376L.  
Corequisite: HPHY 377
- HPHY 390 Directed Study 1-2 credits  
Topic to be decided by faculty. Course may be repeated to total not more than 2 credits. By permission from department only. Fall, Spring, Summer.
- HPHY 401 Assessment of Health and Function 3 credits The relationships among physical activity, fitness, and disease provide the basis for developing a knowledge and understanding of the purposes, methods, and guidelines related to assessment of health, fitness, and function as well as exercise program design. Students will learn the principles of exercise prescription and to individualize exercise programs for the purposes of reducing disease risk; improving health, fitness, and/or function; and meeting a client's goals. Fall.  
Prerequisite(s): HPHY 242 and HPHY 376 or concurrently  
Corequisite: HPHY 401L
- HPHY 401L Assessment of Health and Function Lab 1 credit Students will learn how to perform and administer selected field and laboratory test to assess different components of health-related fitness and functional status. Students will apply their knowledge and skills in a service-learning project involving assessment and exercise program design. Fall. Corequisite: HPHY 401.
- HPHY 402 Clinical Exercise Physiology 3 credits This course extends the content of HPHY 376 and Lab and 401 and Lab. Patient-oriented exercise management will provide the framework for understanding, assessing, and treating individuals with chronic diseases and disabilities, as well as other special populations. Content will include physiology and pathophysiology, exercise prescription, clinical applications, and current research related to a variety of diseases and conditions.  
Prerequisite(s): HPHY 401 and HPHY 377 or concurrently
- HPHY 475 Biomechanics 3 credits  
An introduction to the physical laws and mechanical aspects governing human motion which covers analysis of internal and external forces acting on the human body and the effects of these forces. Topics include kinematics and kinetics of human motion, function of the musculoskeletal system, and mechanical analysis of movement. Fall. Prerequisite(s): HPHY 374  
Corequisite: HPHY 475L.
- HPHY 475L Biomechanics Lab 1 credit  
Exposure to advanced techniques and experimental methods used in the study of human motion. Students will work collaboratively to conduct an experimental research project (collect and analyze data) and present their research. Spring. Prerequisite(s): HPHY 474L  
Corequisite: HPHY 475

## HUMAN PHYSIOLOGY/NURSING

- HPHY 478 Physiology of Aging 3 credits  
An introduction to normal structural and functional changes that occur in the body from cellular to organismal levels over time (with aging). Relevant terminology, methodologies used to study aging, and theories of aging will be covered. Aging-disease-disease interactions and their effects on the aging process will also be discussed. Fall.  
Prerequisite(s): HPHY 242 and HPHY 210
- HPHY 489 Advanced Topics 2 - 3 credits  
An introduction to current research literature on specific topics in human physiology. This course prepares students to study, critically review and evaluate, and discuss results of human physiology research. Fall and Spring. Prerequisite(s): HPHY 242 and additional prerequisites based on content on a course-by-course basis
- HPHY 489L Advanced Topics Lab 1 credit

Elective taken concurrently with HPHY 402 or 488 to gain practical experience directly related to a specific topic in human physiology (e.g., with rehabilitation therapies, special populations or environments, research methodologies, etc.) when opportunities are available. Fall and spring.

Prerequisite(s): HPHY 242 and additional prerequisites based on course content on a course-by-course basis

HPHY 490 Directed Study 1 - 2 credits

Topic to be decided by faculty. Course may be repeated to total not more than two (2) credits. By permission from department only. Fall, Spring and Summer.

HPHY 492 Research Techniques 1 - 2 credits

An introduction to some of the experimental techniques used in research in human physiology. Course content

may vary with instructor. Course may be repeated to total not more than two (2) credits. By permission from department only. Fall, Spring and Summer.

HPHY 498 Directed Research 1 - 2 credits

This course provides the motivated student with the opportunity to conduct or assist with a research project under the direction of a human physiology faculty member. Course may be repeated to total not more than two (2) credits. Fall, Spring and Summer.

Prerequisite(s): HPHY 210. By permission from department only

HPHY 499 Culminating Experience 1 credit

Required of all HPHY majors in their senior or final year.

Spring.

## Nursing

Chairperson: Mary Sue Gorski

Professors: S. Norwood, M. McFarland

Associate Professor: G. Ray Springer

Assistant Professors: D. Abendroth, S. Berg, C.

Fitzgerald, M. Gorski, D. Smith, N. Beckham

Instructors: C. Hollenback, J. Tiedt

### Introduction

Grounded in Jesuit and Nursing traditions, the pre-licensure BSN nursing program offered by the Department of Nursing at Gonzaga University focuses on the values of servant leadership, social justice, community and reflective practitioner. The nursing program embraces the framework of Complex Adaptive Systems (CAS) which includes nurses work, nursing roles, complexity of health care, organizations, individuals, families, communities and populations.

### BSN Program Outcomes

Upon completion of the program, the graduate will:

Integrate knowledge of research, communication skills, and theory and technological tools to implement the professional nursing roles with and in a complex adaptive system.

Create a therapeutic and collaborative environment that facilitates culturally sensitive healthcare for individuals, families, organizations, communities, and populations.

Assume professional accountability and responsibility through reflective practice, critical thinking, and use of ethical and legal standards of practice.

Promote change in current and future health care practices through the use of servant leadership principles and knowledge of complex adaptive systems.

Promote the nursing profession and advance social justice for the underserved through the use of nursing and Jesuit values.

## Program Overview

During their first two years at Gonzaga University, students complete their GU core classes and nursing prerequisites. At the end of their sophomore year, students apply for admission to the upper division nursing program. Admission to the upper division BSN program is competitive and selective. Not all students who apply can be accommodated. Completed applications for admission to the upper division nursing program must be received by the Nursing Department by February 1st for fall admission. Students will be admitted to the upper division nursing program once a year. This is a competitive process and each candidate is evaluated on his/her overall portfolio, which includes recommendations, resume, personal essay, and cumulative GPA. Students who are admitted to the upper division nursing program begin coursework and clinical experiences in a variety of community and healthcare settings to prepare them to practice as a professional nurse. The program also prepares students to take the NCLEX exam after graduation, which is a requirement for licensure as a registered nurse. The Gonzaga University Department of Nursing offers two plans of study to earn a BSN degree:

Bachelor of Science in Nursing (BSN) for individuals seeking initial preparation and licensure as a Registered Nurse (RN). Students complete the general university requirements of Gonzaga University and the courses prerequisite to nursing, then apply for admission to upper division nursing courses. They complete the majority of their nursing coursework during the last two years of study.

Bachelor of Science in Nursing (BSN) designed exclusively for individuals who have already earned a diploma or associate degree in nursing and are presently licensed as a RN. This program is called the RN-BSN program. The RN-BSN program is designed to meet the needs of working registered nurses in their hometown. The program is offered through a flexible combination of on-campus and distance learning components. Clinicals are arranged through Gonzaga in the student's home community. The program emphasizes individualized advising and can be completed through part-time or full-time study. A BSN degree is awarded from Gonzaga University, and all courses are offered through Gonzaga.

## Admission Requirements

Admission to the BSN program is competitive and selective. Not all who apply can be accommodated. Students will be admitted to the upper division, pre-licensure nursing program once a year. Completed applications for admission must be received by the Department of Nursing by February 1st for fall admission. Students should meet with a Department of Nursing advisor prior to or upon entering Gonzaga University to ensure proper selection and sequencing of prerequisite courses for the BSN program. The decision to admit a student to the upper division nursing program will be based on the overall portfolio of the applicant that includes the following admission criteria:

- 1) Completed a minimum of 45 semester credits (meaning that eligible applicants will have completed at least three semesters of coursework).
- 3) Completed GU nursing prerequisites or be able to complete them by the end of the spring term.
- 4) A minimum cumulative GPA of 2.90 (4.00 scale) for all attempted coursework.
- 5) Earned a grade of "C" or better in all nursing prerequisite courses.
- 6) Pre-requisite nursing courses may have been repeated one time only.

## Evaluation Criteria

To be considered for admission to the BSN program, applicants must:

- 1) Submit a typewritten personal statement addressing the following:
  - a) Desire for achieving a BSN degree and interest in Gonzaga's nursing program.
  - b) Professional goals in nursing after graduation.
  - c) Strengths, leadership, work experiences, community service, and significant accomplishments relevant to your success in the BSN program.
- 2) Resume (follow format outlined in the application packet).
- 3) Submit two professional recommendations from people who can attest to the applicant's ability to succeed in nursing school. A form for this purpose is included in the BSN application packet. At least one recommendation must be from a college professor/instructor.

**Transfer Student Admission Criteria** Eligible transfer students will be admitted to Gonzaga University and are eligible to apply to the GU nursing major. They must complete GU nursing pre-requisites or they must be completed by the end of the spring term in which application is submitted. (Admission to the university does not guarantee progression to the nursing major). To be eligible for admission to the GU nursing major, students:

- 1) Must meet all Gonzaga University admission requirements for transfer students.
- 2) Must have a minimum cumulative GPA of 2.90 on a 4.00 scale from all college coursework.
- 3) Must have a "C" or better in all nursing pre-requisite coursework.
- 4) Must have met algebra proficiency requirement at the community college level either through proficiency testing or completion of an intermediate algebra course. Transfer applicants from other colleges and universities to the nursing major should note that all credits submitted for transfer approval must have a grade of at least a 2.00 on a 4.00 scale, must represent college-level coursework, and must be academic in nature for acceptance by the University.

Students may not transfer more than 64 semester credits or 96 quarter credits from a two year college.

Students transferring to GU with 64 semester credits from a community college may not return to a two year college for any additional transfer credit.



All transfer students must complete at least 30 semester credits at Gonzaga University immediately preceding their graduation from the University.

## B.S. in Nursing: 128 credits

### First year

#### Fall

ENGL 101 English Composition	3 credits
SPCO 101 Speech	2 credits
PHIL 101 Critical Thinking	2 credits
RELI 100 level	3 credits
CHEM 101/101L General Chemistry and Lab	4 credits
NURS 100 Nursing Perspectives (optional)	1 credit

#### Spring

BIOL 101/101L Diversity of Life	4 credits
RELI 200 level	3 credits
PSYC 101 General Psychology	3 credits
PHIL 201 Philosophy of Human Nature	3 credits
ENGL 102-106 English Literature	3 credits

### Second year

#### Fall

HPHY 241/241L Anatomy and Physiology I and Lab	4 credits
SOCI 101 Introduction to Sociology	3 credits
Social Justice requirement	3 credits
PHIL 301 Ethics	3 credits
RELI 300/400 level	3 credits

#### Spring

BIOL 170/170L Microbiology and Lab	4 credits
HPHY 242/242L Anatomy and Physiology II and Lab	4 credits
NURS 200 Practicum Complex Adaptive Systems	3 credits
NURS 210 Growth and Development	3 credits
HPHY 244 Nutrition and Metabolism	3 credits

### Third year

#### Fall

NURS 310 Complexity of Health Care System	3 credits
NURS 311 Professional and Therapeutic Communication	2 credits
NURS 313 Pathophysiology and Pharmacology	2 credits
NURS 314 Assessing and Promoting Wellness	4 credits
NURS 315 Practicum I: Provider of Care	5 credits

#### Spring

NURS 320 Statistics for Health Professions	3 credits
NURS 350 Complexity with Healthcare Organizations	3 credits
NURS 351 Care of Individual and Family	4 credits
NURS 352 Individual and Family within Healthcare Organizations	5 credits
NURS 353 Pathophysiology and Pharmacology II	2 credits

### Fourth year

#### Fall

NURS 401 Design Managers and Coordinators	
---	--

in Health Care	3 credits
NURS 402 Care of Individuals and Families	4 credits
NURS 403 Practicum III: Care of Individual and Family	6 credits
NURS 404 Research and Information Management	3 credits

#### Spring

NURS 466 Community and Population as Clients	4 credits
NURS 467 Practicum IV: Provider of Care	3 credits
NURS 468 Practicum V: Member of the Nursing Profession	3 credits
PHIL 455 Health Care Ethics	3 credits

## RN to MSN Program

### (for Registered Nurses)

Distinctive features of the RN to MSN Program include a dual emphasis on role preparation and advanced clinical preparation; emphasis on the Jesuit-inspired values of knowledge, sensitivity, excellence, integrity, and justice; the development of critical reasoning and ethical decision-making skills; flexibility; and the ability to earn a master's degree in less time and with fewer credits than would be needed in separate BSN and MSN degrees were earned. It is important to note that the MSN is the degree awarded and there is no option for a BSN degree.

### Admission Requirements RN to MSN Program

Admission decisions are based upon an applicant's total profile and space availability. Selection is based on:

#### NURSING

- 1) Complete Gonzaga University application for admission.
- 2) One official transcript from every college and university or nursing school attended.
- 3) An associate degree in nursing from an accredited college or diploma in nursing from a state approved program.
- 4) GPA of 3.00.
- 5) Photocopy of current unencumbered RN license.
- 6) Typewritten statement (maximum 500 words) which describe the applicant's:
  - a) Interest in the RN to MSN Program and MSN option as well as what he/she hopes to gain from achieving the RN to MSN degree.
  - b) Professional goals.
  - c) Personal and professional strengths.
  - d) Professional experiences.
- 7) Current professional vita.
- 8) Satisfactory letters of recommendation from two individuals who can evaluate the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for advanced study (e.g., employer, professional colleague, professor).
- 9) Satisfactory score on the Miller Analogy Test within the last five years.
- 10) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from

a foreign college or university and/or whose native language is not English.

11) Submission of a financial declaration and supporting documentation by each international applicant.

## Prerequisites

An academic writing assessment will be required prior to starting the program. If the assessment determines a need for improvement in academic writing competencies, the student will be required to complete a self-paced online writing course. In some instances, depending on the applicant's background and goals, some undergraduate or foundational graduate coursework may be required prior to enrolling in selected graduate courses. Such requirements may be fulfilled while completing other graduate courses.

## Degree Requirements

The RN to MSN degree requires a total 30 bridge credits completed with a minimum of 3.0 GPA before progressing into the MSN course work.

### I. Bridge Requirements: 30 credits

Philosophy	3 credits
Religious Studies	3 credits
NURS 312 Professional Concepts in Nursing	3 credits
NURS 316 Holistic Health Assessment/Health Promotion	3 credits
NURS 354 Creating Healthy Workplace Environments	3 credits
NURS 321 Statistics	3 credits
NURS 406 Nursing Research	3 credits
NURS 355 Pathophysiology and Pharmacology	3 credits
NURS 464 Community/Population-Based Healthcare	3 credits
NURS 465 Community Practicum	3 credits

### II. Graduate (MSN) Nursing:

Students are admitted into the RN to MSN program, however, progression into the graduate level courses requires a second review. Students who have earned a 3.00 GPA in their coursework at Gonzaga and have a satisfactory faculty recommendation and MAT score are guaranteed progression.

(See the Graduate Catalogue for specific program description)

### Lower Division

NURS 100 Nursing Perspectives	1 - 2
Designed for students who are considering nursing as a career. Exploration of career opportunities in nursing, education options and planning considerations, and facets of nursing. Provides a forum for support and sharing for pre-nursing students at Gonzaga University. Spring.	
NURS 190 Directed Study	1 - 5 credits
Topic to be decided by faculty.	
NURS 200 Practicum Complex Adaptive Systems	3 credits
This course is designed to provide an introduction to professional nursing. It provides an overview of the nature and scope of nursing practice,	

considering its domain of practice, evolution, opportunities, and context for practice. The definition of nursing, the phenomena of concern to nurses, basis for practice, and models of nursing are explored. This course introduces students to complex adaptive systems (CAS) and their implications for nursing work. The primacy of the caring relationship, from both consumer and provider perspectives, is discussed. The regulation of nursing, with emphasis on professional regulation is discussed. Nursing and Jesuit values and nursing's code of ethics as well as Servant Leadership are emphasized. The demands of care giving and strategies for self-care are examined. Increasing self-awareness and crystallizing personal beliefs and goals for professional practice are stressed.

NURS 210 Growth and Development	3 credits
Examines multiple dimensions of individual and family growth and development across the lifespan. It includes physical, psychological, cognitive, and moral development. Gender and cultural influences are considered.	
NURS 290 Directed Study	1 - 5 credits
Topic to be decided by faculty.	
NURS 310 Complexity of Health Care System	3 credits
This course focuses on health of individuals within families/communities within a dynamic, contemporary health care system. The impact of social, economic, political, and cultural dimensions are identified and related to healthcare quality.	
Prerequisite(s): NURS 200 and NURS 210	
NURS 311 Professional and Therapeutic Communication	2 credits
This course is designed to provide the learner a theoretical foundation for effective communication. Using the lens of complex adaptive systems and servant leadership, selected models of communication, health and illness, health communication, conflict resolution and negotiation are explored for their implications for nursing practice. Diversity issues affecting perception of health/illness and influencing verbal and nonverbal communication are examined. Media and internet influence on health care and the profession of nursing are included. Theory-based strategies to improve communication skills throughout the health care continuum are stressed.	
Prerequisite(s): NURS 200 and NURS 210 descriptions	
NURS 313 Pathophysiology and Pharmacology	2 credits
This course is designed to provide the learner a theoretical foundation for effective communication. Using the lens of complex adaptive systems and servant leadership, selected models of communication, health and illness, health communication, conflict resolution and negotiation are explored for their implications for nursing practice. Diversity issues affecting perception of health/illness and influencing verbal and nonverbal communication are examined. Media and internet influence on health care and the profession of nursing are included. Theory-based strategies to improve communication skills throughout the health care continuum are stressed.	

- Prerequisite(s): NURS 200 and NURS 210
- NURS 314 Assessing and Promoting Wellness 4 credits  
Development of skills in the health assessment of individuals and families within the context of community using complex adaptive systems as a guiding framework. Theoretical and research-based content in individual and family health and development throughout the life span from a multicultural perspective will be emphasized. Knowledge of functional health patterns and family concepts will be used as a basis to conceptualize problems and plan for care. The nursing role in health promotion and health education will be emphasized.  
Prerequisite(s): NURS 200 and NURS 210 and NURS 311 and NURS 312 and NURS 313
- NURS 315 Practicum I: Provider of Care 5 credits Using complex adaptive systems as a guiding framework, students will use knowledge of functional health patterns and family in performing health assessments of individuals and families within the context of community. Theoretical and research-based content in the planning for care of individuals and families throughout the life span are emphasized. Fundamental concepts related to health promotion and health education are discussed. This course celebrates the body, mind, and spirit of the student in nursing and recognizes that learning transforms. In the process of transformation, reflection provides the key to understanding. Prerequisite(s): NURS 200 and NURS 210 and NURS 311 and NURS 312 and NURS 313
- NURS 320 Statistics For Health Professions 3 credits  
Emphasizes applications for interpretation of descriptive and inferential statistics. Considers frequency distributions, measures of central tendency and variability, t-tests ANOVA, correlation, Chi-square, and regression. Fulfills University mathematics requirement for BSN students. Summer and Fall.
- NURS 335 Professional Concepts I 3 credits  
Considers the domain of nursing practice and its evolution. Stresses systems theory and the content of health care delivery, as well as ramifications and implications for nursing practice, providers of nursing care, and the profession of nursing. Fall and Spring.
- NURS 340 Professional Communications 2 credits  
Writing and speaking skills for a variety of professional audiences and situations. Considers information science and technology as vehicle for communication. Stresses interpersonal dynamics in client/nurse, intra professional, and interprofessional relationships. Emphasizes negotiation, collaboration, and conflict resolution.  
Prerequisite(s): NURS 335
- NURS 350 Complexity with Healthcare Organizations 3 credits This course addresses organizations as complex work environments that have implications for workplace safety and health care errors. The nursing role in the delivery and maintenance of safe, quality care is emphasized.  
Prerequisite(s): NURS 310
- NURS 351 Care of Individual and Family 4 credits Focuses on the development of nursing competence in planning and managing care for individuals and families with alterations in health status.  
Prerequisite(s): NURS 314 and NURS 315
- NURS 352 Individual and Family within Healthcare Organizations 5 credits  
Prerequisite(s): NURS 351
- NURS 353 Pathophysiology and Pharmacology II 2 credits  
Prerequisite(s): NURS 313
- NURS 360 Holistic Health Assessment 3 credits  
Integrated approach to assessment of health status of individuals and families taking into consideration lifespan similarities and differences. Emphasizes diagnostic reasoning and clinical decision-making. Stresses implications for care delivery. Spring.  
Prerequisite(s): NURS 335 and NURS 340
- NURS 365 Client Concepts in Health Care 3 credits Focuses on planning and managing care for individuals. Stresses physiological, pathophysiological, psychobiological and pharmacologic concepts. Emphasizes cellular and biochemical processes. Spring.  
Prerequisite(s): NURS 335
- NURS 380A Research Concepts I 3 credits  
Introduction to quantitative and qualitative research principles and methodologies, including evaluation of research studies and application to practice. Emphasizes critical analysis of nursing and health care research. Stresses research design, sampling, data collection strategies, and ethical considerations in research.
- NURS 380B Research Concepts II 2 credits  
Continuation of NURS 380A. Emphasizes informed consumerism and utilization of nursing and health care research. Stresses quantitative and qualitative data analysis, interpretation, and presentation. Emphasizes evaluation research. Spring. Prerequisite(s): NURS 340 and NURS 380A
- NURS 390 Directed Study 1 - 5 credits  
Topic to be decided by faculty.
- NURS 400 Systems Concepts in Health Care 3 credits  
Focuses on planning and managing care for families, groups, communities, and aggregates. Stresses epidemiological concepts, population-based care, evidence-based practice, policy development, program planning and evaluation, and integration of financial considerations with client management. Fall.
- NURS 401 Design Managers and Coordinators in Health Care 3 credits This analyzes the role of nurse in designing, managing and coordinating health care for individuals, groups and communities in a complex adaptive system.  
Prerequisite(s): NURS 350
- NURS 402 Care of Individuals and Families 4 credits  
Focuses on the continued development of nursing competence in planning and managing care for individuals and families with complex alterations in health status. Stresses integration of physiological, pathophysiological, psychological and pharmacological

concepts as essential to professional nursing practice. Emphasis is placed on development of focused assessment skills needed to provide care of individuals and families with health care needs related to the cardiovascular, neurological, endocrine, pulmonary, renal and mental health systems. Prerequisite(s): NURS 351 and NURS 352 and NURS

353

NURS 403 Practicum III: Care of Individual and

Family 6 credits This course focuses on providing care for individuals and families with chronic and complex healthy care needs related to the cardiovascular, neurological, endocrine, pulmonary, renal and mental health systems. Examines internal resources (such as faith or spiritual health) as a source of nourishment when making decisions, especial-

## NURSING

ly those involving ethics, urgency, reaction and immediacy. Students participate in learning activities in the Learning Resource Center, in a variety of clinical settings within healthcare organizations, and in post-clinical conferences.

Prerequisite(s): NURS 351 and NURS 352 and NURS 353

NURS 404 Research and Information

Management 3 credits Provides an introduction to quantitative and qualitative research principles and methodologies, including evaluation of research studies and application to practice. Critical analysis of nursing and health care research is emphasized. Stresses research design, sampling, data collection strategies and ethical considerations in research.

Prerequisite(s): NURS 200 and (NURS 320 or BUSN 230 or MATH 121)

NURS 405 Client-Based Health Care Delivery 2 credits Clinical practice emphasizing planning, delivering, managing, and evaluating cost effective quality care of individuals in a variety of settings. Emphasizes intra- and interdisciplinary collaboration and supervision. Fall, Spring and Summer, on sufficient demand.

Prerequisite: NURS 365 and 380B

NURS 411 Systems-Based Health Care Delivery 3 credits Clinical practice emphasizing planning, delivering, managing and evaluating cost effective quality care for families, groups, and communities, and aggregates in a variety of settings. Emphasizes interdisciplinary collaboration and evidence-based practice. Fall, Spring and Summer. On sufficient demand.

Prerequisite: NURS 335 and 340

Prerequisite or corequisite: NURS 380B and 400

NURS 423 Pathophysiology 2 - 3 credits

Prerequisite(s): NURS 323

NURS 430 Dying With Dignity 2 - 3 credits

Emphasizes psychological, spiritual, and socio-cultural aspects of death and dying in various situations encountered by nurses. Considers variations across the age span and perspectives in caring for individuals, families, and groups. Stresses identification of own

values, attitudes, and feelings regarding death and dying to prepare self to assist others.

NURS 435 Professional Concepts II 3 credits

Prerequisite(s): NURS 405 and NURS 411

NURS 437 Exercise and Health 2 - 3 credits

Analyzes impact of physical activity and inactivity on health and disease. Examines physiologic changes occurring in cardiovascular conditioning, utilization of metabolic measures in assessment of exercise response, physiological limitations to exercise, and benefits and risks of various types of exercise for selected patient populations. Stresses strategies for devising exercise programs for selected patient groups.

NURS 440I Nursing Concepts: Health 2 credits For pre-licensure BSN students, taken at ICNE. Synthesis of nursing and public health concepts with focus on community as partner, and population-based practice.

NURS 441 Professional Internship 4 credits

Prerequisite(s): NURS 405 and NURS 411 and NURS 435

NURS 441I Nursing Practice: Health 4 credits For pre-licensure BSN students, taken at ICNE. Clinical application of nursing, public health, and management concepts; emphasis on population-based collaborative practice.

NURS 450 Policy and Political Action 2 - 3 credits

Prerequisite: 300-Level Nursing

NURS 450I Nursing Concepts: Mental Health 3 credits For pre-licensure BSN students, taken at ICNE. Nursing process with clients experiencing psychiatric/mental health disruptions; history, theories, legal/ethical issues psychiatric/mental health nursing.

NURS 451I Nursing Practice: Mental Health 3 credits For pre-licensure BSN students, taken at ICNE. Clinical application of nursing process with patients experiencing acute and chronic psychiatric/mental health disruptions.

NURS 460 Women's Health 2 - 3 credits

NURS 463 Geriatric and Long Term Care

Nursing 2 - 3 credits This course will have two distinct elements presented in discrete modules; 1) geriatric pharmacological principles, and 2) comprehensive geriatric assessment. Pharmacological principles specific to the elderly individual will be discussed including, alterations in drug clearance, adverse reactions, drug interactions, and polypharmacy. Each of the pharmacological principles will be discussed as they relate to the elderly in the community as well as those in long term care settings. The second component of the course is comprehensive geriatric assessment. Normal aging changes will be presented as a foundation for the discussion of common diseases, abnormalities, and symptomatology in the elderly population. There will be an emphasis on physical and functional assessment with appreciation for expected decline, quality of life and ethical principles.

NURS 465 Professional Nursing Practice within Complex Adaptive Systems 3 credits Considers nursing leadership roles within a CAS and examines transition to

the professional role. Servant leadership principles are connected to nursing leadership.

Prerequisite(s): NURS 401

NURS 466 Community and Populations as

Clients 4 credits This course focuses on planning and managing care for families, groups, communities, and populations. From a community perspective, epidemiological concepts, population-based care, program planning and evaluation are analyzed. Ethical and financial considerations of community health care are addressed. Prerequisite(s): NURS 402 and NURS 403

NURS 467 Practicum IV: Provider of Care 3 credits

Clinical practice emphasizing planning, delivering, managing and evaluating cost effective quality care for families, groups, communities and aggregates in a variety of settings. Emphasizes interdisciplinary collaboration and evidence based practice.

Prerequisite(s): NURS 402 and NURS 403

NURS 468 Practicum V: Member of the Nursing

Profession 3 credits This capstone course is designed to assist students to synthesize knowledge and skills gained in the Bachelor of Science in Nursing (BSN) program and to apply their knowledge and skills in a clinical setting of choice. It provides the opportunity to practice nursing leadership roles within a CAS and examine transition to the professional role. The analysis of reflective practice glean patterns of insight to support a safe, client centered, and high quality practice. This course aligns the interface between reflection and effective, ethical leadership. This course mirror is servant leadership.

Prerequisite(s): NURS 402 and NURS 403

NURS 473 Legal Tort and Malpractice 2 - 3 credits

NURS 480 Writing For Publication 2 - 3 credits

Examines the process of writing and marketing articles for professional publication. Considers each step from conception through publication. Includes preparation of manuscript for submission.

NURS 485 Diabetes Management 2 - 3 credits

This on-line course offers BSN and MSN students an opportunity to develop competence in on-going management of patients with diabetes mellitus in a variety of healthcare settings. Students will explore strategies for incorporating disease state management models into clinical practice. Management of medication and blood glucose monitoring, goal setting, motivational strategies, teaching/educational techniques, reducing the incidence of long-term complication will be emphasized. Course content will include current pharmacological principles and selection of oral agents and insulin therapies.

NURS 490 Clinical Internship 3 credits

Assists nurses in period of transition from nursing student to registered nurse or from one practice setting to another. Adaptation to role transition fostered through preceptorship with expert clinical RN and through interaction with faculty opportunities to both practice and master current knowledge and skills and acquire new ones.

NURS 492 Independent Study 1 - 5 credits Opportunity to pursue a nursing project or topic of choice with guidance of a faculty member.

NURS 495 Senior Capstone 3 credits

This course is designed to provide baccalaureate nursing students preparing to graduate the opportunity to integrate and synthesize their total nursing program into a comprehensive whole that will guide their practice as professional nurses. Opportunities are provided for each student to reflect upon his/her educational experiences, both theory and clinical, focus professional goals, and collaborate with course faculty to identify activities to strengthen identified areas of need. The unique perspectives of Jesuit nursing are examined. Increasing self awareness, articulating personal and professional beliefs and values, developing a personal model for nursing and crystallizing future professional plans are stressed.

Prerequisite(s): NURS 415 and NURS 450 and NURS 476

NURS 496 Independent Practicum 1 - 4 credits

Opportunity to explore a clinical field or an expanded nursing role with guidance of a faculty member and a clinical preceptor.

NURS 498 - 499 Special Topics 1 - 3 credits Seminars designed to address special topics in nursing and health care, based on student and faculty interests. Prerequisite: permission. Fall, Spring and Summer. On sufficient demand.

OTHER SCHOOLS AND  
PROGRAMS



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





## Summer Session

Summer Session is the perfect time to catch up on requirements and take core courses and electives that won't fit your schedule during the traditional academic year. It's also a prime time to focus on just one or two courses at a time, or to take courses ahead of time to assure Study Abroad doesn't set you behind. Undergraduates can take advantage of a discounted tuition rate during the summer, and both housing and employment opportunities are available for students of all levels.

Gonzaga University offers summer courses through the College of Arts and Sciences, the School of Business, the School of Education, the School of Engineering and Applied Science, the School of Law, the MATESL program, and the School of Professional Studies.

Courses are offered in three sessions. The dates for Summer 2009 are:

Summer I            May 18        -        June 26  
 Summer II June 29-            August 7 Full  
 Summer May 18 -            August 7 All courses  
 are designed to meet diverse student interests

and needs. Offerings range from undergraduate to graduate to doctoral, with

## University Courses

The university offers courses that are not subject to any one discipline, college, or school, but recommended for all students. Students are encouraged to participate in these courses which elaborate on essential parts of University life.

UNIV 099 Strategies for Success 1 credit Strategies for Success is a one-credit course for selected students who find themselves on academic probation. This course is a creative and dynamic mechanism by which students can assist themselves back into good academic standing. The course is a requirement for students in need of academic intervention, as determined by the Committee on Academic Standing. Students may not drop or withdraw from the course.

UNIV 104 Gonzaga Pathways 1 credit  
 An introductory course for first-time freshmen seeking to understand why this Jesuit university is distinctive, where its roots are, what its resources and opportunities are, and how to use them effectively. Pathways provides the speedy connection of the academic, spiritual, and social life of Gonzaga through readings and discussions of leadership, ethics, diversity and mission. Fall.

UNIV 110 Step Basics 1 credit  
 Open to STEP participants only, this required course assists STEP participants in making a smooth transition from high school to the college learning environment.

classroom and online options as well as field studies and faculty-led study abroad programs. Students from other colleges and universities are welcome to take Summer Session courses at Gonzaga that may fulfill requirements but not be available at their home campuses. Such credits can typically be transferred to their home institution – just ask your advisor. And note that acceptance to and/or enrollment in a Gonzaga Summer Session course does not imply admission to one of our degree programs. See the Admissions section of this catalogue for more information on applying for a degree program.

Graduate students will typically find several classes applicable to their program of study and in some instances will find complete academic programs offered during Summer Session. Courses, institutes, and workshops are also available for anyone interested in continuing their education.

Details on courses, dates, costs, and registration are available on the Summer Session Website, [www.gonzaga.edu/summer](http://www.gonzaga.edu/summer), by emailing

[summer@gonzaga.edu](mailto:summer@gonzaga.edu) or by calling 509-3135873.

Designed to be interactive and individualized, this course includes the practical application of learning strategies to academic content. Taught by the Director of STEP. STEP requires admission to the program. Summer.

UNIV 115 The Strategy of College 1 credit

An introductory course for first-time college students interested in honing academic strategies such as note and test-taking, study habits, reading and writing efficiency and a knowledge of University resources. Students spend time in readings and reflective writing, in combination with major/area of interest and career assessment instruments in an effort to maximize opportunities and academic success in college. Summer.

UNIV 106 Advanced Language Preparation 3 credits

UNIV 108 University Preparation 3 credits

UNIV 109 University Writing for International

Students 3 credits Designed to prepare non-native English speaking undergraduate students for ENGL 101, the focus of the course is on standard academic writing, with an emphasis on note-taking, library research, reference materials, periodicals, and other outside resources. Content material will address orientation to American university study, educational standards, and expectations. Four major (5-7 pages) papers are required: compare/contrast, classification, expository, and research/argumentation. Other writing assignments will be determined by the instructor.

UNIV 112 Bridge to Western Culture 2 credits

This course is designed for international students from non-Western cultures who will benefit from additional basic knowledge of the essential history, people, and ideas that have forged the societies of the western world. It is intended to facilitate the international student's transition into the intellectual life of the American liberal arts university and to enhance prospects of success at Gonzaga University. Course components include the development of study skills and strategies, as well as an introduction to western religions, philosophy, history, the Jesuit tradition, and U.S. culture. Readings will be taken from a variety of sources, many of them on the Internet. Eligible students will include graduates of Gonzaga's English Language Center, international freshmen and transfer students, and other interested persons. Permission to enroll in this course is to be obtained from the Gonzaga University foreign student advisor.

UNIV 204 Pathways Peer Leadership 1 credit

## HOGAN ENTREPRENEURIAL LEADERSHIP PROGRAM

# Hogan Entrepreneurial Leadership Program

Director: Thomas B. Tilford, J.D.

The Hogan Entrepreneurial Leadership Program is a four-year undergraduate concentration founded on the Jesuit educational philosophy of educating the whole person. Its purpose is to prepare students to create new ventures that make a positive difference in society. This student-centered program is designed for promising individuals who demonstrate academic excellence, leadership, creativity, and a commitment to serve others. The Hogan program embraces students from all academic majors, tailoring the entrepreneurial curriculum and co-curriculum to complement the students' major fields of study, and providing them with the concepts, tools, and experiences to responsibly create successful new commercial and social enterprises.

Four features distinguish the program:

- 1) Honors program model that attracts outstanding students.
- 2) Rigorous concentration combined with any major.
- 3) Immersion in entrepreneurial contexts.
- 4) Foundation on Jesuit educational ideals of ethical leadership and commitment to the common good.

Admission to the Hogan Entrepreneurial Leadership Program is competitive based on the student's entrance exam scores, grade point average, and demonstrated leadership, creativity, and service to others.

## Requirements

Students in the Hogan Entrepreneurial Leadership Program complete the requirements for a concentration in entrepreneurial leadership along with those for a bachelors

degree in business, engineering, the arts and sciences, or other major. Students must satisfy the University and college core curricula relevant to their major. Note: business administration majors do not need to fulfill the integrative/experiential requirement for the major, because these types of courses are integral to the Entrepreneurial Leadership concentration.

The Hogan Program curriculum is designed flexibly so that students with any major can graduate in four years. Waivers and substitutions for department requirements may be granted to meet special academic needs. In addition, the University waives the fees for credits in excess of the usual eighteen-credit per semester limit, provided the student is in good academic standing, as defined by the Hogan Program's Expectations Policy.

In addition to the course work below, entrepreneurial leadership students participate in a variety of co-curricular activities introducing them to entrepreneurial organizations,

leaders, and practices. These activities include regular lectures by entrepreneurs, site visits, internships, mentor relationships, New Venture Lab, and business plan competitions. Students are expected to participate in these co-curricular activities and events.

The following course requirements for the Entrepreneurial Leadership concentration amount to 20 credit hours for business administration majors and 26 credit hours for all other majors.

### First Year

ENTR 101 The World of Entrepreneurship	2 credits
One of the following three courses *	3 credits
ECON 200 Economic Analysis (for non-business majors)	
ECON 201 Microeconomics (for any major)	
ECON 270H Honors Economics (for any major)	

\* These credits count towards core social science requirements for Arts and Sciences majors. Can be taken in second year if necessary.

### Second Year

ENTR 201 Social Entrepreneurship	2 credits
ACCT 263 Accounting Analysis*	3 credits
*Business majors must take ACCT 260 Principles of Accounting I (3 credits) and ACCT 261 Principles of Accounting II (3 credits)	

### Third Year

ENTR 490 New Venture Creation	5 credits
ENTR 497 Internship	0-3 credits

### Fourth Year

ENTR 494 Incubation Project	5 credits
ENTR 498 Entrepreneurial Leadership	3 credits

### Lower Division

ENTR 101 The World of Entrepreneurship 2 credits An introduction and overview of the world of

entrepreneurship including an introduction to economics, the role of society and government, legal and ethical

cycle, legal issues, industry analysis, entrepreneurial strategy, creating and sustaining a competitive

## HOGAN ENTREPRENEURIAL LEADERSHIP PROGRAM/ACADEMIC CULTURAL EXCELLENCE

issues, fundamentals of entrepreneurship, creating and managing new ventures in the commercial or non-profit sectors, and the various functional areas of business. Fall.

ENTR 201 Social Entrepreneurship 2 credits

This course provides students with an introduction to social entrepreneurs, the ventures they create, and how these ventures create social value. It provides students with concepts and tools they will need to pursue their own social enterprises. Students will address each of the following key components: opportunity/problem recognition, solution identification (value proposition), concept development, venture creation, value assessment, and the communication of the idea and venture goals. Fall. Prerequisites: ENTR 101

### Upper Division

ENTR 490A New Venture Creation 1 credits This segment of the course focuses on marketing research and planning for new ventures. Topics include: idea generation, estimation of demand, segmentation analysis, competitor analysis, using secondary and primary data in marketing research, and marketing strategies for new ventures. Fall.

Prerequisites: ENTR 201

ENTR 490B New Venture Creation 2 credits

This segment of the course focuses on financial analysis and management of new ventures. Topics include: capital budgeting, time value of money, net present and future value, cash flow, risk/return, valuation, and approaches to financing new ventures. Students will also learn to develop pro forma financial statements for new ventures. Fall.

Prerequisites: ENTR 490A

ENTR 490C New Venture Creation 2 credits

This course integrates material from previous courses and includes the following topics: organizational life

advantage, attracting and maintaining an effective leadership team and managing growth. Spring. Prerequisites: ENTR 490A and ENTR 490B

ENTR 494A Incubation Project 3 credits

First semester of an applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of an actual new commercial or social venture. Students can develop their own project or work on projects for local incubators or entrepreneurs. The end result of this project is to produce a fundable business plan. Fall. Senior standing.

ENTR 494B Incubation Project 2 credits

Second semester of an applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of an actual new commercial or social venture. Students can develop their

own project or work on projects for local incubators or entrepreneurs. The end result of this project is to produce a fundable business plan. Spring. Senior standing.

ENTR 497 Internship 0 - 3 credits

An approved internship is required for completion of the concentration in entrepreneurial leadership. The ideal internship allows the student to apply concepts and analytical tools from the curriculum in an entrepreneurial context. Approved internships consist of a minimum work requirement of 180 hours and completion of a written report summarizing the learning experience. Junior standing.

ENTR 498 Entrepreneurial Leadership 3 credits

A capstone course that examines the leadership characteristics, including ethical virtues, of successful entrepreneurs. The course emphasizes the understanding that entrepreneurs bear a social responsibility to contribute to the common good through their business endeavors.

Spring. Senior standing.

name a few. Hence, this diversity education course series is very interdisciplinary in nature. The course objectives are:

To understand the significance of different cultural leadership styles and to develop skills that will empower them to be, in the spirit of St. Ignatius, a contemplative in action in service to the university community.

To develop skills needed to become facilitators with an emphasis on diversity education as a strategic pedagogy to develop intercultural competence.

To provide a working knowledge of social justice issues as it pertains to human differences within the University and the Spokane communities.

# Academic Cultural Excellence (ACE)

## Student Leadership Courses

The ACE courses are designed to establish a vibrant, multicultural community of leaders committed to intercultural competence, civic engagement and social justice capable of creating an inclusive learning environment for all. The course content draws from several academic disciplines, i.e., sociology, psychology, ethnic studies, history, communications, leadership studies and philosophy, to

To critically examine, experience and develop the knowledge, attitudes, and skills essential to promoting social justice and creating sustainable change through a Capstone Project.

These courses are intended to develop intercultural competence and create a more welcoming, inclusive community for everyone regardless of background within Gonzaga University and the Greater Spokane region. There are four courses in the ACE Program:

### Lower Division

UNIV 120 ACE: Personal Leadership in a Diverse

World 0 credit This course addresses the practical significance of selfknowledge in the development of personal leadership. Using strategies from trans-cultural leadership studies a particular emphasis is given to addressing: identity; values; reflective commitments to conscious living; and creative emotional intelligence from multiple ways of knowing within a diverse world. Students will discover and develop the physical, emotional, mental and spiritual dimensions of their leadership style.

UNIV 121 ACE: Global Cross-Cultural Leadership 0 credit

This course focuses on the critical understanding of a leader's responsibility to others within their local community and to the global cross cultural environments from differing points of view including non-dominant, nonwestern perspectives. It includes understanding the ethical principles and practices of ethical leadership in one's personal, professional and public life and the principle of accompaniment as the foundation global citizenship. Additionally, students will study the nature and causes of prejudice, oppression, stereotyping, privilege and power as well as effective practices in intercultural competency as it applies to education and intervention.

UNIV 200 ACE: Facilitation Leadership with Diverse

Dialogue 0 credit This course will focus on developing skills as facilitators who can draw out and process audience input for the purpose of moving a discussion forward in diversity educational environments. Students will learn how recognize group dynamics and motivations through dialogue, feedback and consensus building. As part of this course, students will learn how to lead inclusive group discussion with reflective discernment which allow for transformative thinking within the context of difficult dialogues.

UNIV 201 ACE: Multicultural Leadership

Capstone 0 credit This course focuses on the praxis of experiencing the integration of knowledge and skills in being a leader in a highly complex, rapidly changing, diverse world. Students will organize, implement and evaluate a multicultural educational campus-based event, activity or program. ACE students will be given a field internship in the either the Gonzaga or Spokane community which will provide a hands-on experience with assisting in facilitating a diversity educational program. These internships will occur in partnership with local businesses, schools, governmental agencies,

community-based social service agencies and faith communities. An internship may be conducted one semester or more.

### HONORS PROGRAM

## The Honors Program

Director: Tim Clancy, S.J.

For fifty years Gonzaga University has offered a challenging and inspiring four-year honors curriculum for academically gifted, and highly motivated students who desire to discover and develop their calling.

### Academics

The program consists of two parts: annual honors colloquia and honors seminar sections for much of the general core curriculum. The honors colloquium classes introduce students to interdisciplinary study in areas of concrete interest and value.

The freshman colloquium introduces students to issues of class, race, gender and sexual orientation. The course includes a twenty hour service learning component in one of these four categories. In class students learn the social genealogy of each category, hear from a local activist how the category appears in the Spokane area and watch and discuss a movie that tackles some of the issues involved. The sophomore colloquium is a multimedia, interdisciplinary course on American Christianity, particularly as it is practiced in the United States. This course runs in tandem with the sophomore honors religion seminar. Both classes are team taught by a priest, the director, and a professor from the religious studies department.

The junior colloquium involves a study of philosophical issues surrounding electronic culture.

In the senior colloquium the student writes an interdisciplinary honors thesis. Each student works with a mentor chosen by the student. The thesis is then publicly presented in April to fellow students in the program.

The second part of the academic program consists of a number of honors seminar sections of core classes. They break down as follows:

**Philosophy:** There are four honors philosophy seminars mirroring the general philosophy core: Phil 102H, Phil 201H, Phil 301H and finally a senior honors philosophy seminar (Phil 489H). The topic for the senior seminar varies from year to year.

**Literature:** There are three honors literature seminars: a two semester history of western literature, ENGL 103H, and ENGL 104H and ENGL 206H whose content varies from semester to semester, but focuses either on a period or a genre.

**Math and Science:** One honors science course is required in addition to a laboratory science and one semester calculus (Math 157).

**Social Science:** Two social sciences courses from psychology, political science, sociology or economics;

History: One of the two required history courses must be an honors seminar in American history.

Religious Studies: There are honors seminars offered for two of the three religious studies requirements: RELI 110H and 215H Christian Diversity.

Fine Arts Honors Students are required to take 6 credits in music, art or drama, 3 of which may be performance credits.

Speech: There is an honors Rhetoric seminar (SPCO 270H).

Foreign Language: Two year college proficiency in a modern language or one year in classical Greek or Latin.

Honors students are also strongly encouraged to spend a semester abroad (typically in their junior year). The Honors program has a wide experience with a number of study abroad programs catering to every possible field of interest, including engineering, the physical sciences and business.

### Student Life

One of the most popular features of the Honors program is Hopkins House, where students can rest and relax, gather in study groups and take many of the honors classes. Hopkins has a warm living room, kitchen and the director's office on the first floor; an electronic seminar room and two study rooms with computers on the second floor and a third study area and an entertainment center in the attic. Hopkins has five computers with high speed internet connections available for student use, as well as copier, scanner and fax capabilities. Hopkins is also wireless so that students can connect their own laptops to the internet from anywhere in the house.

The Honors program also sponsors a number of social outings. This begins with a weekend away in early September to begin to know one another, followed by progressive dinners, a Christmas party, and a second weekend away in the spring. All this is funded through a lab fee for the honors colloquia. This lab fee and books are offset by a \$500 annual honors scholarship.

A hallmark of the program is its emphasis on leadership and service. Many continue their service learning in the freshman year to engage in a wide array of volunteer opportunities. Upon graduation, a sizable number of students end up deciding to enter the Jesuit Volunteer Corps and other service programs before heading off to graduate school. Honors students are awarded their diplomas with a special honors designation and are granted special recognition at commencement ceremonies.

### Admission

Approximately twenty members of the entering freshman class are accepted into the program. Acceptance is based on test scores, high-school rank, extra-curricular interests and involvements, independent intellectual achievement, skill in effective expression, letters of recommendation, personal interview, and the quality of the essay on the Honors application form. For more information one can contact the Honors Program Office at 509-313-6702.

### Lower Division

HONS 190 Freshman Honors Colloquium For Honors Students.	3 credits
HONS 290 Sophomore Honors Colloquium For Honors Students. Prerequisite(s): HONS 190	3 credits
<b>Division</b>	
HONS 390 Junior Honors Colloquium For Honors Students. Prerequisite(s): HONS 190	3 credits
HONS 490 Senior Honors Colloquium For Honors Students. Prerequisite(s): HONS 190	3 credits
HONS 497 Honors Leadership Internship 1 - 3 Internship requires completion of a form, and department permission and cannot be registered for via Zagweb. For Honors students. Prerequisite(s): HONS 190	3 credits

# Comprehensive Leadership Program

Director: Josh P. Armstrong, Ph.D.  
Program Coordinator: Katie Herzog

The Comprehensive Leadership Program (CLP) at Gonzaga University is a program designed to offer students curricular and co-curricular learning opportunities to develop knowledge and skills for leadership. The CLP fosters the development of men and women who lead for the common good. The program offers a unique scholarly environment that provides transformational and reflective student experiences focused on three dimensions: self-awareness, relationships with others, and community action for the common good. Students participate in this undergraduate leadership studies program in conjunction with the major they have chosen.

The courses and activities are organized around three distinct dimensions:

**Leadership in the Context of Self-Identity:** Construction of a personal definition of leadership on the basis of knowledge of self, exploration of lives of leaders and the acquisition of concepts in formal academic leadership theory. **Leadership as Relationship:** Development of knowledge and skills in key leadership areas including empathy, crosscultural communication, influence and conflict resolution. **Community Action for the Common Good:** Building upon a foundation of leadership and service, this theme involves options such as mentoring opportunities, community and campus-based servant leadership activities and academic coursework.

The CLP consists of a set of six academic courses and a series of co-curricular leadership opportunities. First-year students are invited to apply to the CLP in the fall of their freshman year, with approximately forty students admitted into the program within a given academic year. The introductory course, LDRS 220, begins in the spring semester of the freshman year with students taking one course per term through their senior year. In addition to the coursework below, CLP students participate in a variety of co-curricular activities designed to complement the classroom leadership experience. These include: A Leadership Conversation with CLP, Annual Leadership Seminar (fall), Annual Two-Day Leadership Retreat (spring), CLP Spring Break Service Trip, Twohy Hall Leadership Living/Learning Community, Zambia Servant-Leadership Summer course, and Leadership Internship program. To fulfill the CLP requirements, a student must complete the following courses: LDRS 220 Introduction to Leadership

LDRS 320 Foundations of Leadership and Teams  
LDRS 321 Dynamics of Leadership  
LDRS 330 Profiles in Leadership  
LDRS 489 Leadership Electives or Internship  
LDRS 440 Servant Leadership

## Lower Division

LDRS 220 Introduction to Leadership 1 credit This course is designed to serve as an introduction to the dynamic and growing field of study in leadership. Through discussion, lecture, research, readings and activities, students will review basic myths and principles of leadership; including leadership theory, the relational leadership model, the context of leadership in groups, and ethics and leadership. These various components

## COMPREHENSIVE LEADERSHIP PROGRAM

of the course are intended to challenge students to think critically and imaginatively about the foundations of leadership. Students will be responsible for crafting their own model of leadership that reflects the material covered in the course. Spring, freshman year.

LDRS 320 Theories in Leadership 1 credit

This course focuses on leadership as relationships emphasizing the development of key leadership skills including (a) communication, (b) empathy and emotional intelligence, (c) conflict management, (d) team building and team leadership, and (e) vision and goal setting. The course will also emphasize continued student engagement with the following leadership models: connective leadership and female approaches to leadership, transformational and transactional leadership, situational leadership and servant leadership. Fall, sophomore year.

LDRS 321 Dynamics of Leadership 1 credit

This course is designed to be a practical application of previous coursework in leadership. The focus of this class is on developing key leadership skills such as managing conflict, team building and communication. The class will involve exercises, simulations, case studies and discussions designed to give students opportunities to practice and develop leadership skills. Spring, sophomore year.

LDRS 330 Profiles in Leadership 1 credit

Using the context of historical leaders, this course is designed to answer the questions, "What is it that makes someone a leader?" Students will examine various leadership theories such as trait theory, charisma, methods of influence, and other appropriate areas of leadership study. Examining the lives of various historical leaders, students will develop an analysis of the key themes and students will capture the essence of the individual being studied. Fall, junior year.

LDRS 390 Outdoor Leadership 2 - 3 credits

This course is designed to increase students' knowledge and understanding of leadership and team development through a combination of course sessions and active participation in an outdoor experience.

LDRS 440 Servant Leadership 2 credits

This course is designed to expose students to the Greenleaf's concepts regarding servant leadership. The course is an inquiry into the nature and dynamics of servant leadership, and includes a focus on the concepts of empowerment, collaboration and dialogue. Through study, self-awareness and mentoring, students will grow to be future servant leaders within the community.

Students will model servant leadership by creating and/or participating in an on-campus or community project. Fall, Senior year.

LDRS 489 Leadership Seminar 1 - 3 credits Topic of course to be determined by department and instructor.

LDRS 490 Independent Study 1 - 3 credits

LDRS 497 Leadership Internship 1 - 2 credits

This course is designed to give students a hands-on experience in leadership. The course affords students the opportunity to use the skills and knowledge learned through the CLP in real-world internship context. The course materials covers theories behind experiential education, mentorship and internship education. Class time allows the opportunity to process and reflect on the students' internship experience.

## STUDY ABROAD

# Study Abroad

Director: Wanda L. Reynolds

Tel: 509.313.3549

Email: [studyabroad@gonzaga.edu](mailto:studyabroad@gonzaga.edu)

Website: [www.goabroadZAGS.org](http://www.goabroadZAGS.org)

Go Abroad ZAGS! Spend a year, semester, or summer abroad and be inspired by the people, cultures, languages, and histories of places around the globe.

## Why study abroad?

Gonzaga University encourages students to enhance their undergraduate program with a summer, semester, or academic year of international study. Studying outside of the United States allows students to immerse themselves in other cultures and better appreciate the diversity of peoples throughout the world. In this unique learning environment, students often develop proficiency in other languages, become familiar with new customs and beliefs, and gain access to great historical monuments and works of art. While abroad, students also have the opportunity to reflect upon the United States and its traditions from a new perspective. Students return transformed.

Studying abroad is highly regarded by both educators and employers and is seen as a strong indication of intellectual curiosity and emotional maturity. Students who acquire foreign language proficiency are especially esteemed and sought after by graduate schools, businesses, and organizations of all kinds. Gonzaga University offers a variety of study abroad opportunities for qualified students. See GU sponsored program listings below.

## Application & Eligibility

All study abroad program applications must be processed through the Study Abroad office, regardless of which type of program is selected (sponsored or non-sponsored). Approval is based on recommendations, Student Life and Academic Services clearance, as well as the program's grade point average requirement.

## Steps to Study Abroad

The following are steps to help you plan your study abroad experience.

### 1. Define your objectives

Consider your reasons to study abroad. Do you want to pursue academic coursework related to your degree? Enhance your language skills? Gain cultural experience in a particular country? Or do you have other reasons? Begin by setting and prioritizing your study abroad goals.

### 2. Explore your study abroad options

Find a program to accomplish the goals you set. Research your options. Consult our website and visit the Study Abroad office.

### 3. Visit the Study Abroad Office

The GU Study Abroad staff can help you explore your options and prepare you to gain the most from your study abroad experience. The earlier you start planning for your study abroad experience, the better.

### 4. Meet with your academic advisor

Discuss your interest in studying abroad with your advisor and keep in mind your four-year plan. While abroad you can take courses that directly apply to your major, electives, or core requirements. Various study abroad opportunities are available following the completion of your freshman year through graduation.

### 5. Complete your application early

Once you have selected your program, complete the application well before the deadline. All documents must be processed through the GU Study Abroad office in order to receive financial aid and course credit. **6. Apply for or renew your passport**

Do not delay getting your passport. If you have a passport, check the expiration date. Many countries require that a passport be valid for three months beyond the planned date of return to the United States.

### 7. Prepare for your time abroad

Complete all post-acceptance forms and return them to the Study Abroad office. Attend your pre-departure orientation program. Have the time of your life! Go Zags!

## GU SPONSORED PROGRAMS:

**Gonzaga-in-Florence Program: Year or Semester** Dean: J. Patrick Burke, Ph.D.

Website: [www.gonzagainflorence.org](http://www.gonzagainflorence.org)

The mission of Gonzaga-in-Florence is a direct extension of the mission of Gonzaga University as humanistic, Catholic, and Jesuit community of higher education. Since 1963, Gonzaga-in-Florence primarily serves junior undergraduates in a year-long core program and welcomes both Gonzaga and non-Gonzaga students. While the program is designed as a full year academic study abroad experience, fall and spring semester options are available. The city of Florence, long recognized as the intellectual and artistic center of both the Middle Ages and the Renaissance, was also the student home of Saint Aloysius Gonzaga. Its libraries, museums, churches, and monuments provide today's students with unique opportunities for understanding the forces which shaped European civilization. The program

is located in the heart of the old city near the University of Florence. Housing is provided for students in nearby Italian boarding hotels. Students can also apply for a home-stay option.

While proficiency in the Italian language is not a requirement for acceptance into the Florence program, students are required to complete one course of Italian per semester abroad which may be fulfilled prior to or during the time abroad.

**Academic Program:** The courses offered cover a wide range of subjects in business and the humanities including: art history, drawing, economics, English literature, fresco, medieval and Renaissance history, beginning through advanced Italian language, philosophy, political science, sculpture, sociology, and religious studies, as well as business courses such as management, marketing, finance and business law. Courses can be found in the departmental listings for Italian Studies and in individual departments where Florence courses are so noted. Students and their advisors should consult the Study Abroad office in Spokane for specific courses offered each year in Florence. The Florence faculty is composed of professors both from Gonzaga and from Italian universities in Florence and in Bologna. In order to supplement and enrich the academic and cultural experience, optional organized three-day weekend trips are offered during the program. Year and semester students are encouraged to participate in the optional Christmas Tour. **Financial Information:** The basic cost includes: (1) \$500 deposit (applied to program charges but otherwise nonrefundable), (2) Opening Tour (beginning of the semester and serves as an orientation for new students), (3) Tuition, room, board (breakfast every day and seven other meals per week), and general fees in Florence. Basic charges do not cover transportation to or from Europe, books, medical insurance or personal expenses.

#### **Gonzaga-in-Florence Engineering Semester Program**

Engineering students have the opportunity to study on the Gonzaga-in-Florence program during the spring semester of their sophomore year. The engineering and mathematics courses offered on the program are designed to fit into engineering students' existing curriculum and requirement. Interested students must apply during their freshman year.

#### **Gonzaga-in-Florence Summer Program**

The Gonzaga-in-Florence Summer Program is an excellent opportunity for any college student who has completed their freshman year to have a fascinating European experience. The program begins in mid-May with an Opening Tour, followed by six-weeks of course work ending in late June. Courses may include art, communication arts, engineering, history, philosophy, religious studies, and business. An Italian language course is provided, with all other classes in English. Guided weekend trips are offered. The program fee includes the Opening Tour, tuition for two courses, housing in Italian hotels, and some meals.

#### **AUSTRALIA: School for Field Studies Center for Queensland Rainforest Studies in**

Students research a critical local and regional environmental problem — loss and fragmentation of once extensive

rainforests, and the environmental policies under consideration by the local and Commonwealth governments. SFS staff and students, in collaboration with local landholders and stakeholder organizations, focus on enhancing the condition of tropical rainforests, as well as determining how we should regenerate and restore the rainforest on the Atherton Tablelands.

#### **BRITISH WEST INDIES: School for Field Studies Marine Resource Management Center**

The Center works with the Turks and Caicos Islands (TCI) government's Department of Environment and Coastal Resources (DECR) and the National Park Service to develop management strategies that shield the TCI from the fate that has befallen other nearby areas in the Caribbean. Students spend a semester or summer helping to provide the local government, community, and tourism developers with advice that will help sustain the economic, societal, and ecological stability of South Caicos and its island community.

#### **COSTA RICA: School for Field Studies Center for Sustainable Development Studies**

In this semester or summer program students observe how Costa Rica now faces a critical juncture as resource management decisions are being made in an effort to keep pace with competitive global markets. Students study different sustainable management models that protect the biodiversity of Costa Rica's ecosystems while promoting socio-economic benefits for its people.

#### **CHINA: The Beijing Center**

This Jesuit program, sponsored by Loyola University Chicago, offers a unique mix of study and travel in China. Humanities and business courses are taught in English except for Chinese language courses. Program trips take students to places of historic and cultural significance where few travelers ever visit. Students choose either a semester or full-year option. One year of Chinese is required.

#### **EL SALVADOR: Casa de la Solidaridad Program**

This Jesuit service-orientated program, sponsored by Santa Clara University, offers an intense fall or spring semester of study at the Universidad Centroamericana during either a junior or senior year. Courses in literature, language, politics, religion, and selected other disciplines emphasize a community service component. Candidates are selected by a committee and must have extensive community service experience and two years of Spanish.

## **STUDY ABROAD**

#### **ENGLAND: The London Centre**

The London Centre, sponsored by AHA International, offers either a fall or spring semester in the heart of London. The program, which includes courses in history, political science, sociology, art, theatre and English literature, is enriched with weekly field trips and London theatre productions.

#### **FRANCE: Gonzaga-in-Paris Program**

Gonzaga offers a one-semester or one-year program in Paris. Students take courses at the Institut Catholique during fall semester and La Sorbonne in the spring. This strong academic program leads to fluency, but it is also a



program which promotes travel through France and Europe. Students receive continuous personalized support from the director in Paris and the director in Spokane. Some work opportunities are available. Students interested in the program should start taking French their freshman year.

**MEXICO: School for Field Studies Center for Coastal Studies**

In addition to research on the management of critically important fisheries and water quality issues in Bahía Magdalena, this unique location allows students to concentrate on very different but equally fascinating species each semester. Students in the fall and summer programs research conservation strategies to protect several marine turtle populations reduced to near-extinction. Despite strong regulations against their exploitation, green turtles are still frequently poached for their meat and are caught as bycatch by fishers. A complex interaction of community social and cultural factors, lack of enough protected area sanctuaries, lack of enforcement of existing regulations, and economic hardship in local communities has led to the continued exploitation and the rapid decline of sea turtle populations throughout Mexico.

**SPAIN: Granada Program**

A fall or spring semester in Granada, Spain is sponsored by Willamette University for Spanish majors. Classes are held at the University of Granada's Centro de Lenguas Modernas and are taught entirely in Spanish. A Spanish placement test determines which courses students are allowed to select. The semester begins with orientation and a group excursion to Madrid. Students have full university privileges and access to libraries, study areas, sports, cultural and recreational services, and other activities. The equivalent of five semesters of college level Spanish is required.

**GU EXCHANGE PROGRAMS:**

**AUSTRALIA: University of Notre Dame Exchange Program**

Located on the Indian Ocean in the heart of Fremantle, Australia, the University of Notre Dame's vibrant campus is close to the major city of Perth. Classes are offered in Arts and Sciences, Business, Education, Health Sciences, and Nursing. Students enroll in classes with Australians and can obtain special certificates in International Studies, Asian Pacific Studies, Asian Pacific Business or Australasian

Ecology after completion of one semester's focused classes. Students can choose either a semester or full-year option.

**JAPAN: Akita International University Exchange Program**

A year, semester, or summer is available to Gonzaga juniors at Akita International University, a global orientated, small liberal arts college located on the northern Japanese seaboard. A broad range of humanities courses, as well as international studies and international business, are taught in English. Special classes in Japanese studies are offered. Two years of Japanese language is required for the year or

semester. A six-week intensive Japanese language summer session is available.

**STUDY ABROAD/SERVICE LEARNING**

**JAPAN: Sophia University Exchange Program**

This prestigious Jesuit university in the midst of Tokyo exchanges three students with Gonzaga University for either a semester or full year. Except for language classes, all courses are taught in English and include many international studies and business options. Two years of Japanese language is required for the year or semester program.

**THE NETHERLANDS: Erasmus University Exchange Program**

This fall or spring semester program exchanges four semester students between Erasmus University and Gonzaga University. The courses, taught in English, focus primarily on political science, but other options are available.

**SPAIN: Universitat Ramon Llull Exchange Program**

Gonzaga Business majors may take courses at IQS, one of the institutions that is part of the Universitat Ramon Llull, for a semester. Fall courses are taught in Spanish and spring courses are in English. This is a unique opportunity to study in the heart of Barcelona, one of the most exciting cities in the world. Admits four semester or two full year students.

**GU FACULTY-LED PROGRAMS:**

**ITALY: Teaching in Tuscany TESOL Summer Institute\***

Students enroll in a four credit course which explores past and current methods and materials used in teaching languages to non-native English speakers during a two-week language camp designed for EFL students.

**ENGLAND: London Summer Program\***

This summer program operates May – June and is led by selected faculty from Gonzaga or other universities. Proposed courses vary each year. Courses are combined with excursions in greater London and beyond to provide a unique learning opportunity.

**MEXICO: Cuernavaca Spanish Intensive Summer Program\***

This faculty-led program in Cuernavaca, Mexico offers two three-week sessions for Gonzaga students beginning in late May and ending in early July. Classes, taught by Mexican instructors, include Mexican art, history, literature, anthropology, politics, and all levels of Spanish. Guided tours to various sites of historic interest are an integral part

of the program. A resident director from Gonzaga's Spanish program accompanies the students and monitors their academic performance.

**MEXICO, CENTRAL & SOUTH AMERICA: Field Studies in Biodiversity Summer Program\***

Students in this faculty-led program use an international experience as a backdrop to learn about evolutionary, ecological and biogeographical processes that determine the ranges and biodiversity of organisms. The course begins with class work on the Gonzaga campus and is followed by 3-4 weeks in the field (locations vary by year, but are usually either in Mexico, Central or South America). In addition, students will observe how other cultures and people interact

with their biological environments and exploit and preserve their natural world.

#### **W.A.T.E.R. Summer Program\***

Students in this faculty-led program take a common course WATER: West Africa Appropriate Technology, Education and Reciprocity. The service-learning course focuses on the engineering, public health, and cultural dimensions of improving water sanitation in a developing country. Students study one of the central problems of international relief through both classroom learning and a two-week, faculty-led, in-country service learning experience. Limited enrollment selected by a committee of engineering, nursing and English as a second language faculty.

#### **ZAMBIA (Africa): Comparative Psychology Summer Program\***

This faculty-led program at Chimfunshi, a 27,000 acre reserve for chimpanzees, offers a unique opportunity to study chimp psychological behavior and provide service to the local people living or working on the reserve. The

## Service Learning

In accordance with its Jesuit mission to educate men and women for others, service-learning at Gonzaga University encourages students to deepen their understanding of community and social justice through exploring links between service and academic work. Service-learning has over fifteen years of development at Gonzaga. One of the nation's most impressive movements in higher education, servicelearning unites classroom theory and rigor with direct experience and thoughtful action in the larger civic community. Over 60 service-learning courses are offered to Gonzaga students every year. Service-learning courses can be found in almost every academic department and the Law School. Departments including biology, business, religious studies, education and others, are committed to integrating community service as an instrument to achieve academic goals. A typical service learning course involves 15-20 hours of outside service that reinforces the course content. Students interested in taking service-learning courses can find them on Zagweb through the service-learning attribute search.

Academic service-learning differs from community service in that the service is performed in the context of an academic course. The students' experiences at the service site enhance and build upon the learning that is being done in the classroom. These experiences both enhance student learning, as well as help to develop an ethic of service. Students are asked to reflect upon their experiences and to apply these insights to the course material.

Research indicates that service learning participants achieve higher levels of academic excellence (grading and degree aspirations) than do non-participants. It reveals that service reinforces and strengthens learning and that learning reinforces and strengthens service. Students learn to fulfill unmet needs in the community as well as have cross-cultural experiences.

The service learning program is guided by the Service Learning Advisory Board, comprised of interested faculty

Psychology Department and the Center for Community Action and Service Learning co-direct this program. Limited enrollment selected by a committee. **Zambia (Africa): Intercultural Servant Leadership Summer Program\***

In the spirit of developing leadership for the common good, this faculty-led program offers an international leadership studies summer academic course and includes a threeweek immersion experience in the small town of Zambezi, Zambia. Students will have the opportunity to understand and practice key concepts of servant leadership in an international service-learning experience. Through meaningful community development projects, students learn about intercultural competence and leadership development in this unique international setting. Limited enrollment selected by a committee.

**\*Operation of these programs is dependent upon administrative approval and minimum enrollment. They may not operate on a yearly basis.**

and staff. The Office of Service Learning operates under the umbrella of the Center for Community Action and Service Learning and provides resources for students and faculty, placements in the community, and a network of campus and community connections.

## Military Science

Chairperson: Lieutenant Colonel Jeff R. Stewart,  
Professor of Military Science

Assistant Professors: A. Westfield, LTC (Ret); MAJ J. Lovell, CPT A. Bisson

The Military Science program at Gonzaga University is an element of the United States Army Reserve Officers' Training Corps (ROTC). This highly decorated and nationally recognized program is a cooperative effort between the U.S. Army, Gonzaga University, and Whitworth University. It provides training and qualification for leadership positions in the Regular Army, the U.S. Army Reserve, or the Army National Guard. Qualified students earn a commission as an Army Second Lieutenant while achieving a college degree in the academic discipline(s) of their choosing. Cadets incur no obligation during their first two years of ROTC and are not members of the U.S. Army (unless they are ROTC scholarship winners). Lower-division courses are open to all Gonzaga students, but the associated leadership labs and physical fitness courses may be restricted if students are in a participating rather than enrolled status.

The objectives of the program are to prepare academically and physically qualified scholar/athlete/leaders for the challenge of serving as commissioned officers in the world's best Army. To that end, the program strives to build leaders of character and competence to serve their country and community.

### Description of the Program

The program meets the country's requirement for officerleaders in the Army (active duty, National Guard, and

reserves). It is, therefore, multifaceted, with distinctive subelements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of reserve or National Guard units, participants of JROTC in high school and summer Leader's Training Course (LTC) participants may receive advanced-placement credit and may complete the program in two years. Normally, all students enroll in one military science class, leadership laboratory and the military physical fitness course per semester. The program consists of two phases: the basic course (lower division), normally taken during the freshman and sophomore years or completed through advanced-placement credit, and the advanced course (upper division).

### Basic Course

First-year and second-year courses, MILS 101, 102, 201, and 202, designed for beginning students who want to qualify for entry into the advanced course and for those students who may want to try military science without obligations. In addition to their academic requirements, basic-course cadets may participate in a variety of extracurricular activities. Placement credit for the basic course may be granted to students who have completed initial entry training for the armed forces, three years of Junior ROTC in high school or the ROTC leaders' training course. MILS 101 and 102 concentrate on fundamental skills, concepts, values, and problem solving and provide an overview of how the military fits into society. MILS 201 and 202 more thoroughly address problem solving, critical thinking, communications, and conflict-resolution skills.

### Advanced Course

The advanced course consists of MILS 301, 302, 401, and 402. It is open only to students who have completed the

## MILITARY SCIENCE

basic course or earned placement credit (see above). Students must also enroll in leadership labs (301L, 302L, 401L, or 402L) and Military Physical Fitness (303, 304, 403, or 404). Students also attend the five-week ROTC Leadership Development and Assessment Course (LDAC) during the summer between their junior and senior years. In addition to their academic requirements, advanced-course cadets provide student leadership for the Gonzaga Bulldog Battalion.

Completion of the basic course, advanced course, and LDAC, coupled with a bachelor's degree from the college, qualifies the cadet for a commission as a Second Lieutenant in the United States Army.

### Financial Assistance

Advanced-course students receive a subsistence allowance. Junior cadets receive \$450 a month for up to ten (10) months and senior cadets receive \$500 a month for ten (10) months. Freshman and sophomore cadets who are on scholarship and contracted will receive \$300 and \$350 a month, respectively, for ten (10) months each year.

**Scholarships:** Freshman-level and sophomore-level

students may compete for Army ROTC campus-based scholarships. These scholarships are applied to tuition and fees plus an allowance for books. A student need not be enrolled in ROTC to be eligible to compete for two-year or three-year scholarships. No commitment is made until a scholarship is accepted, the student meets all administrative and physical criteria, and the oath for contracting is administered. Highschool seniors interested in applying for a four-year scholarship normally submit applications by January 1st of their senior year.

### Fees, Uniforms, and ROTC Texts:

A lab fee is the only fee associated with participation in the ROTC program. Uniforms, text, and other equipment are furnished without charge. Students are responsible for and must return all government property issued to them.

### Extracurricular Activities

**Color Guard:** The Gonzaga University Color Guard participates in a variety of school and civic functions where precision drill or presentation of the U.S. flag is appropriate.

**Intramural Sports:** The ROTC program sponsors teams that participate in flag football, volleyball, basketball, softball and other sports of the Gonzaga University intramural leagues. The program sponsors special event teams at both Gonzaga and Whitworth and sponsors cadet intramural teams as coordinated by the Gonzaga cadets with the professor of Military Science.

**Special Qualification Training:** Advanced-course and select basic-course cadets may participate in confidencebuilding courses such as Air Assault School, Airborne School, Northern Warfare Training Center, and Cadet Troop Leadership Training at locations around the world.

### Lower Division

MILS 101 Foundations of Officership 3 credits Develop self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction courses/team building exercises, first aid, giving presentations and basic rifle marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. Weekly requirements: up to three hours for class and a required leadership lab, MILS 101L, plus required participation in a minimum of three one hour sessions for physical fitness. Participation in one off-campus exercises (mandatory).

## MILITARY SCIENCE

MILS 101L Leadership Laboratory 1 credit Open only to (and required of) students in the associated Military Science course. Learn and practice basic skills. Gain insight into advanced course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life.

MILS 102 Introduction to Leadership 1 - 3 credits Learn/apply principles of effective leading. Reinforce

- self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. Weekly requirements: up to three hours for class and a required leadership lab, MILS 102L, plus required participation in three one hour sessions for physical fitness. Participation in one off-campus exercise (mandatory).
- MILS 102L Leadership Laboratory 1 credit
- MILS 103 Military Physical Fitness Program 1 credit  
Intensive military physical fitness program designed to raise the level of individual physical fitness to its highest potential with emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Participate in and learn to lead a physical fitness program.
- MILS 104 Military Physical Fitness 1 credit
- MILS 190 Directed Reading 1 - 3 credits Directed Reading requires completion of a form, and department permission and cannot be registered for via Zagweb.
- MILS 191 Directed Reading 1 - 3 credits Directed Reading requires completion of a form, and department permission and cannot be registered for via Zagweb.
- MILS 201 Individual Leadership Studies 3 credits  
Learn/apply ethics-based leadership skills that develop individual abilities and contribution to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Assessment Program. Weekly requirement up to three hours for class and a required leadership lab, MILS 201L, plus required participation in a minimum of three one hour sessions for physical fitness. and participation in several off-campus (mandatory) exercises.
- MILS 201L Leadership Lab 1 credit
- MILS 202 Individual/Team Military Tactics 1 - 3 credits  
Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Weekly requirements: up to three hours for class and a required leadership lab, MILS 202L, plus required participation in a minimum of three one hour sessions for physical fitness and participation in several off-campus exercises (mandatory).
- MILS 202L Leadership Lab 1 credit MILS 203  
Military Physical Fitness Program 1 credit MILS 204  
Military Physical Fitness 1 credit
- MILS 290 Directed Reading 1 - 3 credits  
Directed reading requires completion of a form, and department permission and cannot be registered for via Zagweb.
- MILS 291 Directed Reading 1 - 3 credits  
Directed reading requires completion of a form, and department permission and cannot be registered for via Zagweb.  
Prerequisite(s): MILS 201 or MILS 290
- Upper Division**
- MILS 300 Ranger Challenge 1 credit Must be enrolled in Military Science Basic or Advanced Class.
- MILS 301 Leadership and Problem Solving 3 credits Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead gain in situations of increasing complexity. Uses small unit defensive tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leading. Weekly requirements: up to three hours for class and a required leadership lab, MILS 301L, plus required participation in a minimum of three one hour sessions for physical fitness.
- MILS 301L Leadership Laboratory 1 credit Open only to students in the associated Military Science course. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and of the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions.
- MILS 302 Leading Small Organizations II 1 - 3 credits  
Continues methodology of MILS 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adopt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Weekly requirements up to three hours for class and a required leadership lab, MILS 301L, plus required participation in a minimum of three one hour sessions for physical fitness.
- MILS 302L Leadership Laboratory 1 credit
- MILS 303 Military Physical Fitness Program 1 credit Open only to (and required of) students in MILS 301, 302, 401, 402, of which this program is an integral part. Participate in planning and leading physical fitness programs. Develop the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.
- MILS 304 Military Physical Fitness 1 credit
- MILS 390 Directed Reading 1 - 3 credits Directed Reading requires completion of a form, and department permission and cannot be registered for via Zagweb.
- MILS 391 Directed Reading 1 - 3 credits Military Science  
391 Directed Reading requires completion of a form, and department permission and cannot be registered for via Zagweb. Prerequisite(s): MILS 301 or MILS 390
- MILS 395 ROTC Advance Camp 3 credits A five-week leadership practicum conducted at an Active Army

installation. Only open to (and required of) students who have completed MILS 301 and 302. The student receives pay. Travel, lodging and most meal costs are defrayed by the U.S. Army. The advanced camp environment is highly structured and demanding, stressing leadership at small unit level under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on a Pass/Fail basis only, the leadership and skills evaluations at the camp weight heavily in the subsequent selection process that determines the type commission and job opportunities give to the student upon graduation from ROTC and the University.

Prerequisite(s): MILS 302 or MILS 391

**MILS 401 Leadership and Management** 3 credits Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals, put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Weekly requirements: up to three hours for class and a required leadership lab, MILS 401L, plus required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises

(mandatory).

## Graduate Programs

Gonzaga University offers graduate degree programs in the following academic areas:

### College of Arts and Sciences

Master of Arts in Philosophy  
Master of Arts Religious Studies

### School of Business Administration

Master of Business Administration  
Master of Business Administration in Healthcare Management  
Master of Business Administration/Bachelor of Science in Engineering  
Master of Business Administration/Juris Doctor  
Master of Accountancy  
Master of Accountancy/Juris Doctor

### School of Education

Master of Anesthesiology Education  
Master of Arts in Leadership and Administration  
Master of Arts in Sports and Athletic Administration  
Master of Arts in Community Counseling  
Master of Arts in Marriage and Family Counseling  
Master of Arts in School Counseling  
Master of Counselling (site based)  
Master of Initial Teaching  
Master of Initial Teaching, Special Education  
Master of Education in Literacy  
Master of Education in Special Education

## MILITARY SCIENCE/GRADUATE PROGRAMS

**MILS 401L Leadership Laboratory** 1 credit

**MILS 402 Transition to Lieutenant** 1 - 3 credits Continues the methodology from MILS 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as they relate to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Weekly requirements: up to three hours for class and a required leadership lab, MILS 402L, plus required participation in a minimum of three one hour sessions for physical fitness, and participation in several off-campus exercises (mandatory).

**MILS 402L Leadership Laboratory** 1 credit

**MILS 403 Military Physical Fitness Program** 1 credit

**MILS 404 Military Physical Fitness** 1 credit

**MILS 490 Directed Readings** 1 - 5 credits

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

Prerequisite(s): MILS 302 or MILS 391

**MILS 491 Directed Readings** 1 - 3 credits Military Science 491 Directed Readings requires completion of a form, and department permission and cannot be registered for via Zagweb. Prerequisite(s): MILS 401 or MILS 490

### School of Engineering and Applied Science

Certificate in Transmission and Distribution Engineering

### School of Professional Studies

Master of Arts in Communication and Leadership  
Master of Arts in Organizational Leadership  
Master of Science of Nursing  
Doctor of Philosophy in Leadership Studies  
English Language Center  
Master of Arts in Teaching English as a Second Language

Although graduate study involves a quantitative extension of knowledge, it is not a mere continuation of undergraduate or professional training. Intellectual achievement at the graduate level is different in kind, for the graduate student is expected to deepen and master knowledge by a personal and independent grasp of it in its sources and evidence, in its basic meanings and interrelationships.

In addition to offering the previously noted graduate degrees, the Academic Vice President may periodically approve a new or interdisciplinary graduate degree within an academic specialty. For detailed information on any graduate program, such as curriculum, tuition and admission procedures, students should consult the graduate catalogue and contact the academic area responsible for that specific graduate program.

## SCHOOL OF LAW

# The School of Law

Dean: Earl F. Martin

Gonzaga University School of Law was established in 1912 by the trustees of Gonzaga University with the active support of many prominent members of the bench and bar in Washington State. The School of Law has produced many exceptional lawyers. It is fully accredited by the American Bar Association, which entitles Gonzaga School of Law graduates to take the bar exam in any state. The School of Law is also a member of the Association of American Law Schools.

## Objectives of Gonzaga University School of Law

Gonzaga School of Law belongs to a long and distinguished tradition of humanistic, Jesuit education. The school is committed to preserving that tradition and communicating it to the students. Accordingly, the School of Law seeks to challenge its students to incorporate knowledge of the past with the innovations of the present in order to better serve society. The education and development of the whole person is emphasized and an effort made to instill in the students a strong commitment to social justice and to encourage them to assume personal responsibility for and take individual initiative in the betterment of society.

The school recognizes its responsibility not only to the students, but also to the public and to the legal profession. As a result, the School of Law endeavors to graduate attorneys who, as capable problem-solvers, will be able to translate their thoughts into effective, productive action on behalf of their clients. Toward this end, an emphasis is placed on providing students with personal, individual attention.

One of the school's greatest strengths is the dedication and commitment of the faculty and staff. Gonzaga takes pride in providing students with a quality legal education which includes practical, hands-on experience that will ease their transition from the academic world to the world of legal practice.

## Full and Part-Time Programs

The School of Law offers a full-time, three-year, 90 semester credit degree along with a part-time, four-year or five-year, 90 semester credit degree. Flexible scheduling allows working students to successfully balance their legal education with their personal and professional lives. Of the 90 units necessary for graduation, 49 are required; the remaining units may be selected from electives and seminars. All degree credits must be completed within five years of matriculation.

## Curriculum

Gonzaga's legal education program is deliberately and delicately balanced. The rigorous, rounded curriculum focuses on legal analysis, problem-solving, values, and ethics. Equally important is the emphasis on practical experience enabling students to develop real-world

lawyering skills. As a component of this innovative approach to legal education, the School of Law offers electives in many different areas of the law, to include: public interest law, environment/natural resource law, business law and international law.

## Dual Degree Programs

The School of Law and the Graduate School of Business offer dual-degree programs leading to the Juris Doctor/Master of Business Administration (JD/MBA), and the Juris Doctor/Master of Accountancy (JD/MAcc). These programs train attorneys with a business background to provide skilled leadership in the sophisticated and challenging world of modern business transactions. Application must be made to the Graduate School of Business as well as to the School of Law.

There is also a JD/MSW dual-degree program which is designed to prepare law and social work professionals to practice either profession competently, and to enable them to use this unique amalgamation of skills in new and enriched ways. This four-year program (three years for students with "Advanced Standing" in Social Work) will lead successful students to a J.D. from Gonzaga University School of Law, and a Master's in Social Work from Eastern Washington University. Graduates of the JD/MSW dual-degree program will be skilled professionals who can make significant contributions in areas such as public benefits, mental health services, children's services, services for people with disabilities, education, elder law and services, and public health. The program meets all applicable American Bar Association and Council on Social Work Education accreditation guidelines. Admission to the JD/MSW program is highly selective, and is currently limited to a maximum of four students per year. Students must apply and be admitted to both Gonzaga University School of Law and the Eastern Washington University School of Social Work, and must meet each school's established admissions criteria. This includes qualifying scores on standardized tests, such as the Law School Admissions Test (LSAT). A candidate's application must be approved by both institutions before they are considered for this dual-degree program.

## Center for Law and Justice

Gonzaga School of Law offers its students the opportunity to practice law while in school. Rule 9 of the Washington State Bar Association allows students who have completed two years of course work (60 semester credits) to practice law under the supervision of a licensed attorney. Clinical experiences are available through an on-campus clinic and through externship offerings in legal settings such as criminal prosecution and defense, child dependency, juvenile court, and legal services work. On-campus clinical offerings include a general practice clinic and specific subject area clinics in family law, criminal defense, commercial law, elder law, Indian law, and tax law.

## Physical Facilities and Library

Rising from the banks of the beautiful Spokane River, the Gonzaga Law Center, which opened in May 2000, provides a stunning setting for research and learning. The law center offers a variety of classroom and library environments which support today's interactive teaching methods. Features throughout the building encourage students to greet each other and linger to talk and debate ideas in beautiful outdoor spaces, roof plazas and balconies, and comfortable lounges. Miles of state-of-the-art voice, data and video cable and a school-wide wireless network provide the "highway" for audio-visual, computer, and telecommunications technology throughout the building. The mix of classrooms, rooms for simulations of various sizes, and clinical teaching spaces provide flexibility which preserves the best of traditional law teaching while encouraging the introduction of new methods. The law library is designed to accommodate more than 303,000 volumes, and reflects the changing patterns of legal research. The library is a warm and inviting environment filled with natural light. Gonzaga's fine traditions of advocacy training and moot court competitions are promoted in the impressive Barbieri Courtroom.

### **Co-Curricular Activities**

Owing to the Jesuit mission to educate the whole person, students find it easy to become involved in a broad range of co-curricular activities at the School of Law. Gonzaga continually fields highly competitive teams who participate in numerous national moot court competitions. The studentrun Gonzaga Law Review in existence for forty years circulates throughout the country. The award-winning Student Bar Association is a strong, active organization that encourages student involvement. Students also have an opportunity to participate in the Linden Cup, Gonzaga's prestigious intra-school moot court competition, a client counseling competition, a negotiation competition, legal fraternities, the Gonzaga Public Interest Law Project, the Women's Law Caucus, the Hispanic Law Caucus, the Asian Pacific Islander Law Caucus, the International Law Society, the Environmental Law Caucus, the Gonzaga Intellectual Property Law Association and various other organizations and lecture committees. All law students are invited to join together in the Multi-Cultural Law Caucus to create a community that celebrates the diversity at Gonzaga and within the Spokane community.

### **Admissions**

The School of Law endeavors to attract students with ambitious minds, professional motivation, and commitment to the highest ethics and values of the legal profession. A faculty committee reviews all applications, and does not restrict their consideration to impersonal statistics. An applicant's unique qualities, such as work and life experiences, personal accomplishments, and the opinions of others as reflected in letters of recommendation, will also be considered.

## **SCHOOL OF LAW**

The School of Law seeks to enroll a diverse student body to ensure that the school and the legal profession are enriched

through the participation of people from different cultural and ethnic backgrounds. Those individuals who want the admission review committee to consider diversity factors in their application process should provide information about their experiences and background in their applications.

Students who are in good standing at another ABA law school may apply for admission to the School of Law with advanced standing.

For admission information, write or call:

Admissions Office  
Gonzaga University School of Law  
PO Box 3528  
Spokane, WA 99220-3528 1-800-793-  
1710 [admissions@lawschool.gonzaga.edu](mailto:admissions@lawschool.gonzaga.edu)  
[www.law.gonzaga.edu](http://www.law.gonzaga.edu)

## ENGLISH LANGUAGE CENTER

# English Language Center

Director: Raymond Fadeley

Associate Professor: M. Jeannot

Assistant Professors: R. Harris, J. Hunter, M. Runyan, M. Savage

Instructors: J. Akins, B. Arciszewska-Russo, H. Doolittle, J. Sevedge

Since 1978, the University's English Language Center (ELC) has addressed the needs of students whose native language is not English. In that time, Gonzaga's ELC has served nearly 8,000 students from other countries, introducing them to higher education in the United States, and providing Gonzaga's American students with the opportunity to meet, live with and exchange ideas with the young people from over seventy nations who have made up the ELC student population.

Instructional policies and program guidelines of the Gonzaga University ELC are in accordance with the Commission on English Language Program Accreditation (CEA), the national professional organization in this field, which approved Gonzaga ELC accreditation in 2002 and ten-year reaccreditation in 2008.

The ELC, with a faculty of nine full-time instructors, offers year-round intensive classes in ten levels of instruction in English as a Second Language (ESL). These courses are designed to meet the needs of foreign students seeking undergraduate and graduate admission to Gonzaga, as well as to assist international professionals in improving their English language ability. In addition to the academic ESL Program, the ELC offers special short-term language programs for contracted groups of students and foreign visitors during the spring and summer sessions.

Applications and inquiries for the ELC may be directed to the International Student Programs Office (Please see the International Student Program section of this catalogue). While admission to the intensive language program does not in itself imply admission to the regular degree programs of the University, satisfactory completion of the program fulfills the English language proficiency requirement for admission to regular programs of study. Students wishing to learn English for their own personal or professional reasons are also welcome to apply for admission to the ELC. In 1998, the ELC also initiated a Master's degree program in Teaching English as a Second Language (MA/TESL). Certain cross listed courses taught in the Teaching English as a Second Language program also fulfill the requirements necessary for a Washington State ESL endorsement. The student population of the ESL Program serves as a site for practica in MA/TESL and ESL endorsement, and ESL faculty members also teach in the graduate program. Please

also see the Gonzaga University Graduate Catalogue for details of the program.

The English Language Center offers a bridge course, UNIV 109, for first-term Gonzaga University international students who are not native speakers of English. The purpose of this course is to prepare students for ENGL 101 and to better prepare non-native English speaking students for successful University study.

The following students are automatically exempted from taking the writing test:

- 1) Those having achieved a score of 600 or higher on the TOEFL examination;
- 2) Those holding a Bachelor's degree from an institution whose primary language of instruction is English and;
- 3) Those who have completed a standard English composition course (e.g., ENGL 101) with a grade of "B" or better in a post-secondary U.S. institution of higher learning.

Unless exempt (see above), all non-native speakers of English entering matriculate undergraduate programs at Gonzaga University are required to complete UNIV 109 with a grade of "B" or higher. This includes post-baccalaureate registrants and second Bachelors degree candidates. Matriculating Gonzaga students may receive three course credits each for UNIV 109, the combination of ELCT 105 and ELCT 106, and/or the combination of ELCT 107 and ELCT 108 upon petition (maximum nine credits). These credits are only elective credits and while not satisfying any University core, major, minor or concentration requirement, may be used as three credits toward the total of the 128 semester credits required to graduate.

### ESL K-12 Endorsement

In conjunction with Gonzaga's School of Education, the MA/TESL Program also offers a 15 Credit ESL endorsement which consists of a combination of the asterisked courses shown above. In consultation with an advisor, the K-12 teacher candidate will design a hands-on course of study that examines the following:

- Contexts and orientations for TESOL and bilingual education
- An introduction to fundamental concepts of first and second language acquisition
- Ideas for teaching language through content and developing materials for the content-based classrooms
- Strategies for working with English language learners in classrooms
- Cross-cultural training for working with diverse populations
- Strategies for incorporating state standards into instruction and assessment for English language learners

### Teaching English as a Second Language Endorsement and Undergraduate Courses

MTSL 304 Immigrant and Refugee



Perspectives	3 credits	MTSL 312 Language and Cultural Identity	3 credits	MTSL 454 (EDTE 454) World Languages	3 credits	MTSL 401 Theory and Practice of Language
Teaching	3 credits	MTSL 404 Introduction to Sociolinguistics	3 credits	MTSL 408 Principles of Second Language Acquisition	3 credits	
MTSL 414 Literacy and English Language Learner	3 credits					
MTSL 480 ESL Language Camp	1 credits					

Contact the Certification office in the School of Education of information regarding courses that fulfill the requirements necessary for a Washington State ESL endorsement.

## English as a Second Language

### Lower Division

ELCT 099 English Language Workshop	0 - 20 credits	
ELCT 099A Entry Level Oral Communication	5 credits	Students are faced with immediate social and survival needs. Therefore, they learn the vocabulary and skills needed to communicate in the classroom and in other everyday situations and activities. There is an emphasis on basic English functions.
ELCT 099B Entry Level Grammar Support	5 credits	In this class, students are taught the basic grammatical structures necessary to speak and write about daily routines, past events, and future plans. Emphasis is on speaking and using English with a communicative competence, not accuracy.
ELCT 099C Entry Level Reading	5 credits	Reading classes stress survival reading objectives: applications, forms, notes, letters.
ELCT 099D Entry Level Writing	5 credits	This class develops students' ability to communicate in simple written English. Basic literacy skills are incorporated into the teaching: letter formation, sound-symbol relationships. Emphasis is on the integration of writing with other skills. Emphasis is on communicative intent, not accuracy.
ELCT 100A Entry Level Oral Communication	5 credits	Students are faced with immediate social and survival needs. Therefore, they learn the vocabulary and skills needed to communicate in the classroom and in other everyday situations and activities. There is an emphasis on basic English functions.
ELCT 100B Entry Level Grammar Support	5 credits	In this class, students are taught the basic grammatical structures necessary to speak and write about daily routines, past events, and future plans. Emphasis is on speaking and using English with a communicative competence, not accuracy.
ELCT 100C Entry Level Reading	5 credits	Reading classes stress survival reading objectives: applications, forms, notes, letters.
ELCT 100D Entry Level Writing	5 credits	This class develops students' ability to communicate in simple written English. Basic literacy skills are incorporated into

the teaching: letter formation, sound-symbol relationships. Emphasis is on the integration of writing with other skills. Emphasis is on communicative intent, not accuracy.	
ELCT 101A Basic Oral Communication	5 credits
Student must take placement test.	
ELCT 101B Grammar Support	5 credits
Student must take placement test.	
ELCT 101C Basic Written Communication: Reading	5 credits
Student must take placement test.	
ELCT 101D Basic Written Communication: Composition	5 credits
Student must take placement test.	
ELCT 101E Special Topics	1 - 10 credits
ELCT 102A Basic Oral Communication	5 credits
Student must take initial placement test or complete Level 101.	
Prerequisite(s): ELCT 101A	
ELCT 102B Grammar Support	5 credits
Student must take initial placement test or complete Level 101.	
Prerequisite(s): ELCT 101B	
ELCT 102C Basic Written Communication: Reading	5 credits
Student must take initial placement test or complete Level 101.	
Prerequisite(s): ELCT 101C	
ELCT 102D Basic Written Communication: Composition	5 credits
Student must take initial placement test or complete Level 101.	
Prerequisite(s): ELCT 101D	
ELCT 102E Special Topics	1 - 10 credits

## ENGLISH LANGUAGE CENTER

ELCT 103A Intermediate Oral Communication	5 credits	Student must take initial placement test or complete Level 102.
Prerequisite(s): ELCT 102A		
ELCT 103B Grammar Support	5 credits	Student must take initial placement test or complete Level 102.
Prerequisite(s): ELCT 102B		
ELCT 103C Intermediate Written Communication: Reading	5 credits	Student must take initial placement test or Level 102.
Prerequisite(s): ELCT 102C		
ELCT 103D Intermediate Written Communication: Composition	5 credits	Student must take initial placement test or complete Level 103.
Prerequisite(s): ELCT 102D		
ELCT 103E Special Topics	1 - 10 credits	
ELCT 104A Intermediate Oral Communication	5 credits	Student must take initial placement test or complete Level 103.
Prerequisite(s): ELCT 103A		
ELCT 104B Grammar Support	5 credits	Student must take initial placement test or complete Level 103.
Prerequisite(s): ELCT 103B		
ELCT 104C Intermediate Written Communication: Reading	5 credits	Student must take initial placement test or complete Level 103.
Prerequisite(s): ELCT 103C		

ELCT 104D Intermediate Written Communication:

Composition 5 credits Student must take initial placement test or complete Level 103.

Prerequisite(s): ELCT 103D

ELCT 104E Special Topics 1 - 10 credits

ELCT 105A Advanced Oral Communication 5 credits Student must take initial placement test or complete Level 104.

Prerequisite(s): ELCT 104A

ELCT 105B Grammar Support 5 credits Student must take initial placement test or complete Level 104.

Prerequisite(s): ELCT 104B

ELCT 105C Advanced Written Communication:

Reading 5 credits Student must take initial placement test or complete Level 104.

Prerequisite(s): ELCT 104C

ELCT 105D Advanced Written Communication:

Composition 5 credits Student must take initial placement test or complete Level 105.

Prerequisite(s): ELCT 104D

ELCT 105E Special Topics 1 - 10 credits

ELCT 106A Advanced Oral Communication 5 credits Student must take all co-requisite courses to earn foreign language credit. Prerequisite(s): ELCT 105A

ELCT 106B Grammar Support 5 credits Student must take all co-requisite courses to earn foreign language credit.

Prerequisite(s): ELCT 105B

ELCT 106C Advanced Written Communication:

Reading 5 credits Student must take all co-requisite courses to earn foreign language credit. Prerequisite(s): ELCT 105C

## ENGLISH LANGUAGE CENTER

ELCT 106D Advanced Written Communication:

Composition 5 credits Student must take all co-requisite courses to earn foreign language credit.

Prerequisite(s): ELCT 105D

ELCT 106E Special Topics 1 - 10 credits

ELCT 107A Communications Seminar 5 credits Student must take initial placement test or be recommended from Level 106. Prerequisite(s): ELCT 106A

ELCT 107B Grammar Support 5 credits Student must take initial placement test or be recommended from Level 106.

Prerequisite(s): ELCT 106B

ELCT 107C Academic Written Communication:

Reading 5 credits Student must take initial placement test or be recommended from Level 106.

Prerequisite(s): ELCT 106C

ELCT 107D Academic Written Communication:

Composition 5 credits Student must take initial placement test or be recommended from Level 106.

Prerequisite(s): ELCT 106D

ELCT 107E University Preparatory Seminar 3 credits Student must take initial placement test or be recommended from Level 106.

ELCT 107F Special Topics 1 - 10 credits

ELCT 108A Communications Seminar 5 credits Must take all co-requisite courses to earn certificate and language credit. Prerequisite(s): ELCT 107A

ELCT 108B Grammar Support 5 credits Must take all co-requisite courses to earn certificate and language credit.

Prerequisite(s): ELCT 107B

ELCT 108C Academic Written Communication:

Reading 5 credits Must take all co-requisite courses to earn certificate and language credit.

Prerequisite(s): ELCT 107C

ELCT 108D Academic Written Communication:

Composition 5 credits Must take all co-requisite courses to earn certificate and language credit.

Prerequisite(s): ELCT 107D

ELCT 108E University Preparation Seminar 3 credits Must take all co-requisite courses to earn certificate and language credit. Prerequisite(s): ELCT 107E

ELCT 108F Special Topics 1 - 10 credits

ELCT 109 University Writing for International

Students 3 credits Designed to prepare non-native English speaking undergraduate students for ENGL 101, the focus of the course is on standard academic writing, with an emphasis on note-taking, library research, reference materials, periodicals, and other outside resources. Content material will address orientation to American university study, educational standards, and expectations. Four major (5-7 pages) papers are required: compare/contrast, classification, expository, and research/argumentation. Other writing assignments will be determined by the instructor.

ELCT 180 Special Topics 1 - 20 credits ELCT 190 Directed Study 1 - 20 credits **Teaching English as a Second Language**

### Upper Division

MTSL 304 Immigrant and Refugee Perspectives 3 credits Designed for students interested in sociocultural perspectives on identity and language and their intersection in diverse cultural communities.

MTSL 401 Theory and Practice of Language

Teaching 3 credits The course is a special intensive summer course that explores current methods, materials and principles used in teaching languages. Students learn how to apply these methods to the specific needs of language learners during a language camp practicum (MTSL 480).

MTSL 402 Pedagogical Grammar 3 credits This course will focus on language analysis for ESL teachers Issues and insights of inter-language development, contrastive analysis, discourse, analysis, and pedagogical grammar will be interwoven throughout this course. Students will apply this knowledge to some of the tasks of teaching a second or foreign language including providing feedback, selecting and designing presentation materials, and focusing activities.

MTSL 404 Introduction to Sociolinguistics 3 credits This course will examine how communication in ESL education shape relationships with non members and members of a community. In particular, it will examine

how the control of communication in bilingual and ESL education affects cognitive, social-cultural, affective, and linguistic development in bilingual and ESL classrooms. Theories studied in this course will help build an understanding of how to observe and analyze the effects of communication patterns on learning opportunities for ESL students.

#### MTSL 408 Principles of Second Language

Acquisition 3 - 4 credits This course will investigate some of the major theoretical concepts that have developed in the field of second language learning and teaching with emphases on the concepts of interaction, learner strategies, routines, negotiating meaning, motivation and developmental processes within sociocultural contexts.

#### MTSL 414 Literacy and English Language

Learner 3 credits This course will involve discussion and review of relevant research in reading and writing. It also includes a critical investigation of research to implementation in the language classroom.

#### MTSL 417 Phonology 1 credit

Introduces the International Phonetic Alphabet and covers basic techniques for improving second-language learners' pronunciation, using recording analysis to plan strategies and design materials.

#### MTSL 454 (EDTE 454) Secondary Methods: World

Languages 3 credits This course presents theories and methods appropriate to teaching a foreign language in the secondary school. (Fulfills methods requirements for K-12 Endorsement)

#### MTSL 480 TESL Language Camp Practicum 1 credit

An integral feature of the Summer Institute (MTSL 401) is the TESL Language Camp which provides a unique opportunity for its participants to work with ESL students of various ages, nationalities, and proficiency levels. Included in this enhanced hands-on experience are opportunities for observation, teaching, and participation in social activities with ESL students.

#### MTSL 490 Independent Study 1 - 6 credits

# DIRECTORIES



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



A single date following the name indicates the beginning of service in the University. When two dates are given, the second, in parentheses, is the date to the present position.

**Thayne M. McCulloh, 1990 (2009)**, interim President and Assistant Professor of Psychology - B.A., Gonzaga University; D.Phil., Oxford University.

**Bernard J. Coughlin, S.J., 1974 (1997)**, Chancellor of the University and Professor of Sociology - B.A., Ph.L., and S.T.L., Saint Louis University; M.S.W., University of Southern California, Ph.D., Brandeis University. **Joan Allbery, 1969 (2007)**, Interim Vice President for

Administration and Planning – B.G.S., Gonzaga University.

**Charles J. Murphy, 1978 (1997)**, Vice President for Finance - B.B.A., Gonzaga University. CPA State of Washington.

**Margot J. Stanfield, 1984 (1991)**, Vice President for University Relations - B.A., Eastern Washington University; M.A., Gonzaga University.

**Sue Weitz, 1981 (1987)**, Vice President for Student Life B.A., M.Ed., College of Idaho; Ph.D., Gonzaga University.

**Clarence H. Barnes, 1973 (1979)**, Dean, School of Business Administration and Professor of Economics B.B.A., Ohio University; M.B.A., Xavier University; Ph.D., University of Tennessee.

**Eileen Bell-Garrison, 1981 (2001)**, Dean of Library Services and Assistant Professor, Foley Center Library - B.A., Wittenberg University; M.A., University of Cincinnati; M.L.S., University of Kentucky; Ph.D., Gonzaga University.

**J. Patrick Burke, 1989 (2004)**, Dean, Gonzaga-in-Florence and Professor of Philosophy, Gonzaga-in-Florence - B.A., Gonzaga University, 1965; M.A., St. Louis University, 1967; Ph.D., Katholieke Universiteit Leuven, 1978.

**Dennis R. Horn, 1997**, Dean, School of Engineering and Applied Science and Professor of Civil Engineering - B.S.E., Princeton University; Ph.D., The Johns Hopkins University.

### ADMINISTRATION

**Mary McFarland, 1998**, Dean, School of Professional Studies and Professor of Nursing - B.S.N., University of Iowa; M.S., University of Portland; Ph.D., Gonzaga University.

**Marc Manganaro, 2007**, Dean, College of Arts and Sciences and Professor of English – B.A., University of Nebraska at Omaha; M.A., San Francisco State University; Ph.D., University of North Carolina at Chapel Hill.

**Earl F. Martin, 2005**, Professor and Dean of the School of Law – B.A., University of Kentucky College of Communications, 1984; J.D., University of Kentucky College of Law, 1987; LL.M., Yale Law School, 1996.

**Jon D. Sunderland, 1979 (2007)**, Dean, School of Education and Associate Professor of Sport and Physical Education - B.A., California Polytechnic State University, 1968; M.A., California Polytechnic State University, 1971; Ph.D., University of Oregon, 1981.

**Raymond F. Reyes, 1988 (1998)**, Associate Mission Vice President for Intercultural Relations and Assistant Professor of Education - B.A., Eastern Washington University; M.P.A., Baruch College of the City University of New York; Ph.D. ,

Gonzaga University.

**James M. Vaché, 1975 (2008)**, Associate Academic Vice President, Emeritus Professor of Law – B.A., Washington State University; J.D., University of Washington

**Jolanta Kozyra, 1988 (2004)**, Assistant Academic Vice President, University Registrar, Director of Institutional Research, and Adjunct Instructor of Counselor Education B.A., Gonzaga University, 1991; M.A., Gonzaga University, 1994; Ph.D. candidate, Gonzaga University.

**Michael J. Casey, 2000**, Corporation Counsel - B.A.,  
Gonzaga University; M.A., University of Northern Colorado;  
J.D., Gonzaga University.

---

## Members of the Corporation of Gonzaga University

**Michael Cook, S.J.** - *Presiding Officer*  
Professor, Religious Studies

**Kenneth R. Krall, S.J.** - *Secretary*  
Assistant Rector, Jesuit Community  
Instructor, Classical Civilizations

**Timothy R. Clancy, S.J.**  
Associate Professor of Philosophy

**Stephen Hess, S.J.**  
Dean of Students, Dean of Student Services

**Stephen Kuder, S.J.**  
Rector, Jesuit House Community,  
Associate Professor, Religious Studies

**William F. Ryan, S.J.**  
Associate Professor of Philosophy

**Gary Uhlenkott, S.J.**  
Associate Professor  
Jazz Studies & Piano Music



## BOARD OF TRUSTEES

### **Donald P. Nelles - Chair**

CPA,  
Nellco,  
Seattle, Washington

### **John J. Luger – Vice Chair** President,

JDL Enterprises,  
Bellevue, Washington

### **Andrew Agwunobi, CEO,**

Providence Health Care  
Spokane, WA

### **Timothy Barnard** President,

Barnard Construction Company, Inc.,  
Bozeman, Montana

### **Anthony Bonanzino**

CEO,  
Institute for Systems Medicine  
Spokane, Washington

### **Paul Brajcich** Partner,

KPMG,LLP  
Seattle, Washington

### **Fred A. Brown** CEO,

Next IT Corporation,  
Spokane, Washington

### **Frank E. Case, S.J.** Seattle

University

Seattle, Washington **Timothy**

### **Clancy, S.J.** Associate Professor,

Philosophy

Gonzaga University  
Spokane, Washington

### **Geraldine Craves**

Redmond, Washington

### **J. Donald Curran** Attorney at

Law,  
Delay, Curran, Thompson & Pontarolo,  
P.S.,  
Spokane, Washington **John P.**

### **Fitzgibbons, S.J.** Vice President,

Administration

University of San Francisco  
San Francisco, California

### **Donald H. Herak** President,

Herak Enterprises, Inc.,  
Spokane, Washington **Joseph**

### **W. Koterski, S.J.** Professor of

Philosophy,

Fordham University,  
Bronx, New York **Steve**

**Kuder, S.J.** Rector, Jesuit  
Community

Gonzaga University  
Spokane, Washington **David**

### **Leigh, S.J.**

Professor of English,  
Seattle University,  
Seattle Washington

### **Rita Illig Liebelt** President,

Illig Construction Company,  
Los Angeles, California

### **Shannon McCambridge**

Seattle, Washington

### **Jack McCann**

President,  
Jack McCann Company, Inc.,  
Kent, Washington

### **Philip G. McCarthy, CLU** Philip G.

McCarthy and Associates,  
Salt Lake City, Utah

### **Kevin D. McQuilkin**

Managing Director, Global Banking  
Deutsche Bank Securities, Inc  
New York, New York

### **Scott Morris**

President,  
Avista Utilities,  
Spokane, Washington

### **Michael A. Patterson**

President,  
Patterson, Buchanan, Fobes, Leitch &  
Kalzer, P.S., Inc.,  
Seattle, Washington

### **Joseph S. Rossi, S.J.** Loyola

College in Maryland  
Baltimore, Maryland

### **Kathleen Magnuson Sheppard**

Spokane, Washington **Robert J.**

### **Spitzer, S.J.**

President,  
Gonzaga University,  
Spokane, Washington

### **Peter F. Stanton**

Chairman & CEO,  
Washington Trust Bank,  
Spokane, Washington

**John M. Stone**

Principal,  
SMR Development, LLC,  
Spokane, Washington

**Edward Taylor** Vice

Provost & Dean,  
Undergraduate Academic Affairs,  
University of Washington,  
Seattle, Washington

**Gregory A. Hubert** - President

President,  
RDC of America.,  
Huntspoint, Washington

**Robert J. Day** - Vice President

Gig Harbor, Washington

**Peter Allison**

President, CEO  
IDM Technologies  
Gig Harbor, Washington

**Richard F. Angotti**

President & CEO,  
St. Joseph's Ambulance  
Service,  
San Rafael, California

**Peter Arkison**

Attorney at Law,  
Law Offices of Peter  
Arkison, Bellingham,  
Washington

**Janelle Axtell**

Staff Regent, Gonzaga  
University  
Spokane, Washington

**Mark Britton**

CEO and President  
AVVO, Inc  
Seattle, Washington

**Robert L. Burke**

Lake Oswego, Oregon

**Nancy S. Burnett**

Newport, Washington

**Sharon Cade**

Portland, Oregon

**Rebecca Cates**

Vice President -  
Treasurer, Expeditors  
International of WA, Inc.,

**Robert**

President  
Tomlinson Consulting  
Coeur d'Alene, Idaho **Alvin**

**(Fritz) Wolff, Jr.**

Chairman,  
The Wolff Company, LLC,  
Scottsdale, Arizona

**Tomlinson**

Olympia, Washington

**Al Faulkner**

President, Gonzaga  
Preparatory High School,  
Spokane, WA

**William Geary**

Boeing Canada  
Technology,  
Winnipeg Manitoba  
Canada

**Theresa Gee**

Co-owner, Gee  
Automotive  
Liberty Lake,  
Washington

**Donald Hackney**

Assitant Professor,  
School of Business  
Administration, Gonzaga  
University,  
Spokane, Washington

**Robert J. Hamacher**

Managing Partner,  
BHW1, LLC,  
Spokane, Washington

**Jack Heath**

President and CEO,  
Washington Trust Bank,  
Spokane, Washington

**John Hemmingson**

Manager, Lakeside  
Capital Group  
Coeur d'Alene, Idaho

**Mary Herche**

Seattle, Washington

**BOARD OF REGENTS****Lorelei Herres**

Seattle, Washington **Gerard**

**V. Centioli**

President and CEO,  
ICON, LLC,  
Seattle, Washington

**Craig T. Clifford** Principal

Clifford Enterprises  
Spokane, Washington

**Joseph Columbus**

Anchorage, Alaska

**Walter F. Conn**

Altadena, California

**VaLena Curran**

Attorney at Law,  
Delay, Curran,  
Thompson & Pontarolo,  
P.S.,  
Spokane, Washington

**Barbara Daniels**

CMO, University of  
Minnesota  
Minneapolis, Minnesota

**Kevin Daniels**

President,  
Nitze-Stagen & Co., Inc.,  
Seattle, Washington

**Angel M. Diez**

VP & General Manager,  
Pope and Talbot,  
Portland, Oregon

**Richard Eymann**

Eymann Allison  
Fennessy Hunter &  
Jones,  
Spokane, Washington

**Mary Fairhurst**

State of Washington  
Supreme Court Justice,

Mercer Island,  
Washington

**Kelley Hickey**

Student Regent,  
Gonzaga University,  
Spokane Washington

**Christine Hogan**

Executive Vice  
President,  
Hogan Family  
Foundation,  
Newbury Park, California

**Stanton K. Hooper**

Chairman,  
Stanton Developments,  
LTD,  
Edmonton, Alberta,  
Canada

**Gregory Huckabee**

Professor, University of  
South Dakota  
Vermillion, South Dakota

**Marcus Jundt**

Minnetonka, Minnesota

**Margel Kaufman**

Realtor, Coldwell Banker  
San Francisco, California

**James Kubacki**

Eastside Catholic School  
Sammamish,  
Washington

**Michael D. Lucarelli**

Sammamish,  
Washington

**Lita Luvera**

Attorney at Law,  
Luvera, Barnett,  
Brindley,  
Beninger & Cunningham,  
Seattle, Washington

**John Madri**

Spokane, Washington

**Simon Manning**

Lazard Capital Markets  
San Francisco, California

**Robert McCambridge**

President and CEO,

Key Bank, Key Business  
Services,  
Bellevue, Washington

**Thomas K. McCarthey**

Russian Art Dealer,  
Park City, Utah

**Colleen Meighan**

Spokane, Washington

**BOARD OF REGENTS**

**Joanne Mencarini**

Law Student Regent,  
Gonzaga University,  
Spokane, Washington

**William Mick**

Lake Forest, Illinois

**John P. Moynier**

Napa, California

**Molly Murphy,**

OEM, Zone Manager,  
Eaton Corporation  
Bellevue, Washington

**Susan Norwood**

Faculty Regent,  
Gonzaga University  
Spokane, Washington

**John J. Parente**

Attorney at Law, Parente  
& Christopher  
San Francisco, California

**Mary Jane Patterson**

Seattle, Washington

**Richard Powers**

Partner, Venable, LLP,  
Washington, DC

**William Quigg**

President,  
Grays Harbor Paper,  
L.P.,  
Hoquiam, Washington

**Edward Ralph**

Spokane, Washington

**Gary Randall**

Attorney at Law,  
Workland, Witherspoon,  
PLLC,  
Spokane, Washington

**Jeffrey Reed**

President/CEO Basic  
Resources, Inc.  
Modesto, California

**D. Michael Reilly**

Director, Chair -  
Employment,  
Lane Powell,  
Seattle, Washington

**Irene Ringwood**

Partner, Ball Janik, LLP  
Washington DC

**Norman L. Roberts**

Woodland Hills,  
California

**Karen L. Sayer**

Attorney at Law  
Sayre & Sayre  
Spokane, Washington

**Reed Schiffrman**

Attorney at Law  
Seattle, Washington

**James V. Schumacher**

GM Life Sciences,  
Mercury Computer  
Systems  
Fuerth Germany

**Mary Shanahan**

Indian Wells, California

**Shivang Sharma**

Student Regent,  
Gonzaga University,  
Spokane, Washington

**David R. Shea**

President,  
Eagle Pointe Const. &  
Mgmt. Inc.,  
Spokane, Washington

**Richard J. Shinder**

Managing  
Director, Global  
Special Situations,  
Merrill Lynch & Co,  
New York, New York

**Bishop William Skylstad**

Catholic Diocese of  
Spokane,

Spokane, Washington

**Patricia Smith**

Co-owner,  
William Smith Properties,  
Inc.,  
Bend, Oregon

**Albert A. Stadtmueller**

President,  
Albert A. Stadtmueller &  
Co., P.S.,  
Spokane, Washington

**Dick Taylor, II**

Realtor, John L. Scott  
Redmond, Washington

**James S. Thompson**

Tucson, Arizona

**Thatcher Thompson**

The Capital Group, New  
York, New York

**Timothy Thompson**

President,  
Thompson Smith  
Consulting Group,  
Inc.  
Tacoma, Washington

**Michele Tiesse**

First Vice President,  
Smith Barney  
Seattle, Washington

**Diane Timberlake**

University of  
Washington, Seattle, WA

**John Timm**

President,  
Timmco Insurance, Inc.,  
Portland, Oregon

**Michael Tobin**

Director of Commercial  
Real Estate, Pacific  
Union Commercial  
Brokerage  
San Francisco, California

**Michael F. Tucci**

President,  
Tucci and Sons, Inc.,  
Tacoma, Washington

**Kurt Walsdorf**

Bank of America,  
Spokane, Washington

**Kevin P. West**

Senior Vice President -  
Investments,  
Smith Barney,  
Spokane, Washington

**Fritz H. Wolff**

Co-President, The Wolff  
Company  
Scottsdale, Arizona

**James J. Workland**

Attorney at Law,  
Workland, Witherspoon,  
PLLC,  
Spokane, Washington

**John Worthing**

Partner,  
Worthing Capital,  
Menlo Park, California

**William Wrigglesworth**

President & CEO, Payne  
Financial Group, Inc.  
Spokane, Washington

**Irving Zakheim**

President, Zak Designs,  
Inc.  
Airway Heights,  
Washington

# University Faculty

As of January 2009.

A single date following the name indicates the beginning of service in the University. When two dates are given, the second, in parentheses, is the date of promotion to the present academic rank.

DALE ABENDROTH, 1989, Assistant Professor of Nursing A.A., Los Angeles Valley College, 1972; B.S.N., California State University at Los Angeles, 1976; M.N., University of California at Los Angeles, 1985; Ph.D., Gonzaga University, 2005.

JEANNETTE ABI-NADER, H.M., 1988 (2002), Professor Emerita of Education and Associate Professor of Leadership Studies - B.A., Seton Hill College, 1961; M.A., University of Notre Dame, 1969; Ph.D., Georgia State University, 1987.

UPENDRA ACHARYA, 2005, Assistant Professor of Law – LL.B., Tribhuvan University, 1985; M.C.L., University of Delhi, 1990; LL.M., University of Utah, 1996; S.J.D., University of Wisconsin Madison, 2002.

JENNIFER W. AKINS, 2006, Lecturer of English as a Second Language – B.A., Westmont College, 1982; M.A., Washington State University, 1986.

JOSEPH F. ALBERT, 1994, Assistant Professor of Organizational Leadership - B.S., St. Joseph's University, 1974; M.A., Gonzaga University, 1984; Ph.D., Gonzaga University, 1993.

MARK ALFINO, 1989 (2001), Professor of Philosophy B.A., George Washington University, 1981; M.A., University of Texas at Austin, 1984; Ph.D., University of Texas at Austin, 1989.

GAIL H. ALLWINE, 1975 (2006), Professor Emeritus of Electrical Engineering - B.S., University of Washington, 1961; M.S., University of Washington, 1965; Ph.D., University of Washington, 1974.

KIRK R. ANDERS, 2003 (2009), Associate Professor of Biology - B.A., Whitman College, 1987; Ph.D., University of Wisconsin-Madison, 1997.

KENNETH S. ANDERSON, 1986 (2000), Professor of Management - B.B.A., Gonzaga University, 1981; M.B.A., Gonzaga University, 1982; Ph.D., University of Nebraska, 1988.

ALESSANDRO (DON) ANDREINI, 2006, Adjunct Instructor of Religious Studies, Gonzaga in Florence – Doctorate in Philosophy, University of Florence; Ph.D. in Theology, La Scuola Alti Studi, Fondazione S. Carlo di Modena.

KHYRUDDIN AKBAR ANSARI, 1985, Professor of Mechanical Engineering - B.S.E.E., Osmania University, 1964; M.S.M.E., University of California at Berkeley, 1965; Ph.D., University of Texas at Arlington, 1972.

ROBERT JOHN ARAUJO, S.J., 1994 (1998), Professor of Law - A.B., J.D., Georgetown University, 1970, 1973; LL.M., J.S.D., Columbia University, 1990, 1992; M.Div., S.T.L., Weston School of Theology, 1993, 1994; B.C.L., Oxford University, 1994.

BEATA I. ARCISZEWSKA-RUSSO, 2007, Lecturer of English as a Second Language – B.A., Adam Mickiewicz University, 1988; M.A., University of Gdansk, 1991.

ARMSTRONG, JOSHUA, 2004, Lecturer of Leadership Studies/Director, Comprehensive Leadership Program – B.A., Whitworth College, 1995; M.Ed., University of Vermont, 1997; Ph.D., Michigan State University, 2004.

ABDUL AZIZ, 1982, Professor of Mechanical Engineering B.S.M.E., B.S.E.E., University of Karachi, 1963; Ph.D., University of Leeds, 1966.

MATTHEW S. BAHR, 2004, Assistant Professor of Sociology - B.S., Brigham Young University, 1992; M.S., Brigham Young University, 1994; Ph.D., Purdue University, 2002.

SERENA BALDINI, 2004, Adjunct Instructor of Italian, Gonzaga in Florence - Dottore in Filosofia - Facoltà di Lettere e Filosofia, Università degli Studi di Firenze, 1996. Post Laurea Program - Language and Communication Department of Linguistics - Università degli Studi di Firenze, 1996/1997, Masters in Teaching Italian, Università of Venice, 2006.

MEGAN J. BALLARD, 2004, Associate Professor of Law B.A., Lewis and Clark College, 1984; M.A., University of Wisconsin-Madison, 1987; J.D., University of Wisconsin, 1994; L.L.M., University of Wisconsin Law, 1999.

STEPHEN E. BALZARINI, 1978 (1991), Associate Professor of History - B.S., Montana State University, 1970; Ph.D., Washington State University, 1979.

FR. PATRICK W. BARAZA, 2005, Lecturer – B.Div., Pontificia Universitas Urbaniana, Rome, 1982; S.T.L., Jesuit School of Theology at Berkeley, 1995; Th.D., Graduate Theological Union at Berkeley, 2002.

OLGA BARANOVA, 2009, Adjunct Instructor of Contemporary History, Gonzaga in Florence – B.A. in History – Belarusian State Pedagogical University (B.S.P.U.), Maxim Tank, Minsk – Belarus, 2000 – M.A. in Methodology of Teaching History in High Education Institutions at B.S.P.U., 2001, M.A. in Contemporary History of Central and Eastern Europe, Central European University (CEU), Budapest - Hungary, 2003 - PhD in History at European University Institute (EUI), Florence, Italy, 2008.

CLARENCE H. BARNES, 1973 (1996), Professor of Economics and Dean of the School of Business Administration - B.B.A., Ohio University, 1963; M.B.A., Xavier University, 1967; Ph.D., University of Tennessee, 1973.

GERHARD J. BARONE, 2006, Assistant Professor of Accounting – B.A., Haverford College, 1991; B.B.A., University of Alaska-Anchorage, 1995; Ph.D., University of Wisconsin-Madison, 2002.

ANJALI BARRETTO, 2001 (2006), Associate Professor of Special Education - B.A., Goa University, 1991; M.A., Gonzaga University, 1997; Ph.D., University of Iowa, 2001.

MONICA BARTLETT, 2006, Assistant Professor of

- Psychology – B.A., Lewis and Clark College, 1998; M.S., Northern University, 1999; M.A., Northeastern University, 2003; Ph.D., Northeastern University, 2006.
- HENRY BATTERMAN, 1984 (2002), Associate Professor of Modern Languages, Gonzaga in Florence - B.A., University of Colorado, 1978; M.A., University of Michigan, 1981.
- CAROLE J. BAUMGARTNER, 2001, Lecturer of English — B.A., University of Washington, 1984; M.A., Eastern Washington University, 1989.
- JOHN H. BECK, 1988 (2003), Professor of Economics and Program Director of Economics in the College of Arts and Sciences - B.A., Michigan State University, 1971; M.A., Michigan State University, 1973; Ph.D., Michigan State University, 1976.
- CHERYL A. BECKETT, 1991, Associate Professor of Legal Research and Writing and Director, Research and Writing Program - A.B., Rutgers University, 1974; J.D., Gonzaga University, 1981.
- NANCY BECKHAM, 2004, Assistant Professor of Nursing B.S.N., Mary College, 1980; M.S.N., Idaho State University, 1997; Ph.D., University of Utah, 2003.
- JULIE BECKSTEAD, 2002 (2007), Associate Professor of Biology - B.S., Brigham Young University, 1991; M.S., Brigham Young University, 1994; Ph.D., University of Illinois at Urbana-Champaign, 2001.
- FILIPPO BELACCHI, 2008, Adjunct Instructor of English, Gonzaga in Florence - B.A. and M.A. at Università degli Studi di Urbino, Urbino, Italy, 1999; Ph.D. at Università degli Studi di Urbino, Urbino, Italy in European Intercultural Studies, 2005.
- ROBERT T. BELL, 2007, Assistant Professor of Military Science – Master Sergeant, United States Army.
- EILEEN BELL-GARRISON, 1981, Assistant Professor, Foley Center Library, and Dean of Library Services, Foley Center Library - B.A., Wittenberg University, 1975; M.A., University of Cincinnati, 1977; M.L.S., University of Kentucky, 1979; Ph.D., Gonzaga University, 1991.
- ELISABETH D. BENNETT, 1998 (2006), Associate Professor of Counselor Education - B.S., Brigham Young University, 1983; M.S., University of Utah, 1989; Ph.D., University of Utah, 1994.
- RANDALL W. BENNETT, 1988 (1999), Professor of Economics - B.A., Washington State University, 1974; M.A., Washington State University, 1977; Ph.D., Michigan State University, 1984.
- MIRJETA S. BEQIRI, 2002 (2009), Associate Professor of Operations Management - B.B.A., University of Tirana, 1988; M.B.A., Southern Illinois University at Carbondale, 1996; Ph.D., Southern Illinois University, 2004.
- MARIA E. BERTAGNOLLI, 1993 (2008), Professor of Biology and Associate Dean of College of Arts and Sciences - B.S., Gonzaga University, 1987; Ph.D., University of Utah, 1993.
- ANDREA M. BERTOTTI METOYER, 2006, Assistant Professor of Sociology – B.A., Gonzaga University, 1996; M.A., Loyola University Chicago, 1999; Ph.D.; Loyola University Chicago, 2003.
- KIRK M. BESMER, 2003 (2009), Associate Professor of Philosophy - B.A., University of Dallas, 1993; M.A., University of Notre Dame, 1995; Ph.D., University of Notre Dame, 2002.
- ROBERT C. BIALOZOR, 1975 (2009), Associate Professor Emeritus of Educational Leadership and Administration B.S., University of Wisconsin, 1964; M.S.Ed., Northern Illinois University, 1966; Ed.D., Northern Illinois University, 1970.
- JEFFREY D. BIERMAN, 1996 (2004), Professor of Physics - B.A., Hastings College, 1990; M.S., University of Washington, 1991; Ph.D., University of Washington, 1995.
- RAYMOND A. BIRGENHEIER, 1980 (1999), Professor Emeritus of Electrical Engineering - B.S., Montana State University, 1963; M.S., University of Southern California, 1965; Ph.D., University of California at Los Angeles, 1972.
- DIANE BIRGINAL, 2001 (2009), Senior Lecturer of Modern Languages - B.A., University of Nebraska at Omaha, 1988; M.A., Arizona State University, 1995.
- PIERLUCA BIRINDELLI, 2008, Adjunct Instructor of Sociology and Communication, Gonzaga in Florence – B.A. in Political Science at Università degli Studi di Firenze, Firenze, Italy, 1998; M.A. in Media, Communication and Cultural Studies at Università degli Studi di Firenze, Firenze, Italy, 1999; Ph.D. in Sociology of Culture and Communication, Università degli Studi di Firenze, Firenze, Italy, 2003.
- G. EDDY BIRRER, 1984, Professor of Accounting - A.B., Carroll College, 1966; M.B.A., Gonzaga University, 1969; Ph.D., University of North Dakota, 1981.
- ANDREW J. BISSON, 2008, Assistant Professor of Military Science – B.A., Montana State University, 2004; Captain, United States Army.
- MARK D. BODAMER, 2007, Associate Professor of Psychology – B.A., Marquette University, 1981; M.S., Central Washington University, 1987; Ph.D., University of Nevada-Reno, 1997.
- DAVID L. BOOSE, 1998 (2004), Associate Professor of Biology - B.A., University of Pennsylvania, 1983; M.S., Cornell University, 1986; Ph.D., University of California at Davis, 1995.
- DEBORAH A. BOOTH, 1992 (1998), Associate Professor of Teacher Education - B.S., University of Pittsburgh, 1976; M.A., University of Missouri, 1980; Ph.D., University of Missouri, 1991.
- NOEL E. BORMANN, P.E., 1988 (2000), Professor of Civil Engineering - B.S., Colorado State University, 1979; M.S., Colorado State University, 1980; Ph.D., Colorado State University, 1988.
- CARL SCOTT BOZMAN, 1990 (2004), Professor of Marketing, - B.Sc., University of Idaho, 1980; M.A., University of Victoria, 1983; Ph.D., Washington State University, 1990.
- M. LISA BRADLEY, 1999, Assistant Professor of Legal Research and Writing - B.A., University of Montana, 1980; J.D., Gonzaga University, 1991.
- GRIGORE I. BRAILEANU, 1987 (1994), Professor of Electrical Engineering - B.S., Polytechnic Institute of

- Bucharest, 1962; Ph.D., Polytechnic Institute of Bucharest, 1981.
- GABRIELLA BROOKE, 1979 (2000), Professor of Modern Languages and Program Director of Italian Studies Diploma di traduttrice, Università degli Studi, Trieste, 1968; B.A., Washington State University, 1971; M.A., Gonzaga University, 1982; M.A., University of Washington, 1988; M.F.A., Eastern Washington University, 1991.
- JANET Z. BROUGHER, 1978 (1985), Assistant Professor of Educational Leadership and Administration - B.A., Linfield College, 1964; M.A., Gonzaga University, 1978; Ph.D., Gonzaga University, 1984.
- LISA BROWN, 2001, Associate Professor of Organizational Leadership - B.A., University of Illinois, 1978; M.A., University of Colorado, 1981; Ph.D., University of Colorado, 1986.
- LORI A. BROWN, 2008, Lecturer of Nursing – A.D.N., Pensacola Junior College, 1997; B.S.N., University of South Alabama, 2001; M.S.N., University of South Alabama, 2002.
- MARY A. BROWN, 1999, Assistant Professor of Counselor Education - B.A., Gonzaga University, 1968; M.Ed., Gonzaga University, 1975.
- LAURA BRUNELL, 2002 (2006), Associate Professor of Political Science - B.A., American University, 1989; M.A., University of Colorado, 1993; Ph.D., University of Colorado, 1999.
- ROBERT L. BRYANT, 1987 (2001), Professor of Computer Science - B.S., University of Montana, 1985; M.S., Washington State University, 1987.
- PAUL F. BULLER, 1989, (1993), Professor of Management and Kinsey Robinson Professor of Business - B.S., University of Utah, 1974; M.S.W., University of Utah, 1976; M.B.A., University of Washington, 1981; Ph.D., University of Washington, 1982.
- JANET BURCALOW, 1986 (2001), Professor Emerita of Teacher Education - B.S., Winona State University, 1969; M.S., Winona State University, 1977; Ph.D., University of Minnesota, 1982.
- J. PATRICK BURKE, 1989 (2004), Dean of Gonzaga-inFlorence and Professor of Philosophy, Gonzaga-inFlorence - B.A., Gonzaga University, 1965; M.A., St. Louis University, 1967; Ph.D., Katholieke Universiteit Leuven, 1978.
- JOHN R. BURKE, 1982 (1995), Professor of Mathematics B.A., Southern Illinois University, 1972; M.S., Southern Illinois University, 1975; Ph.D., Washington State University, 1982.
- DANIEL S. BUTTERWORTH, 1992 (2009), Professor of English - B.A., Western Washington University, 1979; M.A., University of North Carolina at Chapel Hill, 1982; Ph.D., University of North Carolina at Chapel Hill, 1988.
- JILLIAN R. CADWELL (2008), Assistant Professor of Civil Engineering - B.S., Gonzaga University, 2003; Ph.D., University of Colorado at Boulder, 2008.
- DAVID CALHOUN, 1989 (1996), Associate Professor of Philosophy - B.A., Louisiana State University, 1981; M.A., Northwestern University, 1985; Ph.D., Northwestern University, 1989.
- MASSIMO CAPOBIANCHI, 1996 (2005), Professor of Mechanical Engineering - B.E., State University of New York at Stony Brook, 1981; M.S., State University of New York at Stony Brook, 1991; Ph.D., State University of New York at Stony Brook, 1996.
- JOHN S. CAPUTO, 1990, Professor of Communication Arts - B.A., California State University at Long Beach, 1969; M.A., California State University at Long Beach, 1971; M.A., Claremont Graduate School and University Center, 1976; Ph.D., Claremont Graduate School and University Center, 1977.
- MICHAEL LIEBERMAN CAREY, 1987 (1992), Associate Professor of Organizational Leadership - B.A., Loyola Marymount University, 1974; M.A., Gonzaga University, 1984; Ph.D., Gonzaga University, 1987.
- KAY C. CARNES, C.P.A., 1978 (2000), Associate Dean and Professor of Accounting, Coordinator, Accounting Programs, and Director, Graduate Programs - B.A., University of Washington, 1960; B.B.A., Idaho State University, 1977; M.B.A., Idaho State University, 1978; Ph.D., Saint Louis University, 1990.
- MERCEDES CARRARA, 1974, Assistant Professor of Art History, Gonzaga in Florence - B.A., Manhattanville College, 1973; M.A., Rosary College, 1974.
- ROBERT C. CARRIKER, 1967 (1976), Professor of History - B.S., Saint Louis University, 1962; M.A., Saint Louis University, 1963; Ph.D., University of Oklahoma, 1967.
- WILLIAM J. CARSRUD, 1971 (2007), Professor Emeritus of Mathematics - B.A., Knox College, 1962; M.S., University of Oregon, 1964; Ph.D., University of Oregon, 1971.
- RONALD (RON) CARSWELL, 1991 Adjunct Associate Professor of Educational Leadership and Administration B.A., University of British Columbia, 1960; M.A.T., University of Florida, 1964; Ed.D., University of Florida, 1968.
- KEVIN CHAMBERS, 2000 (2007), Associate Professor of History - B.A., Brigham Young University, 1991; M.A., U.C. Santa Barbara, 1993; Ph.D., U.C. Santa Barbara, 1999.
- SYDNEY CHAMBERS, 1989, Assistant Professor, Foley Center Library - B.A., Pitzer College, 1982; M.A., University of Denver, 1984.
- GARY CHANG, 2005, Assistant Professor of Biology – B.S., Duke University, 1994; Ph.D., University of Washington, 2000.
- PATRICK J. CHARLES, 2007, Assistant Professor of Law and Associate Director of Chastek Law Library – B.A., Loyola University of New Orleans, 1987; J.D., University of Idaho, 1990; M.L., University of Washington, 1994.
- NANCY CHASE, 1999 (2009), Associate Professor of Management Information Systems - B.M., Indiana University, 1974; M.M., Indiana University 1976. Ph.D. Gonzaga University, 2002.
- CHOU-HONG JASON CHEN, 1985 (2001), Professor of Management Information Systems - B.S., National Taiwan Normal University, 1975; M.S., Eastern Washington

- University, 1981; Ph.D., University of Texas at Austin, 1985.
- TA-TAO CHUANG, 2001 (2004) (2009), Professor of Management Information Systems — B.S., National Chung-Hsing University, 1982; M.B.A., National Chiao Tung University, 1988; Ph.D., Texas Tech University, 1998.
- JULIUS CIAFFA, 2006 (2009), Associate Professor of Philosophy — B.A., California State University, Chico, 1982; M.A. Tulane University, 1986; Ph.D., Tulane University, 1991.
- ANN M. CIASULLO, 2008, Assistant Professor of English — B.A., Gonzaga University, 1992; M.A., Washington State University, 1994; Ph.D., University of Kentucky, 2002.
- TIMOTHY R. CLANCY, S.J., 1998 (2004), Associate Professor of Philosophy - B.A. Gonzaga University, 1980; M.A., Loyola University of Chicago, 1982; M. Div., Jesuit School of Theology at Berkeley, 1989; S.T. L., Jesuit School of Theology at Berkeley, 1991; Ph.D., Loyola University of Chicago, 1999.
- BRIAN B. CLAYTON, 1986 (1993), Associate Professor of Philosophy - B.A., Trinity College, 1978; M.A., University of Notre Dame, 1980; Ph.D., University of Notre Dame, 1987.
- DAVID A. CLEARY, 1993 (1999), Professor of Chemistry A.B., Cornell University, 1982; Ph.D., The University of Michigan, 1986.
- JOHN E. CLUTE, 1991, Professor of Law - B.A., Gonzaga University, 1960; J.D., Gonzaga University, 1963.
- SCOTT W. COBLE, S.J., 1987 (1990), Assistant Professor of Mathematics - A.B., Gonzaga University, 1971; B.S., Gonzaga University, 1971; M.Div., Jesuit School of Theology at Berkeley, 1979; M.S., University of Washington, 1982; Ph.D., University of Washington, 1990.
- GORDON ALLEN COCHRANE, 1999; Adjunct Assistant Professor of Counselor Education - B.A., Simon Fraser University, 1984; M.A., Gonzaga University, 1994; Ph.D., University of Calgary, 1998.
- SETH W. COLEMAN, 2008, Assistant Professor of Biology — B.S., University of Montana, 1998; M.S., University of Maryland, 1999; Ph.D., University of Maryland, 2005.
- MICHAEL J. CONNOLLY, S.J., 1983 (1990), Associate Professor of Political Science - B.A., Boston College, 1960; M.A., Boston College, 1961; B.D., Boston College, 1968; M.A.L.D., Fletcher School of Law and Diplomacy, Tufts University, 1973; Ph.D., Monash University, 1986.
- MICHAEL L. COOK, S.J., 1989 (1995), Professor of Religious Studies and Flannery Chair - A.B., Gonzaga University, 1959; M.A., Gonzaga University, 1960; S.T.L., Alma College, 1967; S.T.M., Santa Clara University, 1967; Th.D., Graduate Theological Union, 1974.
- ELIZABETH W. COOLEY, 1993 (2008), Professor of English - B.A., University of North Carolina at Chapel Hill, 1980; M.A., University of North Carolina at Chapel Hill, 1983; Ph.D., University of North Carolina at Chapel Hill, 1988.
- BRIAN C. COONEY, 2006, Assistant Professor of English — B.A., Colgate University, 1995; M.A., University of South Carolina-Columbia, 1998; Ph.D., University of South Carolina-Columbia, 2004.
- VESTA M. COUFAL, 2008, Assistant Professor of Mathematics — B.A., Mount Holyoke College, 1993; M.S., University of California, 1996; M.S., University of Notre Dame, 2001; Ph.D., University of Notre Dame, 2004.
- BERNARD J. COUGHLIN, S.J., 1974 (1997), Professor of Sociology and Chancellor of the University - A.B., Saint Louis University, 1946; Ph.L., Saint Louis University, 1949; S.T.L., Saint Louis University, 1956; M.S.W., University of Southern California, 1959; Ph.D., Brandeis University, 1963.
- JONAS A. COX, 2001 (2006), Associate Professor of Teacher Education - B.S., Oregon State University, 1983; M.A.T., Lewis and Clark College, 1989; Ph.D., University of Iowa, 1997.
- MATTHEW E. CREMEENS, 2008, Assistant Professor of Chemistry — B.A., Grinnell College, 1996; Ph.D., Cornell University, 2004.
- GEORGE A. CRITCHLOW, 1988 (1995), Associate Professor of Law and Co-Director of the Clinical Law Program - B.A., University of Washington, 1972; J.D., Gonzaga University, 1977.
- JEFF CRONK, 2001 (2008) Professor of Chemistry - B.S., University of Washington, 1988; Ph.D., University of California-Berkeley, 1996.
- PATRICIA E. CROWLEY, 2006, Assistant Professor of Computer Science — B.A., Duke University, 1990; M.S., University of New Mexico, 1996; Ph.D., University of New Mexico, 2005.
- ERIC P. CUNNINGHAM, 2003 (2009) Associate Professor of History - B.A., University of Colorado, Boulder, 1984; M.A., University of Oregon, 1999; Ph.D., University of Oregon, 2004
- CANDACE CURRY-LITTLE, 1999; Adjunct Instructor of Counselor Education — B.E., University of Calgary, 1977; M.A., Gonzaga University, 1991.
- JOHN D'ABOY, 1972 (1979), Professor Emeritus of Education - B.D., American Baptist Seminary of the West, 1962; M.A., Fresno State College, 1969; Ph.D., Arizona State University, 1972.
- JOHN F. DACQUISTO, 1989, Senior Lecturer — AT of General Engineering and Director of the Center for Engineering Design - B.S.E.E., Marquette University, 1965; M.S.E., Washington State University, 1987.
- LYNN M. DAGGETT, 1991 (2005), Professor of Law - B.A., The Johns Hopkins University, 1980; Ph.D., Duke University, 1984; J.D., University of Connecticut, 1987.
- JAMES DALLEN, 1982 (1994), Professor of Religious Studies — A.B., Saint Mary's College, 1965; S.T.B., Catholic University of America, 1968; M.A., Catholic University of America, 1969; S.T.D., Catholic University of America, 1976.
- GEMMA D. D'AMBRUOSO, 2007, Lecturer of Chemistry — B.S., Providence College, 1999; Ph.D., University of Arizona, 2005.
- SIDIQ M. DAR, 1964 (1999), Professor Emeritus of Civil Engineering - B.S., University of Illinois, 1957; M.S.,



- Kansas State University, 1959; Ph.D., University of Oklahoma, 1964.
- VERN G. DAVIDSON, 1974 (2004), Professor Emeritus of Law - A.B., University of California at Los Angeles, 1959; J.D., University of California at Los Angeles, 1962.
- ELIZABETH M. DAVIS, 2008, Assistant Professor of Communication Arts – B.A., California State University, 1986; M.A., California State University, 1990; Ph.D., Ohio State University, 1998.
- RaGENA DeARAGON, 1983 (1991), Associate Professor of History - B.A., University of Santa Clara, 1974; M.A., University of California at Santa Barbara, 1977; Ph.D., University of California at Santa Barbara, 1982.
- MARK DeFORREST, 2001, Assistant Professor of Legal Research and Writing - B.A., Western Washington University, 1992; J.D., Gonzaga University School of Law, 1997.
- PAUL De PALMA, 1990 (2005), Professor of Computer Science - A.B., Saint Louis University, 1969; M.A., University of California at Berkeley, 1975; M.S., Temple University, 1990.
- K. MARK DERBY, 1996, (2004), Professor of Special Education - B.A., Eastern Washington University, 1988; Ph.D., The University of Iowa, 1994.
- DAVID K. DeWOLF, 1988 (1995), Professor of Law - B.A., Stanford University, 1971; J.D., Yale University Law School, 1979.
- THEODORE DiMARIA, Jr., 1999 (2009), Associate Professor of Philosophy - B.A., Northern Illinois University, 1986; M.A., Northern Illinois University, 1988; Ph.D., Marquette University, 1999.
- YVONNE DiPALMA, 1988, Adjunct Lecturer in Art, Gonzaga in Florence - A.B., Johns Hopkins University, 1975; M.A., Rosary College, 1980.
- JOAN DIXON, S.N.J.M., 1982 (2006), Professor Emerita of Educational Leadership and Administration - B.S., Marylhurst College, M.Ed., Portland State University, 1967; Ph.D., Gonzaga University, 1987.
- JEFFREY G. DODD, 2007, Lecturer of English – B.A., Southwestern University, 1998; M.F.A., Eastern Washington University, 2005; M.A., Eastern Washington University, 2006.
- HELEN DONIGAN, 1979 (1989), Professor of Law - B.S., University of Nebraska, 1963; J.D., Gonzaga University, 1976.
- ROBERT C. DONNELLY, 2004, Assistant Professor of History - B.S., Western Oregon State College, 1992; M.A., Portland State University, 1997; Ph.D., Marquette University, 2004.
- HELEN DOOHAN, 1976 (2003), Professor Emerita of Religious Studies - B.S.N., Adelphi University, 1971; M.A., Gonzaga University, 1976; Ph.D., Gonzaga University, 1983.
- LEONARD DOOHAN, 1975 (2002), Professor Emeritus of Religious Studies - B.A., International Theological Institute, 1968; S.T.L., Teresianum, 1970; S.T.D., Teresianum, 1971.
- HEIDI DOOLITTLE, 2002, Lecturer of English as a Second Language - B.A., Gonzaga University, 1996; M.A., Gonzaga University, 2002.
- ERIN DORSEY, 2001 (2009), Senior Lecturer of Communication Arts - B.S., Washington State University, 1982; M.S., Eastern Washington University, 1990.
- ELIZABETH A. DOWNEY, 1967 (1996), Professor of History - A.B., Marquette University, 1962; M.A., Marquette University, 1964; Ph.D., University of Denver, 1971.
- JOHN K. DOWNEY, 1982 (2000), Professor of Religious Studies - A.B., Marquette University, 1971; M.A., Marquette University, 1975; Ph.D., Marquette University, 1981.
- GABRIELA DRAGNEA (HORVATH), 2004, Adjunct Instructor of English, Gonzaga in Florence – B.A. and M.A., University of Bucharest, Bucharest, Romania, 1978; Post-graduate three-year course of journalism in Bucharest, Academy of Journalism, Bucharest (Romania), 1986; Laurea in Lingue e Letteratura Straniere, Università degli Studi di Firenze, Firenze, Italy, 2001.
- HEATHER C. EASTERLING RITCHIE, 2005, Assistant Professor of English – B.A., Swarthmore College, 1992; M.A., University of Washington, 1998; Ph.D., University of Washington, 2004.
- ROBERT J. EGAN, S.J., 1984 (1994), Assistant Professor of Religious Studies - B.S., Loyola University of Chicago, 1964; M.A., Loyola University of Chicago, 1967; M.Div., The Jesuit School of Theology in Chicago, 1976; Ph.D., The Graduate Theological Union, 1993.
- JOHN K. ELIASON, 2008, Associate Professor of English – B.A., Montana State University, 1989; M.A., University of Nevada, Reno, 1996; Ph.D., University of Nevada, Reno, 2001.
- DAVID F. ELLOY, 1985 (1997), Professor of Management B.A., University of Calcutta, 1967; B.S., Saint Joseph's University, 1971; M.B.A., University of Oregon, 1976; Ph.D., University of South Carolina, 1984.
- LAWANA (LU) EMBREY, 2005, Lecturer of Educational Leadership and Administration – B.A., Central Washington University, 1966; M.A., Whitworth College, 1983.
- SHERI ENGELKEN, 2003, Assistant Professor of Law B.A., University of Missouri, 1980; J.D., University of Chicago Law School, 1983.
- SUSAN A. ENGLISH, 2002 (2009), Associate Professor of Communication Arts and Program Director of Journalism B.A., Washington State University, 1975; M.Ed., Gonzaga University, 1985.
- WILLIAM F. ETTINGER, 1992 (2006), Professor of Biology - B.S., Lewis and Clark College, 1981; Ph.D., Washington State University, 1987.
- TAMARA KHALIL EVANS, 2006, Adjunct Instructor of Marketing, Gonzaga in Florence – B.Sc. in Economics and Political Sciences, University of Baghdad, Iraq, 1972; M.A. at A British University, England, 1974, M.Sc. in Economics, University of Hull, Hull, England, 1981.
- RAYMOND J. FADELEY, 1982, Director, International Student Programs - B.A., Eastern Washington University, 1971; M.A.T., Gonzaga University, 1985. DAVID FAGUE,

- 2004, Lecturer of Music - B.A., Gonzaga University, 2000; M.A., University of North Texas, 2004.
- ANDREA FALLENSTEIN, 2001 (2008), Senior Lecturer of Sociology - B.S., University of Wisconsin, 1989; M.A., Washington State University, 1995.
- NADINE FARID, 2006, Assistant Professor of Law – B.A., DePauw University, 1995; J.D., Tulane Law School, 1998.
- MARY FARRELL, 1995 (2007), Professor of Art - B.F.A., Art Academy of Cincinnati, 1989; M.F.A., University of Cincinnati, 1995.
- LELAND G. FELLOWS, 2004, Visiting Assistant Professor of Legal Research and Writing - B.S., University of Illinois, 1973; J.D., Gonzaga University, 1984.
- ALBERT H. FEIN, 1998 (2004), Professor of Educational Leadership and Administration - B.A., University of Washington, 1968; M.Ed., University of Washington, 1974; Ph.D., Gonzaga University, 2001.
- JOHN F. FIRKINS, 1961 (1999), Professor Emeritus of Mathematics - B.A., Saint Martin's College, 1957; M.Ed., Gonzaga University, 1970; M.S., University of Miami, 1959; LL.D., Gonzaga University, 1987.
- SUSAN J. FISCHER, 2007, Lecturer of Teacher Education – B.A., Oregon College of Education, 1975; M.Ed., Whitworth College, 1985.
- BOYD FOSTER, 2001, (2008) Associate Professor of Sport and Physical Education - B.S., Judson College, 1983; M.S., University of South Alabama, 1984; M.S., United States Sports Academy, 1985; Ph.D., Arizona State University, 1999.
- PATSY S. FOWLER, 2002 (2007), Associate Professor of English - B.S., University of Alabama, 1990; M.Ed., Middle Tennessee State University, 1996; Ph.D., Auburn University, 2002.
- GLEN FRAPPIER, 1998, (2008) Senior Lecturer of Communication Arts and Director of the Debate Program - B.S., Southern Illinois University at Carbondale, 1996; M.S., Southern Illinois University at Carbondale, 1998.
- CHRISTOPHER FRYE, 2003, Adjunct Assistant Professor, Sport and Physical Education, 1994; B.S., Western Washington University; 2000; M.A., Gonzaga University, 2003; Ph.D., University of Northern Colorado.
- SARA GANZERLI, 1999 (2005), Associate Professor of Civil Engineering - Laurea (B.S./M.S.), University of Pavia, Pavia, Italy, 1995; Ph.D., University of Utah, 1999.
- LUCY JOCHAMOWITZ GARIBALDI, 2006, Adjunct Instructor of Art, Gonzaga in Florence – B.A. of Art Humanities at Pontificia Universidad Catolica del Peru, Lima (Peru) 1975 – M.A. in Fine Arts at Accademia delle Belle Arti di Firenze, Firenze, Italy, 1983, M.A. of Printmaking at Scuola Internazionale per l'Arte Grafica "Il Bisonte", Firenze, Italy, 1986.
- LUIS GARCIA-TORVISCO, 2006, Assistant Professor of Modern Languages – B.A., Autónoma University, Madrid, 1995; Ph.D., Georgetown University, 2005.
- ANITA GARRIOTT, 1978, Adjunct Associate Professor of Music, Gonzaga in Florence - B.S., Juilliard School of Music, 1970; M.Mus., Rosary College, 1973.
- DAN GARRITY, 2002 (2009), Senior Lecturer of Communication Arts and Program Director of Broadcast Studies & Educational Television - B.S., Northern Arizona University, 1990; M.A., Gonzaga University, 2008.
- BLAINE M. GARVIN, 1971 (1995), Professor of Political Science - B.A., Swarthmore College, 1965; M.A., University of California at Berkeley, 1966; Ph.D., University of California at Berkeley, 1973.
- MARY K. GARVIN, S.N.J.M., 1991, Assistant Professor of Religious Studies - B.A., Maryhurst College, 1962; M.A., University of Washington, 1971; M.A., Gonzaga University, 1981; D.Min., Andover Newton Theological School, 1990.
- BERNARD GBIKPI, 2002 – Adjunct Instructor of Politics and International Relations, Gonzaga in Florence – M.A. in Law at Université du Bénin, Lomé (Togo), 1982 – Post Graduate Course in Comparative Politics at Université Paris X, Nanterre, France, 1987, Ph.D. in Social and Political Sciences at European University Institute, Firenze, Italy, 1996.
- CHRISTINA A. GEITHNER, 1994 (2007), Professor of Human Physiology - B.S., West Chester State College, 1979; M.A., University of Maryland, 1985; Ph.D., The University of Texas at Austin, 1995.
- P. TERRY GIEBER, 1983 (1994), Professor of Art - B.S., Fort Hays State University, 1970; M.A., Fort Hays State University, 1971; M.A., University of Iowa, 1982; M.F.A., University of Iowa, 1983.
- ROBERT D. GILMORE, 1968 (1990), Leo Kreielsheimer Professor of Fine Arts - B.F.A., Boston University, 1964.
- SUZANN E. GIRTZ, 2005, Instructor of Educational Leadership and Administration – B.S., Eastern Washington University, 1996; M.A., Whitworth College, 1997.
- ANDREA GIUNTINI, 1994, Adjunct Professor of Economics, Gonzaga in Florence - Dottore in Storia Economica, Università degli Studi, Firenze, 1985; Ph.D., Istituto Universitario Navale di Napoli, Naples, 1988.
- ANDREW L. GOLDMAN, 2002, (2008) Associate Professor of History - B.A., Wesleyan University, 1988; M.A., University of North Carolina, Chapel Hill, 1993; Ph.D., University of North Carolina, Chapel Hill, 2000.
- MARTHAGONZALES, 1992, (1998), Associate Professor of Modern Languages - B.A., Instituto Pedagogico Nacional de Mujeres Monterrico, 1971; M.A., The University of Kansas, 1988; Ph.D., University of Kansas, 1993.
- COLLEEN GOODWIN, 1995, (2007) Senior Lecturer of Math - B.S., Gonzaga University, 1988; M.S., Eastern Washington University, 1993.
- MARY SUE GORSKI, 1998, Assistant Professor of Nursing - B.S.N., University of San Francisco, 1978; M.N., University of Washington, 1983; Ph.D., Loyola University Chicago, 2004.
- ALLAN J. GREER JR., 1996 (2005), Professor of Physics B.S., Moravian College, 1987; M.S., College of William and Mary, 1989; Ph.D., College of William and Mary, 1994.
- VIKAS K. GUMBHIR, 2005, Assistant Professor of

- Sociology – B.A., Regis University, 1995; M.S., University of Oregon, 2002; Ph.D., University of Oregon, 2005.
- DONALD D. HACKNEY, 2006, Assistant Professor of Business – B.B.A., Gonzaga University, 1969; J.D., Gonzaga University School of Law, 1974; M.B.A., Gonzaga University, 1980.
- GAIL A. HAMMER, 2000, Co-Director, Institute for Law School Teaching and Instructor, Law Clinic - B.A., University of Montana, 1978; J.D., University of Montana, 1988.
- RONALD L. HARRIS, 1980 (2001), Assistant Professor of English as a Second Language - B.A., University of California at Los Angeles, 1965; M.A., University of California at Los Angeles, 1967; Ph.D., University of California at Los Angeles, 1969.
- PATRICK J. HARTIN, 1995 (1999), Professor of Religious Studies - B.A., UNISA, 1966; S.T.B., Gregorian, 1969; S.T.L., Gregorian, 1971; D.Th., UNISA, 1981; D.Th., UNISA, 1988.
- PAUL B. HASTINGS, 1979 (1985), Associate Professor of Counselor Education - B.A., Western Washington University, 1973; M.Ed., Western Washington University, 1974; Ph.D., Washington State University, 1978.
- ROBERT J. HAUCK, 2002, Assistant Professor of Religious Studies - B.A., Seattle Pacific University, 1978; M.A., Trinity Evangelical Divinity School, 1980; Ph.D., Duke University, 1985.
- JOSEPH HAYDOCK, 1999 (2006), Associate Professor of Biology - B.S., University of New Mexico, 1981; M.S., University of New Mexico, 1984; Ph.D., Purdue University, 1993.
- WILLIAM A. HAYES, 2005, Assistant Professor of Sociology – B.A., St. Andrews Presbyterian College, 1985; M.Div., San Francisco Theological Seminary, 1989; M.A., University of Hawaii-Manoa, 1994; Ph.D., University of California at Berkeley, 2004.
- HARRY C. HAZEL, 1971 (1991) (2008), Professor Emeritus of Communication Arts - A.B., Gonzaga University, 1960; Ph.L., Mount Saint Michael's, 1961; M.A., University of Washington, 1966; Ph.D., Washington State University, 1972.
- MICHAEL T. HAZEL, 2004, Assistant Professor of Communication and Leadership Studies - B.A., Gonzaga University, 1990; M.A., Washington State University, 1994; Ph.D., Washington State University, 2004.
- SHARON HEALY, 2008, Lecturer of Nursing – B.S.N., Montana State University, 1981; M.S.N., Gonzaga University, 1996.
- ANNE E. HEDGER, 2007, Assistant Professor of Nursing – B.A., University of Cincinnati, 1986; B.S.N., Arizona State University, 1996; M.S.N., University of Washington, 1999.
- SCOTT R. HEDIN, 1992, Assistant Professor of Operations Management - B.S./M.B.A., University of Idaho, 1982; Ph.D., University of South Carolina, 1993.
- KEVIN HEKMATPANAH, 1994 (2001), Associate Professor of Music - B.M., University of Southern California, 1986; M.M., Indiana University, 1987; D.M.A., Peabody Conservatory of Music, 1992.
- JAMES G. HELGESON, 1983 (1998), Professor of Marketing - B.A., Eastern Washington University, 1969; M.B.A., Eastern Washington University, 1980; Ph.D., University of Oregon, 1984.
- BRIAN G. HENNING, 2008, Associate Professor of Philosophy – B.A., Seattle University, 1998; M.A., Fordham University, 2001; Ph.D., Fordham University, 2003.
- KEVIN E. HENRICKSON, 2006, Assistant Professor of Economics – B.A., Pacific Lutheran University, 2001; M.S., University of Oregon, 2003; Ph.D., University of Oregon, 2006.
- ROBERT HEROLD, 2003, Associate Professor of Government – B.S., Brigham Young University, 1962; M.A., The George Washington University, 1964; Ph.D., The George Washington University, 1969.
- HEATH R. HERRICK, 2001 (2008), Senior Lecturer of English — A.A.S., Whatcom Community College, 1996; B.A., Western Washington University, 1999; M.F.A., Eastern Washington University, 2001.
- MICHAEL B. HERZOG, 1970 (1997), Professor of English A.B., Gonzaga University, 1966; M.A., University of Washington, 1967; Ph.D., University of Washington, 1971.
- GERALD F. HESS, 1988 (1994), Professor of Law - B.S., University of Wisconsin at Madison, 1975; J.D., University of Wisconsin at Madison, 1982.
- KENT A. HICKMAN, 1989 (2000), Professor of Finance B.A., California State University, 1973; M.S., University of Northern Colorado, 1986; Ph.D., Washington State University, 1990.
- BRIAN K. HIGGINSON, 2007, Assistant Professor of Human Physiology – B.S., Montana State University, 1998; M.S., Montana State University, 2002; Ph.D., Oregon State University, 2007.
- JOHN HOFLAND, 1999, Associate Professor of Communication Arts and Program Director of Theater Arts - B.A., Dordt College, 1969; M.Ed., University of Minnesota, 1978; M.F.A., Trinity University, 1983.
- BROOKS HOLLAND, 2005, Assistant Professor of Law – B.A., San Francisco State University, 1991; J.D., Boston University, 1994.
- HEIDI S. HOLLAND, 2008, Assistant Professor of Law – B.S., Virginia Polytechnic Institute & State University, 1986; J.D., University of South Carolina, 1992.
- CHERYL HOLLENBECK, 2006, Lecturer –IR of Nursing – AD/BS Brigham Young University 1975/1977; M.S., University of Washington, 1991.
- GARY J. HORDEMANN, 1980 (2004), Professor Emeritus of Mechanical Engineering - B.S., Gonzaga University, 1960; M.S., Notre Dame University, 1962.
- DENNIS R. HORN, 1997, Professor of Civil Engineering and Dean, School of Engineering and Applied Science B.S.E., Princeton University, 1964; Ph.D., The Johns Hopkins University, 1974.
- BRUCE L. HOTCHKISS, 2007, Assistant Professor of Nursing – B.S., Albany College of Pharmacy, 1983; Pharm.D., University of Illinois at Chicago, 1993.

- DANIEL E. HUGHES, 1976 (1978), Associate Professor of Computer Science - B.A., Merrimack College, 1963; M.A., Boston College, 1965; Ph.D., Washington University, 1969.
- JAMES D. HUNTER, 1994 (2004), Assistant Professor of English as a Second Language - B.A., University of Sheffield, 1990; R.S.A.C., Godmer House School of English, Oxford University, 1990; M.A., Eastern Washington University, 1997.
- DEBBY D. HUTCHINS, 2006, Assistant Professor of Philosophy – B.A., Sam Houston State University, 1985; Ph.D., Boston College, 2004.
- WILLIAM P. ILGEN, 1968 (1996), Professor Emeritus of Civil Engineering - B.S., University of Nebraska, 1954; M.S., University of Nebraska, 1965; Ph.D., University of Nebraska, 1968.
- JONATHAN B. ISACOFF, 2004, (2008) Associate Professor of Political Science - B.A., Cornell University, 1992; M.P.A., Cornell University, 1995; M.A., University of Pennsylvania, 1998; Ph.D., University of Pennsylvania, 2002.
- MARY T. JEANNOT, 1992 (2004), Associate Professor of English as a Second Language - BA, Seattle University, 1982; M.Ed., University of Massachusetts, 1989; Ed.D., University of Massachusetts, 1997.
- THOMAS M. JEANNOT, 1986, (2003), Professor of Philosophy - A.B., Saint Louis University, 1978; Ph.D., Saint Louis University, 1992.
- YANQING JI, 2007, Assistant Professor of Electrical and Computer Engineering – B.E., Qingdao University, 1997; M.S., University of Science and Technology of China, 2001.
- KELLY OBRIEN JENKS, 2006, Assistant Professor Foley Center-B.S. Pacific Union College, 1980; M.L.S., San Jose State University School of Library and Informational Science, 1981.
- ERICA H. JOHNSON, 2008, Assistant Professor of Economics – B.A., University of Montana, 1999; M.S. University of Oregon, 2005; Ph.D., University of Oregon, 2009.
- MICHAEL C. JOY, 2007, Lecturer of Management Information Systems – B.S.Ed., Kent State University, 1974; M.S., Embry-Riddle Aeronautical University, 1987.
- KANASSATEGA, JOSHUA JAY, 2008, Assistant Professor and Director of Indian Law Program – B.S., Bridgewater State College, 1972; M.S., Purdue University, 1973; J.D., University of Washington School of Law, 1990.
- THERESA KAPPUS, 2003, Assistant Professor, Foley Center Library - B.A., University of Oregon, 1978; M.A., University of Denver, 1983.
- SEIKO KATSUSHIMA, 1999 (2008), Senior Lecturer of Modern Languages and Program Director of Japanese Studies - B.A., Mukogawa Women's University, 1983; M.A., Mukogawa Women's University, 1986; M.A., The University of Arizona, 1991.
- AMY KELLEY, 1979 (1993), Associate Dean for Academic Affairs and Professor of Law - B.A., College of St. Catherine, 1973; J.D., University of South Dakota, 1977.
- DENNIS J. KELSH, 1962 (1999), Professor Emeritus of Chemistry - B.A., B.S., St. John's University, 1958; Ph.D., Iowa State University, 1962.
- ANWAR S. KHATTAK, 1981 (1990), Professor of Civil Engineering - B.E., Peshawar University, 1968; M.S.E., West Virginia College of Graduate Studies, 1976; Ph.D., Michigan State University, 1978.
- ERIC A. KINCANON, 1987 (1997), Professor of Physics B.S., University of Missouri at Columbia, 1982; M.S., University of Missouri at Columbia, 1985; Ph.D., University of Missouri at Columbia, 1987.
- DAVID KINGMA, 1994, Assistant Professor, Archivist, Foley Center Library - B.S., University of Washington, 1975; M.S., University of Georgia, 1978; M.A., Western Washington University, 1993.
- STEVEN D. KOFFMAN, 2001, Assistant Professor of Counselor Education - B.A., Eastern Washington University, 1991; M.S., Eastern Washington University, 1993; Ph.D., Ball State University, 1998.
- JOLANTA A. KOZYRA, 2001; Adjunct Instructor of Counselor Education, Assistant Academic Vice President, University Registrar, and Director of Institutional Research - B.A., Gonzaga University, 1991; M.A., Gonzaga University 1994; Ph.D., Candidate, Gonzaga University.
- KENNETH KRALL, S.J., 1985 (1998),(2008) Senior Lecturer of Classical Civilizations - B.A., Gonzaga University, 1964; M.A., Gonzaga University, 1967.
- BIRGITT KRAUSE, 1990, Assistant Professor of Modern Languages and Program Director of German - Translator, University of Cologne, 1972; M.A., University of Cologne, 1982.
- MOLLY D. KRETCHMAR-HENDRICKS, 1994 (2009), Professor of Psychology - B.A., Loyola Marymount University, 1987; M.A., The University of Texas at Austin, 1992; Ph.D., The University of Texas at Austin, 1995.
- DOUGLAS L. KRIES, 1990 (2007), Professor of Philosophy - B.A., Seattle University, 1982; Ph.D., Boston College, 1988.
- STEPHEN R. KUDER, S.J., 1977 (1983), Associate Professor of Religious Studies - A.B., Gonzaga University, 1966; M.A., Boston College, 1970; Ph.D., Graduate Theological Union, 1975.
- FRANCOISE D. KUESTER, 1977 (1991), Associate Professor Emerita of Modern Languages, Program Director of French Studies, and Program Director of the Paris Program - Bac 1&2, University of Nancy (France), 1959; B.A., Eastern Washington University, 1977; M.F.A., Eastern Washington University, 1979.
- LADA KURPIS, 2004, Assistant Professor of Marketing B.S., Urals State University of Economics, 1989; Master of Science, Marketing, Urals State University of Economics, 1995; Ph.D., University of Oregon, 2004.
- VLADIMIR A. LABAY, 2000 (2005), Associate Professor of Electrical Engineering — BS., University of Manitoba, 1987; M.S., University of Manitoba, 1990; Ph.D., University of Victoria, 1995.
- WILLIAM R. LARGE, 1988 (1993) (2008), Professor of Religious Studies - B.A., University of Virginia, 1972;

- M.Div., Princeton Theological Seminary, 1975; Ph.D., Graduate Theological Union, 1985.
- DEAN S. LARSON, 1988, Assistant Professor of Mathematics - B.A., Hamline University, 1982; Ph.D., University of Minnesota, 1988.
- CHRISTOPHER A. LASOTA, 2008, Assistant Professor of Physics – B.S., Kutztown University, 1991; M.S., The College of William and Mary, 1994; Ph.D., The College of William and Mary, 1999.
- BARBARA LASTRUCCI, 1996, Adjunct Instructor of Italian, Gonzaga in Florence - Dottore in Storia Moderna, Facolta' di Lettere e Filosofia, Universita degli Studi, Firenze, 1994.
- DANIEL W. LAW, 2002 (2008), Associate Professor of Accounting — B.S., Brigham Young University, 1991; M.A., Washington State University, 2001; Ph.D., Washington State University, 2003.
- HUGH LEFCORT, 1996 (2004), Professor of Biology - B.A., University of Washington, 1985; Ph.D., Oregon State University, 1993.
- SAM M. LEIGLAND, 1987 (1997), Professor of Psychology - B.A., Western Washington University, 1972; M.A., University of New Mexico, 1977; Ph.D., University of New Mexico, 1981.
- MICHAEL A. LEISERSON, 1977 (1991), Professor of Political Science - B.A., Princeton University, 1961; M.A., Yale University, 1963; Ph.D., Yale University, 1966.
- CONNIE M. LIPSKER, 2008, Lecturer of Marketing – B.A., Gonzaga University, 1975.
- QUANHUA LIU, 1995 (1999), Associate Professor of Philosophy - B.A., Beijing University, 1982; M.A., Beijing University, 1984; Ph.D., Duke University, 1994.
- PEGGY SUE LOROZ, 2000 (2006), Associate Professor of Marketing -B.B.A., Gonzaga University, 1995; Ph.D., University of Colorado, Boulder, 2000.
- M. JACK LOVELL, 2008, Assistant Professor of Military Science, B.S., Florida State University, 1994; Major, United States Army.
- ROBERT V. LYONS, S.J., 1979 (1993), Associate Professor of Communication Arts - A.B., Gonzaga University, 1974; M.Div., Jesuit School of Theology at Berkeley, 1977; M.A., San Francisco State University, 1982.
- ELLEN M. MACCARONE, 2005, Assistant Professor of Philosophy – B.A., George Washington University, 1995; M.A., Colorado State University, 1998; Ph.D., University of Florida, 2004.
- BARET MAGARIAN, 2008, Adjunct Instructor of English, Gonzaga in Florence – B.A. in English Literature at University of London, Royal Holloway College, 1986 – Ph.D. in English Literature at University of Durham (UK), 1994
- MICHAEL W. MAHER, S.J., 2003, Associate Professor of History and Director of Catholic Studies - B.A., Saint Louis University, 1980; M. Div., Jesuit School of Theology, Berkeley, 1986; S.T.M., Jesuit School of Theology, Berkeley, 1987; Ph.D., University of Minnesota, 1997.
- DANIEL J. MAHONEY, 1992 (2007), Professor of Educational Administration and Leadership - B.A., Evergreen State College, 1976; M.A., Gonzaga University, 1986; Ph.D., Gonzaga University, 1995.
- MARC MANGANARO, 2007, Professor of English and Dean of the College of Arts and Sciences, B.A., University of Nebraska at Omaha, 1977; M.A., San Francisco State University, 1979; Ph.D., University of North Carolina at Chapel Hill, 1985.
- JOHN J. MARCINIAK, 1983, Associate Professor of Mechanical Engineering - B.S., University of Notre Dame, 1966; Ph.D., University of Illinois, 1975.
- MARGUERITE MARIN, 1986 (1991), Associate Professor of Sociology - B.A., California State University at Long Beach, 1973; M.A., California State University at Long Beach, 1975; Ph.D., University of California at Santa Barbara, 1980.
- TOD T. MARSHALL, 1999 (2007), Associate Professor of English - B.A., Siena Heights College, 1990; M.F.A., Eastern Washington University, 1992; Ph.D., University of Kansas, 1996.
- EARL F. MARTIN, 2005, Professor and Dean of the School of Law – B.A., University of Kentucky College of Communications, 1984; J.D., University of Kentucky College of Law, 1987; LL.M., Yale Law School, 1996.
- JESSICA L. MAUCIONE, 2008, Assistant Professor of English – B.A., Gonzaga University, 1999; M.A., University of Arizona, 2002; Ph.D., Washington State University, 2008.
- JOHN MOREY MAURICE, 1975 (1980), Professor of Law B.A., University of Colorado, 1961; J.D., New York University, 1964.
- MICHAEL J. McBRIDE, 1978 (1993), Associate Professor of Psychology - A.B., Saint Louis University, 1969; M.S., Saint Louis University, 1975; Ph.D., Saint Louis University, 1980.
- DANIEL J. McCANN, 1992 (2004), Professor of Human Physiology - B.S., Springfield College, 1978; M.A., University of California at Santa Barbara, 1980; Ph.D., University of California, Davis, 1989.
- LINDA KAWAGUCHI MCLANE, 2007, Associate Professor and Director of the Chastek Law Library – B.A., University of Idaho, 1986; J.D., University of Idaho College of Law, 1990; M.L., University of Washington, 1992.
- RICHARD T. McCLELLAND, 1999 (2002), Associate Professor of Philosophy - B.A., Reed College, 1970; B.A., Oxford university, 1975; M.A., Oxford University, 1980; Ph.D., Cambridge University, 1985.
- MICHAEL C. McCLINTOCK, 1972 (1978), Professor Emeritus of Law - B.A., University of Tulsa, 1965; J.D., University of Tulsa, 1969; LL.M., Southern Methodist University, 1971; S.J.D., Southern Methodist University, 1975.
- PATRICK T. McCORMICK, 1994 (2003), Professor of Religious Studies - B.A., Niagara University, 1975; M.Div., Mary Immaculate Seminary, 1978; Th.M., Mary Immaculate Seminary, 1979; S.T.L., Gregorian University, 1981; S.T.D., Gregorian University, 1984.
- KEVIN B. McCRUDEN, 2003, Assistant Professor of

- Religious Studies - B.A. New York University, 1991; M.Div., Yale Divinity School, 1994; S.T.M., Yale Divinity School, 1995; Ph.D., Loyola University Chicago, 2002.
- THAYNE M. McCULLOH, 1990 (2009), Assistant Professor of Psychology and interim President of the University B.A., Gonzaga University, 1989; D.Phil., Oxford University, 1998.
- JAMES R. McCURDY, 1982 (1992), Professor of Law B.B.A., University of Houston, 1970; J.D., University of Texas School of Law, 1974.
- MARY McFARLAND, 1998, Professor and Dean of the School of Professional Studies - B.S.N., University of Iowa, 1978; M.S., University of Portland, 1984; Ph.D., Gonzaga University, 1993.
- PETER McKENNY, 2009, Professor of Engineering Management and Transmission and Distribution Director – B.Sc., University of New Castle Upon Tyne, 1977; M.S., Clarkson University, 1980; Ph.D., Clarkson University, 1984.
- THOMAS McKENZIE, 2002, Associate Professor of Mathematics - B.A., Clark University, 1985; M.S., University of Oregon, 1988; Ph.D., University of Oregon, 1992.
- THOMAS F. McLAUGHLIN, 1976 (1982), Professor of Special Education - B.A., Eastern Washington State College, 1966; M.S., Eastern Washington State College, 1972; Ph.D., University of Kansas, 1975.
- COLLEEN A. McMAHON, 1986, (1994) Associate Professor of Communication Arts - A.B., Gonzaga University, 1982; M.A., Washington State University, 1984.
- DENNIS G. McMINN, 1974 (1985), Professor of Chemistry B.S., University of Alberta, 1966; Ph.D., University of Minnesota, 1970.
- ALAN McNEIL, 1990, Associate Professor and Staff Atty. Law Clinic - B.A., Ohio University, 1970; J.D., Gonzaga University, 1977.
- MATTHEW Q. McPHERSON, 2004 (2009), Associate Professor of Economics-B.S., West Virginia University, 1994; M.S., West Virginia University, 1996; M.A., West Virginia University, 2001; Ph.D., West Virginia University, 2003.
- ANNA MARIE MEDINA, 2003, Assistant Professor of Psychology - B.A., Stanford University, 1989; M.A., California State University, 1996; Ph.D., University of Southern California, 2002.
- SARA R. MELENDY, 2005, Assistant Professor of Accounting – B.S., Cornell University, 1990; Ph.D., The State University of New York at Buffalo, 2005.
- AMY C. MERRILL WILLIS, 2004, Assistant Professor of Religious Studies - A.B., Erskine College, 1990; M.Div., Union Theological Seminary in Virginia, 1994; (Ph.D.), Emory University, 2008.
- IRENE MESSOLORAS, 2009, Assistant Professor of Music – B.M., State University of New York College of Fredonia, 2000; M.M., University of California at Los Angeles, 2006; D.M.A., University of California at Los Angeles, 2008.
- MARGARET R. MEYERS, 2006, Clinical Faculty of Education - Anesthesiology, Gonzaga University, 1980; R.N., Sacred Heart Hospital, 1973; M.A.E., Gonzaga University, 1981.
- JEFFREY W. MILLER, 2006, Assistant Professor of English – B.A., Indiana University-Purdue University, 1994; M.A., University of Cincinnati, 1996; Ph.D., University of Cincinnati, 2002.
- LESLIE D. MILLER, 2008, Lecturer of Accounting – B.A., Whitworth College, 1995; M.A., Gonzaga University, 1997.
- THOMAS A. MILLER, 1985 (1992), Associate Professor of Communication Arts - B.B.A., Gonzaga University, 1972; M.A., Syracuse University, 1980; M.Div., Weston School of Theology, 1983; Th.M., Weston School of Theology, 1984.
- JOY M. MILOS, C.S.J., 1987 (1996) (2008), Professor of Religious Studies - B.A., College of St. Rose, 1971; M.A., St. Bonaventure University, 1976; M.A., Catholic University of America, 1983; Ph.D., Catholic University of America, 1988.
- ALFRED C. MIRANNE, 1989 (1992), Associate Professor of Sociology - B.S., University of Southwestern Louisiana, 1973; M.S., Texas A&M University, 1976; Ph.D., Washington State University, 1981.
- FATMA EL ZAHRAA SAYED MOHAMED, 2007, Adjunct Instructor of Politics, Gonzaga in Florence – B.A., The American University in Cairo; M.P.A., The American University in Cairo; Ph.D., The European University Institute in Florence, Italy.
- JOSEPH G. MONKS, 1977 (1998), Professor Emeritus of Operations Management - B.S., Gonzaga University, 1955; M.B.A., University of Washington, 1965; Ph.D., University of Washington, 1967.
- ALFRED L. MORISSETTE, S.J., 1966 (1969), Associate Dean of the College of Arts and Sciences - A.B., Gonzaga University, 1954; Ph.L., Mt. St. Michael's, 1955; B.S.T., St. Mary's University, 1962; M.A., Laval University, 1971.
- DANIEL J. MORRISSEY, 2001, Professor of Law - A.B., Georgetown University, 1971; J.D., Georgetown University, 1974.
- ANN MARIE MURPHY, 2000, Associate Professor of Law B.A.S., Western Illinois University, 1979; M.S., Western Illinois University, 1980; J.D., DePaul University, 1985.
- LIN MURPHY, 2004, Assistant Professor of Nursing B.S.N., St. Louis University, 1970; M.S.N., St. Louis University, 1972, Ph.D.(c), Gonzaga University.
- KAY L. NAKAMAYE, 1970 (1979), Professor Emeritus of Chemistry - B.S., University of Utah, 1963; Ph.D., University of California at Berkeley, 1967.
- STEFANIA E. PADRIN NEDDERMAN, 1995 (2000), Associate Professor of Modern Languages - B.A., University of Oregon, 1984; M.A., University of Oregon, 1986; Ph.D., University of Oregon, 1993.
- JENNIFER T. NELSON, 1991 (2002), Professor of Teacher Education - B.A. (HONS), University of Natal, 1970; B.A., University of South Africa; M.Ed., Eastern Washington University, 1988; Ed.D., Washington State University, 1991.

- MICHAEL D. NELSON, 2008, Assistant Professor of Psychology – B.A., Linfield College, 1991; M.A., Baylor University, 1995; Ph.D., Dartmouth College, 2000.
- CANDICE NICOLAS, 2008, Lecturer of Modern Languages – B.A., University of Cergy-Pontoise, 1997; M.A., University of Bristol, 1998; Ph.D., Ohio State University, 2006.
- ARMAND M. NIGRO, S.J., 1965 (1999), Professor Emeritus of Religious Studies - A.B., Gonzaga University, 1950; M.A., Gonzaga University, 1951; S.T.L., Alma College, 1957; Ph.D., Gregorian University, 1963.
- THEODORE NITZ, 2000 (2009), Associate Professor of History and Program Director of International Studies B.A., University of Washington, 1968; M.A., Washington State University, 1975; Ph. D., Washington State University, 1999.
- GAIL M. NORD, 1987 (2006), Associate Professor of Mathematics - B.A., University of Cincinnati, 1983; B.S., University of Cincinnati, 1983; M.A., Ohio State University, 1985.
- SUSAN L. NORWOOD, 1991 (1999), Professor of Nursing B.S.N., Pacific Lutheran University, 1976; M.N., University of Washington, 1979; Ed.D., Gonzaga University, 1991.
- PAUL S. NOWAK, 1993 (1997), Professor of Civil Engineering and Associate Dean of Engineering - B.S., State University of New York at Buffalo, 1980; M.S., University of Illinois, 1981; Ph.D., California Institute of Technology, 1989.
- KATHLEEN ALLEN O'CONNOR, 1986 (2001), Assistant Professor, Foley Center Library, and Assistant Dean for Library Systems - A.B., Gonzaga University, 1975; M.L.S., University of Washington, 1979.
- KEVIN C. O'CONNOR, 2004 (2007), Associate Professor of History - B.A., University at Albany (SUNY), 1989; M.A., University at Albany (SUNY), 1993; Ph.D., Ohio University 2000.
- ERIKAA. OLSON, 2007, Assistant Professor of Math – B.S., University of Pittsburgh at Johnstown, 1996; M.S., John Carroll University, 2000; M.S., University of Notre Dame, 2004; Ph.D., University of Notre Dame, 2007.
- LEWIS H. ORLAND, 1950 (1976), Associate Dean of the School of Law and Professor Emeritus - B.A., University of Idaho, 1937; J.D., Harvard University, 1940; LL.D., Gonzaga University, 1967.
- ALBERT A. (TONY) OSBORNE, 2002, Associate Professor of Communication Arts - B.A., University of Michigan, 1975; M.S., Columbia University, 1985; M.A., Ohio State University, 1990; Ph.D., Ohio State University, 1995.
- SUZANNE C. OSTERSMITH, 2007, Lecturer of Communication Arts – B.A., University of California, San Diego, 1989.
- SHANNON OVERBAY, 2001 (2007), Associate Professor of Mathematics - B.S., Gonzaga University, 1992; M.S., Colorado State University, 1994; Ph.D., Colorado State University, 1998.
- MICHELE R. PAJER, 1990 (2008), Senior Lecturer of English - B.A., George Washington University, 1980; M.A., University of Kentucky, 1987.
- SUNG-BAE (ROGER) PARK, 2007, Assistant Professor of Sport and Physical Education – B.S., Sogang University, 2000; M.S., University of Florida, 2002; Ph.D., University of Northern Colorado, 2005.
- SHALON D. PARKER, 2002 (2009), Associate Professor of Art - B.A., University of California, Santa Cruz, 1993; M.A., University of California, Berkeley, 1996; Ph.D., University of California, Berkeley, 2003.
- SILIA PASSERI, 2009 Adjunct Instructor of Psychology, Gonzaga in Florence – B.A. in Psychology at Università degli Studi di Firenze, Firenze, Italy, 2001.
- ALESSANDRO PAZZAGLIA, 2002, Adjunct Lecturer in Business and Office Manager, Gonzaga in Florence — Dottorato in Economia e Commercio, Università Commerciale L. Bocconi (Milan), 1996.
- VIVEK H. PATIL, 2005, Assistant Professor of Marketing – M.M.S., Birla Institute of Technology and Science, 1997; M.E., Birla Institute of Technology and Science, 2000; Ph.D., University of Kansas, Lawrence, 2006.
- J. SCOTT PATNODE, 1970 (1984), Professor of Art and Director/Curator of the Jundt Art Museum - A.B., Gonzaga University, 1968; M.F.A., Pratt Institute, 1970.
- MARGARITA G. PAULSON, 2008, Lecturer of Modern Languages – B.A., University of California-Davis, 1977; M.Ed., Whitworth College, 2003.
- PETER G. PAUW, 1987 (1998), Professor of Biology - B.A., Grinnell College, 1970; Ph.D., University of Missouri at Columbia, 1980.
- MOLLY PEPPER, 2003 (2009), Associate Professor of Management-B.A., Texas A&M University, 1987; M.B.A. University of Southern Mississippi, 1997; Ph.D., Arizona State University, 2004.
- ROSANNA M. PETERSON, 2005, Assistant Professor of Law – Assistant Professor of Law – B.A., University of North Dakota, 1977; M.A., University of North Dakota, 1983; J.D., University of North Dakota, 1991.
- LINDA PIERCE, 1989 (1998), Associate Professor, Foley Center Library - B.A., Washington State University, 1976; M.L.S., University of Washington, 1978.
- STEPHANIE E. PLOWMAN, 1992 (2003), Associate Professor, Foley Center Library - B.A. Whitman College, 1985; M.L.S., Indiana University, 1989; M.A., Indiana University, 1989.
- WAYNE P. POMERLEAU, 1977 (1998), Professor of Philosophy and Powers Chair - A.B., Georgetown University, 1968; M.A., Northwestern University, 1972; Ph.D., Northwestern University, 1977.
- ALBERT (BERT) POWELL, 1999; Adjunct Instructor of Counselor Education - B.S., University of Florida, 1970; M.A., Whitworth College, 1974.
- MARIANNE K. POXLEITNER, 2008, Assistant Professor of Biology – B.S., Colorado State University, 1997; M.S., Colorado State University, 1999; Ph.D., Washington State University, 2005.
- REGINA M. PRINDLE, 2007, Assistant Professor of Nursing – B.S.N., Boston College, 1982; M.S., University of Colorado Health Science Center, 1994; Post Masters

- Certificate SUNY Stonybrook, 1999; Ph.D., University of Idaho, 2005.
- MICHAEL W. PRINGLE, 1999 (2008), Associate Professor of English - B.A., Gonzaga University, 1991; M.A., Washington State University, 1994; Ph.D., Washington State University, 2000.
- ROBERT D. PRUSCH, 1981 (1983), Professor of Biology B.S.C., University of Portland, 1964; Ph.D., Syracuse University, 1969.
- GARY C. RANDALL, 1973 (1999), Professor Emeritus of Law - B.S., University of Idaho, 1961; J.D., University of Idaho, 1964.
- INGRID K. RANUM, 2005, Assistant Professor of English - B.A., Luther College, 1989; M.A., Washington State University, 1995; Ph.D., Washington State University, 2004.
- ROBERT C. RAY, 2007, Assistant Professor of Math - B.S., Albertson College of Idaho, 1986; M.S., Western Washington University, 1992; Ph.D., North Carolina State University, 2005.
- JEFFREY REED, 2006, Assistant Professor of Sport and Physical Education - B.A., Ed., Eastern Washington State College, 1976; M.Ed., Eastern Washington University, 1980; Ph.D., Gonzaga University, 1986.
- KAREN RICKEL, 2006, Assistant Professor of Sport and Physical Education - B.S., Eastern Washington University, 1998; M.S., University of Idaho, 2001; Ph.D., University of Idaho, 2005.
- MATTHEW S. RINDGE, 2008, Assistant Professor of Religious Studies - B.A., University of California at Santa Barbara, 1995; M.A., University of Notre Dame, 1998; M.Div., Fuller Theological Seminary, 2003; Ph.D., Emory University, 2008.
- JANE A. RINEHART, 1974 (2001), Professor of Sociology B.A., Marymount Manhattan College, 1967; M.A., New York University, 1973; Ph.D., New York University, 1981.
- CHARLES PHILLIP ROSE, 1994, Adjunct Assistant Professor of Educational Leadership and Administration B.Ed. University of Alberta at Calgary, 1965; M.A., University of Calgary, 1989; Ph.D., University of Alberta, 1997.
- ERIC ROSS, 2006, Assistant Professor of Chemistry - B.S., University of Kansas 1997; Ph.D., University of Arizona, 2003.
- THOMAS F. RUKAVINA, 1958 (1999), Professor Emeritus of Philosophy - Ph.L., Gregorian University, 1944; M.A., Indiana University, 1957; Ph.D., Indiana University, 1959.
- MARILYN JACKSON RUNYAN, 1996 (2002), Assistant Professor of English as a Second Language - B.A., Eastern Washington University, 1992; M.A., Eastern Washington University, 1994.
- LINDA RUSCH, 2005, Frederick N. and Barbara T. Curley Professor of Commercial Law - B.A., Augustana College, 1980; J.D., University of Iowa, 1983.
- BRIAN RUSSO, 2006, Associate Professor of Communication Arts - B.A., The State University of New York-Stony Brook, 1975; M.A., New York University, 1982; M.F.A., Bowling Green State University, 1987; Ph.D., University of Cincinnati, 1993; M.F.A., University of Arizona, 2001.
- GIOVANNA RUSSO, 1985, Adjunct Associate Professor of Italian, Gonzaga in Florence - Dottore in Sociologica, Università degli Studi, Trento, 1973.
- FRANKLIN (TROY) RUX, 2001, Senior Lecturer of Math B.A., Eastern Washington University, 1987; M.S., Eastern Washington University, 1999.
- WILLIAM F. RYAN, S.J., 1971 (1993), Associate Professor of Philosophy - A.B., Gonzaga University, 1955; M.A., Gonzaga University, 1961; M.A., St. Mary's University (Halifax), 1963; S.T.L., Regis College (Toronto), 1963; Ph.D., University of Louvain, 1971.
- ROBERTO SABBADINI, 2005, Adjunct Lecturer in History, Dottore in Lettere e Filosofia, Università degli Studi di Venezia "Cà Foscari", 1988; Ph.D., European University Institute, 1995.
- CHARLES (CHUCK) V. SALINA, 2005, Assistant Professor of Educational Leadership and Administration - B.A., University of Washington, 1975; M.A., Gonzaga University, 1985; Ph.D., Gonzaga University, 1991.
- MARY MARTHASAVAGE, 2001 (2007), Assistant Professor of English as a Second Language-B.A., Cal State-Fresno, 1977; M.S.P., San Jose State University, 1983, Ph.D. Gonzaga University, 2008.
- DUANE F. SCHAFER, 2003; Adjunct Assistant Professor of Educational Leadership and Administration - B.A., University of Akron, 1968; M.A., University of Akron, 1982; Ph.D., Gonzaga University, 2002.
- LINDA S. SCHEARING, 1993 (2004), Professor of Religious Studies - B.A., Southeastern College, 1968; M.A.T., Rollins College, 1970; M.Div., Candler School of Theology, 1981; Ph.D., Emory University, 1992.
- STEVEN D. SCHENNUM, 1992 (2000), Associate Professor of Electrical Engineering - B.S.E.E., Montana State University, 1983; M.S.E.E., Montana State University, 1985; Ph.D., Washington State University, 1992.
- FREDRIC W. SCHLATTER, S.J., 1952 (1974), Professor Emeritus of the Classics - A.B., Gonzaga University, 1949; M.A., Gonzaga University, 1950; S.T.L., Alma College, 1957; Ph.D., Princeton University, 1960.
- ERIK SCHMIDT, 2003, Assistant Professor of Philosophy B.A. Wheaton College, 1993; Ph.D., Syracuse University, 2003.
- NANCY L. SCHMIDT, 2006, Assistant Professor of Communication Arts - B.S., San Diego State University, 1995; M.A., Washington State University, 1999; Ph.D., Washington State University, 2006.
- FRANZ K. SCHNEIDER, 1957 (1993), Professor Emeritus of English - B.A., Washington State University, 1952; M.A., University of Washington, 1954; Ph.D., University of Washington, 1959.
- BENJAMIN SEMPLE, 1998 (2000), Associate Professor of Modern Languages - B.A., Hamilton College, 1983; M.A., University of Pennsylvania, 1988; Ph.D., University of Pennsylvania, 1991.



- STEPHEN SEPINUCK, 1991 (1999), Professor of Law A.B., Brown University, 1981; J.D., Boston University, 1984; L.L.M., New York University School of Law, 1987.
- JENNIFER L. SEVEDGE, 2006, Lecturer of English as a Second Language – B.A., University of Alabama, 1995; M.A., University of Alabama, 2001.
- JOHN B. SEVERINGHAUS, 1999; Adjunct Assistant Professor of Counselor Education - B.A., Indiana University, 1976; M.A., University of Idaho, 1979; Ph.D., Washington State University, 1991.
- JOHN F. SHEA, S.J., 2008, Assistant Professor of Biology – B.S., John Carroll University, 1997; Ph.D., Ohio State University, 2003.
- KEVIN G. SHELLEY, 1994, Associate Professor of Legal Research and Writing - B.A., Auburn University, 1983; J.D. University of Alabama, 1988.
- JERRI SIMMS SHEPARD, 1990 (2003), Associate Professor of Educational Administration and Leadership – B.A., Arizona State University, 1970; M.C., Arizona State University, 1976; Ed.D., University of San Francisco, 1989.
- JENNIFER N. SHEPHERD, 1998 (2006), Associate Professor of Chemistry - B.S., Oregon State University, 1993; M.S., University of California at Los Angeles, 1995; Ph.D., University of California at Los Angeles, 1998.
- MAUREEN M. SHERIDAN, 1977, Director of the Counseling Center - A.B., Gonzaga University, 1968; M.A., Gonzaga University, 1971; Ph.D., Purdue University, 1977.
- JOHN N. SHEVELAND, 2006, Assistant Professor of Religious Studies – B.A., University of Portland, 1996; M.A., Yale University Divinity School, 1999; Ph.D., Boston College, 2006.
- MARK J. SHRADER, 1988 (2002) (2008), Professor of Finance - B.B.A., University of Texas at Austin; Ph.D., Texas Tech University, 1988.
- CATHERINE L. SIEJK, 1991 (1997), Associate Professor of Religious Studies - B.A., Duquesne University, 1972; M.A., Duquesne University, 1974; Ph.D., Boston College, 1992.
- SANDRA L. SIMPSON, 2007, Assistant Professor of Legal Research and Writing – B.S., University of Wisconsin at Oshkosh, 1989; J.D., University of Iowa, 1992; M.I.T., Whitworth College, 1999.
- CHARLES D. SKOK, 1980 (1992), Professor Emeritus of Religious Studies - B.A., St. Edward's Seminary, 1948; M.Div., St. Edward's Seminary, 1952; B.Ed., Gonzaga University, 1956; S.T.L., University of Saint Thomas Aquinas (Rome), 1961; S.T.D., University of Saint Thomas Aquinas, 1962.
- JOANNE A. SMIEJA, 1988 (1996), Professor of Chemistry B.A., College of St. Thomas, 1982; Ph.D., University of Minnesota, 1986.
- CHRISTOPHER E. SMITH, 2006, Associate Professor of Computer Science – B.S., Lake Superior State College, 1984; M.S., University of Michigan, 1987; Ph.D., University of Minnesota, 1996.
- DEBORAH W. SMITH, 2001, Lecturer- AT Professor of Nursing - B.A., Washington State University, 1973; B.S.N., Washington State University, 1975; M.S.N., University of Washington, 1981; D.N.P., Case Western Reserve University, 2008.
- JOHN STUART SPENCER, 2001, Assistant Professor, Foley Center Library - B.A., Wheaton College, 1977; M.A., Kent State University, 1983; M.L.S., Southern Connecticut State University, 1989.
- ROBERT SPITTAL, 1992 (1999), Associate Professor of Music - B.M.E., The Ohio State University, 1985; M.M., Baylor University, 1990; D.M.A., University of Cincinnati, 1995.
- ROBERT SPITZER, S.J., 1998, Professor of Philosophy and President of the University - B.B.A., Gonzaga University, 1974; M.A., Saint Louis University, 1978; M.Div., Gregorian University, 1983; Th.M., the Weston School of Theology, 1984; Ph.D., Catholic University of America, 1989.
- J. RODERICK STACKELBERG, 1978 (2004), Professor Emeritus of History - B.A., Harvard University, 1956; M.A., University of Vermont, 1972; Ph.D., University of Massachusetts, 1974.
- NANCY L. STAUB, 1992 (2002), Professor of Biology - B.A., Earlham College, 1980; Ph.D., University of California at Berkeley, 1989.
- REBECCA M. STEPHANIS, 2007, Instructor of Modern Languages – A.B., Occidental College, 1993; M.A., Tulane University, 1996; M.A., Stanford University, 1998.
- W. CLINTON STERLING, 2004, Assistant Professor of Law/Faculty Services Librarian-B.A., The George Washington University, 1983; M.L.S., University of Pittsburgh, 1995; J.D., American University, 1991.
- CHRISTOPHER E. STEVENS, 2008, Assistant Professor of Entrepreneurship – B.S., Northern Kentucky University, 1994; M.B.A., Case Western Reserve University, 2001; Ph.D., Case Western Reserve University, 2008.
- BRIAN K. STEVERSON, 1992 (2008), John L. Aram Professor of Business Ethics - B.S., Francis Marion College, 1984; M.A., Tulane University, 1987; Ph.D., Tulane University, 1991.
- DANIEL STEWART, 2006 (2009), Associate Professor of Management – B.A., Washington State University, 1992; M.A., Stanford University, 2000; Ph.D., Stanford University, 2002.
- JEFF STEWART, 2008, Professor of Military Science – B.A., Western Oregon State College, 1993; B.S. Sultan Qaboos University, 2003; M.A., US Army Command and General Staff College, 2004; Lieutenant Colonel, United States Army.
- SHELLEY S. STORY, 2006 – Adjunct Professor of Finance and Associate Dean for Student Life, Gonzaga in Florence – B.A., Trinity University, 1994; M.Ed., The University of Georgia, 1997; M.B.A., Texas Christian University, 2004; Ed.D. Texas Christian University, 2006.
- SHARON STRAUB, 1996, Adjunct Instructor of Teacher Education, Director of Professional Certification - B.A., Whitworth College, 1968; M.Ed., Whitworth College, 1970.
- JON D. SUNDERLAND, 1979 (2007), Associate Professor of Sport and Physical Education and Dean of the School of Education - B.A., California Polytechnic State University,

- 1968; M.A., California Polytechnic State University, 1971; Ph.D., University of Oregon, 1981.
- BROOK O. SWANSON, 2006, Assistant Professor of Biology – B.S., Florida Institute of Technology, 1999; Ph.D., Northern Arizona University, 2004.
- PHYLLIS M. TAUFEN, S.N.J.M., 1979 (1999), Professor Emerita of English - B.A., Holy Names College, 1946; M.A., Gonzaga University, 1967.
- CARLOS J. TAVORA, 1988, Professor of Electrical Engineering - B.S., Instituto Tecnológico de Aeronautica, 1960; M.S., University of Houston, 1963; Ph.D., University of California at Berkeley, 1970.
- WALTER R. TEETS, C.P.A.-Inactive, 1994 (1999), Associate Professor of Accounting - B.Mus.Ed., University of Colorado, 1973; M.Music, University of Wisconsin, 1976; M.S., University of Wisconsin, 1981; M.S., University of Wisconsin, 1985; Ph.D., University of Chicago, 1989.
- WILLBANN D. TERPENING, 1985 (2003), Professor of Operations Management - B.A., University of Montana, 1970; M.A., Southern Illinois University at Carbondale, 1974; Ph.D., Southern Illinois University at Carbondale, 1976.
- PATRICIA L. TERRY, 1989 (1995), Associate Professor of English and Associate Dean College of Arts and Sciences - B.A., Rhodes College, 1977; M.A., University of North Carolina at Chapel Hill, 1983; Ph.D., University of North Carolina at Chapel Hill, 1989.
- ASHISH THATTE, 2006, Assistant Professor of Operations Management – B.E., University of Pune, India, 1996; M.B.A., University of Pune, India, 1999; M.S., The University of Toledo, 2001; Ph.D., University of Toledo, 2006.
- JAMES D. THAYER, 2002 (2009), Associate Professor of English - B.A., California State University, Sacramento, 1992; M.A., California State University, Sacramento, 1997; Ph.D., University of Oregon, 2002.
- KONNY THOMPSON, 1994, Assistant Professor, Foley Center Library - B.A., Drake University, 1982; M.L.S., University of Iowa, 1990.
- VIRGIL F. THOMPSON, 2003 (2009), Senior Lecturer of Religious Studies— B.A. Luther College, 1969; M.Div. Luther Seminary, 1973; Th.M., Princeton Seminary, 1977.
- GARY L. THORNE, 2008, Assistant Professor of Psychology – B.S., Iowa State University 1969; M.S., Eastern Washington University, 1997; Ph.D., University of Southern California, 2005.
- DAVID B. THORP, 2007, Assistant Professor of Human Physiology – B.S., University of Guelph, 1997; M.S., The University of Western Ontario, 2001; Ph.D., The University of Western Ontario, 2006.
- JANE A. TIEDT, 2004, Lecturer of Nursing - B.S.N., University of Iowa, 1983; M.S.N., Gonzaga University, 1994.
- MICHAEL W. TKACZ, 1991 (1997), Associate Professor of Philosophy - B.A., Valparaiso University, 1975; M.M.S., University of Notre Dame, 1982; M.A., The Catholic University of America, 1989; Ph.D., The Catholic University of America, 1993.
- LORI TOCHTERMAN, 2008, Lecturer of Nursing – B.S.N., Medical University of South Carolina, 1986; M.S.N., University of Mississippi Medical Center, 2005.
- MARCUS J. TODD, 2008, Assistant Professor of Communication Arts – B.A., Eastern Washington University, 2003; M.F.A., Kent State University, 2006.
- JOHN TRAYNOR, 2004, Assistant Professor of Teacher Education - B.A., University of Washington, 1993; MA, Seattle University, 1997; Ph.D., Washington State University, 2007.
- LINDA B. TREDENNICK, 2003 (2009), Associate Professor of English – B.A., University of Puget Sound, 1991; M.A., Portland State University, 1997; Ph.D., University of Oregon, 2002.
- MICHAEL TRELEAVEN, S.J., 1990 (2003), Associate Professor of Political Science - A.B., Gonzaga University, 1977; M.A., University of Toronto, 1979; M.Div., University of Toronto (Regis College), 1983; Th.M., University of Toronto (Regis College), 1986; Ph.D., University of Toronto, 1993.
- MARY PATRICIA TREUTHART, 1989 (1998), Professor of Law - B.A., Douglass College, 1975; J.D., Rutgers University, 1978; LL.M., Columbia University, 1989.
- ANDREW J. TRUHLER, 2007, Lecturer of Management Information Systems – B.B.A., University of Washington, 2002; M.B.A, Gonzaga University, 2007.
- DIANE C. TUNNELL, 1987 (1991), Associate Professor of Sport and Physical Education - B.S., Northeastern Oklahoma State University, 1975; M.S., Northeastern Oklahoma State University, 1976; Ed.D., Oklahoma State University, 1987.
- BERNARD J. TYRRELL, S.J., 1971 (1982), Professor Emeritus of Philosophy and of Religious Studies - A.B., Gonzaga University, 1957; M.A., Gonzaga University, 1958; M.A., University of Santa Clara, 1966; Ph.D., Fordham University, 1972.
- GARY D. UHLENKOTT, S.J., 1986 (1993), Associate Professor of Music - A.B., Gonzaga University, 1974; Diploma, Berklee College of Music, 1986; M.S., Syracuse University, 1975.
- EDWARD F. VACHA, 1981 (1992), Professor of Sociology and Program Director of Criminal Justice - B.A., University of California at Santa Cruz, 1968; M.A., University of California at Santa Barbara, 1970; Ph.D., University of California at Santa Barbara, 1975.
- JAMES M. VACHÉ, 1975 (1978 Professor Emeritus of Law and Associate Academic Vice President - B.A., Washington State University, 1969; J.D., University of Washington, 1972.
- JOHN VANDER BEEK, 1985, Associate Professor of Mathematics - B.A., Dordt College, 1965; M.S., Oregon State University, 1970; Ph.D., Oregon State University, 1970.
- TOMMASO A. VANNELLI, 2008, Assistant Professor of Chemistry – B.S., Tufts University, 1995; M.S. University of California, San Diego, 1998; Ph.D., University of California, San Diego, 2000.

- ANTHONY P. VIA, S.J., 1966 (1980), Professor of History, A.B., (Honors Classical) Gonzaga University, 1950; M.A., Gonzaga University, 1956; S.T.L., Gregorian University, 1963; Ph.D., University of Wisconsin, 1966.
- JOHN VILLALPANDO, 2003 (2009), Associate Professor of Mathematics - B.S., Eckerd College, 1996; M.S., Clemson University, 1999; Ph.D., Clemson University, 2002.
- ROSE MARY VOLBRECHT, 1981 (2002), Professor of Philosophy - B.A., Houghton College, 1974; M.A., Trinity Evangelical Divinity School, 1977; Ph.D., Notre Dame University, 1983.
- FRANCESCO VOSSILLA, 2005, Adjunct Instructor of Philosophy, Gonzaga in Florence – B.A. in Literature and Philosophy at Università degli Studi di Firenze, Firenze, Italy, 1992 – Ph.D. in History of Architecture at Università degli Studi di Firenze, Firenze, Italy, 2005.
- ANTHONY T. WADDEN, 1970 (2005), Professor Emeritus of English - B.A., University of Iowa, 1961; M.A., University of Iowa, 1963; Ph.D., University of Iowa, 1970.
- JOHN V. WAGNER, 1981 (1989), Associate Professor of Philosophy - B.A., Catholic University of America, 1970; M.A., Catholic University of America, 1971; Ph.D., Catholic University of America, 1979.
- FOSTER WALSH, 2001 (2006), Associate Professor of Teacher Education - B.A., Whitworth College, 1968; M.Ed., Whitworth College, 1971; Ph.D., Washington State University, 1992.
- STEPHEN D. WARREN, 2004, Assistant Professor of Chemistry - B.A., Walla Walla College, 1988; Ph.D., State University of New York at Buffalo, 1995.
- ROBERT D. WATERMAN, 1981 (1988), Associate Professor of Political Science - B.A., University of California at Berkeley, 1965; M.A., University of California at Berkeley, 1966; Ph.D., University of California at Berkeley, 1978.
- J. KEVIN WATERS, S.J., 1983 (1996), Professor of Music and Dean Emeritus of the College of Arts and Sciences A.B., Gonzaga University, 1957; M.A., Gonzaga University, 1958; B.A., University of Washington, 1964; S.T.B., University of Santa Clara, 1964; M.A., University of Santa Clara, 1965; D.M.A., University of Washington, 1970.
- JEFFREY M. WATSON, 2006, Assistant Professor of Chemistry – B.S., Oregon State University, 1995; Ph.D., Purdue University, 2002.
- GEORGIE ANN WEATHERBY, 1996 (2001), Associate Professor of Sociology - B.A., Western Washington University, 1979; M.A., Western Washington University, 1984; Ph.D., University of Washington, 1990.
- GARY J. WEBER, 1995 (2004), Associate Professor of Accounting - B.S., Bowling Green State University, 1981; Ph.D., Arizona State University, 1997.
- KIMBERLY P. WEBER, 1998 (2002) (2008), Professor of Special Education - A.A., Sacramento City College, 1985; B.A., California State University, 1987; M.A., University of the Pacific, 1988; Ph.D., The Ohio State University, 1995.
- JOHN G. WEISBROD, 2006; Clinical Faculty, of Education, Anesthesiology- B.S.N., University of WisconsinMilwaukee, 1976; M.A.E., Gonzaga University, 1983.
- LAWRENCE A. WEISER, 1989, Co-Director of the Clinical Law Program and Associate Professor of the Law Clinic B.A., Boston University, 1971; J.D., Gonzaga University, 1976.
- ANASTASIA C. WENDLINDER, 2007, Assistant Professor of Religious Studies – B.A., University of Colorado at Boulder, 1987; M.A., Graduate Theological Union, 1993; Ph.D., University of Notre Dame, 2004.
- RANDY L. WILLIAMS, 1979 (1987), Professor of Special Education - B.A., Pomona College, 1970; M.A., Western Michigan University, 1973; Ph.D., University of Kansas, 1976.
- VICKIE J. WILLIAMS, 2003 (2008), Associate Professor of Law - B.S., Tufts University, 1985; J.D., New York University School of Law, 1990.
- MARK WILSON, 1974 (2004), Professor Emeritus Law – B.A., University of South Dakota, 1960; J.D., University of Minnesota, 1967.
- SANDRA M. WILSON, 1982 (1986), Associate Professor Emerita, of Leadership Studies (Doctoral) - B.S., Michigan State University, 1966; M.Ed., Michigan State University, 1973; Ph.D., Michigan State University, 1980.
- MICHAEL J. WOODS, S.J., 2007, Assistant Professor of Religious Studies – B.S., Indiana University of Pennsylvania, 1988; B.A., Pontifical Gregorian University, 1998; S.T.L., Catholic University of America, 2004.
- NANCY L. WORSHAM, 1992 (2007), Professor of Psychology - B.A., University of California at Santa Barbara, 1980; M.S., University of Utah, 1986; Ph.D., University of Vermont, 1992.
- DANIELLE (DAN) XU, 2005, Assistant Professor of Finance – B.A., Jilin University, 1993; M.S., University of Arizona, 2000; Ph.D., University of Arizona, 2005.
- KATHERINE A. YERION, 1977 (1996), Professor of Computer Science - B.S., Northern Arizona University, 1971; M.S., Northern Arizona University, 1972; Ph.D., University of Montana, 1978.
- MARK A. YOUNG, 2008, Assistant Professor of Counselor Education – B.A., Idaho State University, 2000; M.S., Idaho State University, 2002; Ph.D., Idaho State University, 2005.
- STEVEN C. ZEMKE, 2005 (2008), Associate Professor of Mechanical Engineering – B.S., University of Washington, 1977; M.S., Northwestern University, 1980; Ph.D., University of Idaho, 2005.

Address all correspondence regarding this catalogue to:  
 University Registrar  
 Gonzaga University  
 AD Box 83

Spokane, Washington 99258-0001  
 Area Code 509-313-6592

The publication of a catalogue at a given date obviously does not (and cannot be allowed to) stop the evolution of academic programs. The present catalogue depicts the current status of the programs offered by Gonzaga University, but only as of the January 1<sup>st</sup> of the year of its publication. Changes in programs do and necessarily must occur; and the University maintains a master catalogue on file in the Registrar's Office which constitutes the official status of University policy and programs at all times. Any questions regarding changes since January 1, 2009, may be directed to the Registrar's Office or to the Academic Vice President's Office.

**Equal Opportunity Policy:** Gonzaga is an equal opportunity, Affirmative Action University. The University does not discriminate against any person on the basis of race, religion, sex, national origin, age, marital or veteran status, sexual orientation, physical or mental impairment that limits a major life activity, or any other non-merit factor in employment, educational programs or activities which it operates. All University policies, practices, and procedures are consistent with Gonzaga's Catholic, Jesuit identity and Mission Statement.

**504 Policy:** Federal law prohibits us from making preadmission inquiry about disabilities. Information regarding disabilities, voluntarily given or inadvertently received, will not adversely affect any admission decisions. If you require special services because of a disability, you may notify the Disability Resources, Education, and Access Management (DREAM) office. This voluntary self-identification allows Gonzaga University to prepare appropriate support services to facilitate your learning. This information will be kept in strict confidence and has no effect on your admission to the University.

## ACADEMIC CALENDAR

### ACADEMIC CALENDAR FOR 2009-2010

#### FALL SEMESTER 2009

Law School Classes Begin	August 24	New Faculty Conference	August 25
Fall Faculty Conference	August 27 - August 28		
Residence Halls Open			
New Students	August 28 and August 29	Returning Students	August 30
New Student Orientation	August 28 - August 31		
President's Reception	Sunday, August 30		
Academic Convocation	August 31		
New Students Meet with Assigned Advisors	August 31		
Fall Validation	August 31		
Classes Begin	September 1	Labor Day	September
7 Last Day to Add	September 9	Last Day to Drop	September 11
Mass of the Holy Spirit (11:00am & Noon classes canceled)	September 16		
Incompletes Revert to Provisional Grades	October 2		
Student Learning Outcomes Day (Morning classes cancelled)	October 7		
Founder's Day Holiday	October 19		
Mid-semester Grades Due to Registrar's Office	October 21		
Fall Family Weekend	October 23 - October 25		
Last Day to Withdraw	November 13		
Thanksgiving Holiday	November 25 - November 27		
Prep Week	December 7 - December 11		
Semester Examinations	December 14 -	December 17	
Christmas Holiday Begins	December 18		
Grades Due in Registrar's Office	December 22		

#### SPRING SEMESTER 2010

Residence Halls Open	January 10	New Student Orientation	January 11
Spring Faculty Conference	January 11		
Spring Validation	January 11		
Classes which meet on Monday's ONLY begin	January 11		
Law School Classes Begin	January 12		
Undergraduate and Graduate Classes Begin	January 12		
Martin Luther King Holiday	January 18		
Last Day to Add	January 20	Last Day to Drop	January 22
Incompletes Revert to Provisional Grades	February 12		
President's Day Holiday	February 15	Spring Vacation	March 8- March 12
Mid-semester Grades Due in Registrar's Office	March 9		
Last Day to Withdraw	March 26	Good Friday	April 2
Easter Holiday	April 5		
Academic Honors Convocation (classes canceled 3:15-4:45 pm)	April 20		
Prep Week	April 26 - April 30		
Semester Examinations			
100/200 classes	May 3 - May 7		
300/400 classes	May 3 -	May 5	Senior Week
Activities	May 5 - May 7		
Graduate School Commencement	May 8		

Baccalaureate and Graduate School Mass	May 8
Undergraduate Commencement	May 9
Grades Due in Registrar's Office	May 11
Law School Commencement	May 15

\*Exams may start on Saturday, May 1

#### SUMMER

Session I Begins	May 17
Session I Ends	June 25
Session II Begins	June 28
Session II Ends	August 6
Full Summer Session Begins	May 17
Full Summer Session Ends	August 6

### ACADEMIC CALENDAR FOR 2010-2011

#### FALL SEMESTER 2010

Law School Classes	August 23	New Faculty Conference	August 24
Fall Faculty Conference	August 26	and	August 27
Residence Halls Open			
New Students	August 27 and August 28		
Returning Students	August 29		
New Student Orientation	August 27 - August 30		
President's Reception	August 29		
Academic Convocation	August 30		
New Students Meet with Assigned Advisors	August 30		
Fall Validation	August 30		
Classes Begin	August 31		
Labor Day	September 6		
Last Day to Add	September 8	Last Day to Drop	September 10
Mass of the Holy Spirit (11:00am & Noon classes canceled)	September 15		
Incompletes Revert to Provisional Grades	October 1		
Student Learning Outcomes Day (Morning classed will be canceled)	October 7		
Founder's Day Holiday	October 18		
Mid-semester Grades Due in Registrar's Office	October 20		
Fall Family Weekend	October 22 - October 24		
Last Day to Withdraw	November 12		
Thanksgiving Holiday	November 24 - November 26		
Prep Week	December 6 - December 10		
Semester Examinations	December 13 -	December 16	
Christmas Holiday Begins	December 17		
Grades Due in Registrar's Office	December 21		

#### SPRING SEMESTER 2011

Residence Halls Open	January 9		
New Student Orientation	January 10		
Spring Faculty Conference	January 10	Spring Validation	January 10
Classes which meet on Monday's ONLY begin	January 10		
Law School Classes Begin	January 11		
Undergraduate and Graduate Classes Begin	January 11		
Martin Luther King Holiday	January 17		
Last Day to Add	January 19	Last Day to Drop	January 21
Incompletes Revert to Provisional Grades	February 11		



Computer Engineering . . . . .	175	Finance . . . . .	142
Computer Science . . . . .	170	Financial information . . . . .	16
Confidentiality of Records Policy . . . . .	41	Financial Aid . . . . .	14
Confirmation Deposit . . . . .	16	Financial Aid Probation . . . . .	15
Core curriculum, University . . . . .	31	Florence Program . . . . .	204
Counseling and Career Assessment Center . . . . .	23	Foley Center Library . . . . .	5
Course Challenge Program . . . . .	34	Foreign Study Programs . . . . .	204
Course Drops, Faculty Initiated . . . . .	38	France Program . . . . .	205
Course Load . . . . .	34, 37	French . . . . .	96
Criminal Justice Program . . . . .	70	GAMP . . . . .	24
Crosby Student Center . . . . .	26	General Business . . . . .	139
Cuernavaca Program . . . . .	206	German . . . . .	98
Dean's List . . . . .	39		
Degree Requirements and Procedures, General . . . . .	31	<b>INDEX</b>	
Degrees Offered . . . . .	29	Gonzaga Name . . . . .	4
Disabilities Resources, Education and Access Management . . . . .	25	Grade Appeal . . . . .	37
Disclaimer . . . . .	32, 233	Grade Point Average . . . . .	36
Disciplinary Cases . . . . .	22	Grade Reports . . . . .	36
Dual Enrollment . . . . .	13	Grade, Change of . . . . .	37
Economics . . . . .	72, 141	Grading Policies and Procedures . . . . .	35
Education, School of . . . . .	151	Graduate Program . . . . .	209
Accreditation . . . . .	151	Graduation Honors . . . . .	39
Mission . . . . .	151	Granada, Spain, Program . . . . .	205
Programs of Study . . . . .	151	Grants in Aid . . . . .	14
Core Curriculum . . . . .	151	Greek . . . . .	59
Teacher Certification . . . . .	159	Health Center . . . . .	24
Electrical Engineering . . . . .	173	History Department . . . . .	80
El Salvador Program . . . . .	205	History of the University . . . . .	4
Employment, Student . . . . .	15	Hogan Entrepreneurial Leadership Program . . . . .	13, 29, 39, 200
Engineering, Integrated B.S./M.B.A.: . . . . .	185	Honor Societies . . . . .	39
Engineering, School of . . . . .	165	Honors Program . . . . .	13, 29, 202
Degree Programs and Accreditation . . . . .	166	Housing and Dining Policies . . . . .	21
Degree Requirements . . . . .	166	Human Physiology . . . . .	189
Core Curriculum . . . . .	167	Human Resource Management . . . . .	143
Engineering Management . . . . .	178	Incompletes, Removal of . . . . .	36
Engineering Science . . . . .	180	Information Technology . . . . .	86
English as Second Language . . . . .	212	International Business . . . . .	148
English Department . . . . .	74	International Student Programs . . . . .	25, 29
English Language Center . . . . .	212	International Students, Admission of . . . . .	12
Enrollment Verifications . . . . .	38	International Studies Department . . . . .	87
Environmental Studies Concentration . . . . .	78	Intramural Sports . . . . .	25
Erasmus, Netherlands Program . . . . .	206	Italian Studies Program . . . . .	93
Facilities of the University . . . . .	5	Italian . . . . .	96
Faculty of the University . . . . .	221	Japanese . . . . .	100
Fees . . . . .	17	Journalism . . . . .	61
Field Studies Program . . . . .	205	Latin . . . . .	59
Final Examinations . . . . .	38	Law and Public Policy . . . . .	148
		Law, School of . . . . .	210
		Leave of Absence . . . . .	35
		Loans . . . . .	15
		London Program . . . . .	205
		Major Area . . . . .	31

Management Information Systems . . . . .	144	Second Majors, Minors, Degrees . . . . .	31
Map, Campus . . . . .	Back cover	Service Learning . . . . .	24, 206
Marketing . . . . .	145	Service Organizations, Student . . . . .	24
Martin Centre . . . . .	5	Sociology Department . . . . .	126
Mathematics Department . . . . .	94	Sophia, Japan Program . . . . .	206
Mechanical Engineering . . . . .	181	Spanish . . . . .	96
Members, Board of . . . . .	217	Special Education . . . . .	152
Military Science Department . . . . .	207	Spokane, Description of . . . . .	4
Minor courses of study . . . . .	31	Sport and Physical Education . . . . .	155
Mission Statement . . . . .	1	Student Behavior . . . . .	22
Modern Languages and Literature Department . . . . .	96	Student Body, Description of . . . . .	4
Multiple usage of courses . . . . .	32	Student Clubs . . . . .	26
Music Department . . . . .	102	Student Government . . . . .	26
Mutual responsibility . . . . .	22	Student Life . . . . .	21
Non-Discrimination Statement . . . . .	6	Student Publications . . . . .	25
Non-Matriculation . . . . .	13	Studies Abroad . . . . .	29, 204
Nursing . . . . .	191	Summer Term . . . . .	199
Officers of the Administration . . . . .	217	Teacher Certification . . . . .	46, 159
Operation and Supply Chain Management . . . . .	147	Teacher Education . . . . .	159
Overload, Course . . . . .	34	Telephone Directory . . . . .	237
Pass/Fail Option . . . . .	32, 37	Theatre Arts . . . . .	63
Philosophy Department . . . . .	106	Third Party Sponsors . . . . .	16
Physical Education . . . . .	155	Transfer of Credits . . . . .	11, 33
Physics Department . . . . .	111	Transfer Students . . . . .	34
Political Science Department . . . . .	113	Tuition Schedule . . . . .	17
Pre-dentistry Program . . . . .	29	Unity House Cultural Education Center . . . . .	25
Pre-Law Program . . . . .	30	University Academic Awards . . . . .	39
Pre-Medicine Program . . . . .	29	University Chapel . . . . .	5
Pre-Nursing Program . . . . .	30	University Courses . . . . .	199
Pre-Professional Programs . . . . .	29	University Ministry . . . . .	22
Pre-Veterinary . . . . .	29	Unsatisfactory Progress . . . . .	38
President's List . . . . .	39	Varsity Athletics . . . . .	25
Probation, Academic . . . . .	38	Veterans . . . . .	30, 38
Professional Studies, School of: . . . . .	189	Vision Statement . . . . .	7
Proficiency Examination Program . . . . .	13	W.A.T.E.R. Program . . . . .	206
Programs Offered . . . . .	29	Withdrawal from the University . . . . .	35
Psychology Department . . . . .	117	Women's and Gender Studies Program . . . . .	129
Public Relations . . . . .	62	Zambia Program . . . . .	206
Refunds . . . . .	16	Admissions Office	
Registration . . . . .	34	Spokane Area	(509) 313-6572
Religious Studies Department . . . . .	122	Toll-free	1-800-322-
Repetition of Courses . . . . .	37	Advising	2584
Residence Halls . . . . .	21	Foreign Student	(509) 313-6563
Residency Requirement . . . . .	21	Freshman School	(509) 313-4072
Residential Living Application/Agreement . . . . .	21	Coordinators	
R.N./M.S.N.Program . . . . .	193	Arts & Sciences	(509) 313-5522
Room and Board . . . . .	17	Business	(509) 313-5502
Saint Aloysius Gonzaga Church . . . . .	5	Education	(509) 313-3594
Satisfactory Academic Progress . . . . .	15, 38		
Scholarship Aid . . . . .	14		
Seal of the University . . . . .	6		



Engineering	(509) 313-3523	Electrical/Computer	(509) 313-3523
Professional Studies	(509) 313-3548	Engineering Management	(509) 313-3523
College of Arts and Sciences		Mechanical	(509) 313-3523
Dean's Office	(509) 313-5522	School of Law	
Art	(509) 313-6686	Dean's Office	(509) 313-3700
Biology	(509) 313-6622	School of Professional Studies	
Catholic Studies	(509) 313-6609	Dean's Office	(509) 313-3548
Chemistry	(509) 313-6632	Doctoral Program	(509) 313-3485
Classical Civilization	(509) 313-6691	Human Physiology	(509) 313-3487
Communication Arts	(509) 313-6662	General Studies	(509) 313-3568
Criminal Justice	(509) 313-3627	Leadership Studies	(509) 313-3485
English	(509) 313-6672	Nursing - Undergraduate	(509) 313-5542
History	(509) 313-3687	Nursing - Graduate	(509) 313-6640
Honors	(509) 313-6701	Organizational Leadership	(509) 313-6645
International Studies	(509) 313-3602	General Information	
Mathematics	(509) 313-5512	Academic Vice President's Office	
Modern Languages	(509) 313-6783	(509) 313-6504	Alumni Association (509) 313-5999
Music	(509) 313-6733	Athletics (509) 313-4202	Career Center (509) 313-4234
Philosophy	(509) 313-6741	Counseling/Career Assessment Center	(509) 313-4054
Philosophy Graduate Program	(509) 313-6741	Debate	(509) 313-6654
Physics	(509) 313-6757	Debate Coach	(509) 313-6663
Political Science (509) 313-3627	Psychology (509) 313-3627	English as a Second Language Graduate Program (509) 313-5560	Financial Aid (509) 313-6582
Religious Studies	(509) 313-6782	Foley Center (509) 313-6532	Gonzaga Student Body Association (GSBA) (509) 313-5824
Religious Studies Graduate Program	(509) 313-6782	Health Center (509) 313-4052	Housing - Student Resources (509) 313-5996
Sociology	(509) 313-3627	International Student Programs	(509) 313-6563
Women's Studies	(509) 313-6795	Military Science	(509) 313-6512
School of Business		Public Relations	(509) 313-6398
Dean's Office	(509) 313-5502	Registrar's Office	(509) 313-6592
MBA Program	(509) 313-3414	Student Accounts	(509) 313-6812
School of Education		Student Employment	(509) 313-6588
Dean's Office	(509) 313-3594	Student Orientation	(509) 313-6941
Graduate Admissions-Education	(509) 313-3481	Student Life	(509) 313-4100
Counselor Education (509) 313-3501	Leadership and Administration (509) 313-3640	Study Abroad Programs	(509) 313-3549
Special Education (509) 313-3470	Sport Management & Physical Education (509) 313-3497	Summer Sessions	(509) 313-5873
Teacher Education (509) 313-3514	Certification Officer (509) 313-3504	University Ministry	(509) 313-4242
<b>PHONE DIRECTORY</b>			
School of Engineering and Applied Science			
Dean's Office	(509) 313-3522		
Civil	(509) 313-3523		
Computer Science	(509) 313-3523		

