CLAS 193, FYS: Dangerous Drama. From the departments of Theatre & Dance and Classical Civilizations, this unique, interdisciplinary course blends reflective and creative practices to explore Greek tragedy and the powerful, societal and communal effects theatre can have on both performers and spectators alike. We begin in ancient Athens, with classical Greek tragedies – ritually performed in religious and political contexts – and follow their legacy to our modern day. We will pay special attention to the use of these historic plays to create community, facilitate emotional healing, and to galvanize political action. We consider if and how live theatre can continue to create meaningful change in our own world and how the arts might reclaim the sacred and the future in our complex and rapidly shifting world. Instructor: Pistone

COMM 193, FYS: Relationshipping. People need each other. Repeated studies show that relationships and feelings of connectedness are the keys to better mental health, improved cognition, and a longer, more joyful existence. So, if relationships can save us, then why is being with other people so... complicated? Drawing on a range of disciplines, this course will explore the ways relationships teach us how to love, how to grieve, how to live more emphatically, and how (and why) to establish boundaries. Most importantly, we will learn how other people not only sustain us but contribute to our growth. Since mediated relationships are part of our socialization, we will keep see how pop culture and celebrity inform us—teaching us relational norms of both what to do, even more likely, what not to do—when in the company of others. Instructor: Morehouse.

EDTE 193, FYS: Learning Theories/Epistemologies. This course is designed to introduce the undergraduate student to the epistemology of various disciplines and to make them aware of their own personal epistemology. In addition, 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 growth and development occur in the teaching and learning act. Based on the dynamics of respect of individual differences within the learning community, prior learning and authentic scholarly exploration of historical and current literature, students will be able to articulate, develop and seek alternatives to their theories-in-use. Instructor: Cox

ENGL 193, FYS: Freaks, Geeks, and Outsiders. We have all met--or perhaps even identified with--people who are seen as different, strange, or on the margins. Drawing from a range of disciplines, this course will provide us with the opportunity to explore and analyze what makes someone “freakish” or aberrant; what it means to be a “geek” (a word whose connotations have shifted dramatically over the past thirty years); and what characteristics historically have positioned people as “outsiders” rather than “insiders.” Our exploration will be guided by a central question: what are the dividing lines between "normality" and "abnormality"? Fulfills a Social Justice designation* Instructor: Ciasullo.
ENGL 193, FYS: 1960’s in 21 Songs. Before there was Black Lives Matter, there were the Black Panthers, Malcolm X, and Martin Luther King. Before Megan Rapinoe, there was Stonewall and Muhammed Ali. Before the War on Terror, there was Vietnam. And before the fracturing of audiences with Netflix, TikTok, and YouTube, 73,000,000 Americans watched four lads from Liverpool start a revolution on their televisions. The 1960s was a decade of mass movements and mass media, one when a “new generation” imagined better worlds... and, by the end, faced deepening nightmares. This class will examine the decade at the intersection of media and society, using the popular music of the day – artists such as Bob Dylan, the Beatles, James Brown, and Aretha Franklin -- to frame interdisciplinary discussions on civil rights, women’s and gay liberation, art, religion, war, and what it means to be American. Students will be expected to be active participants, reading and listening carefully, and contributing to class discussion. A number of controversial and difficult topics will be featured, and students are cautioned that the language and topics may be challenging. Engages with issues of diversity, equity, and inclusion. Fulfills a Social Justice (SJ) designation*. Instructor: Cooney.

ENGL 193, FYS: Unsettling the American West. What is ‘the West’? How have myths, stories, histories, events, and technologies produced this place, real and fictional, called ‘the West’? In this FYS, we'll begin with ideas of ‘space’ and ‘place’ in order to focus on the American ‘West’ not only as a phenomenon of geology, ecology, and topography, but also as a place produced by histories, land uses, cultural encounters, art, and more. We’ll approach the West from diverse disciplinary perspectives, also attending to our own attachments to place. Coursework will include student-led presentations and discussions, weekly and sustained writing in dialogue with readings and classwork, and a research-project. Texts will include selected literary readings, essays from diverse fields, as well as a variety of visual media. Throughout, a central focus will be reflection on ourselves as learners beginning college-level studies. Engages with issues of diversity, equity, and inclusion. Instructor: Easterling.

ENGL 193, FYS: What is a University? The primary purpose of this First-Year Seminar is to explore as much as we can about a university. Drawing from a wide range of perspectives will provide us with insight as to how an institution of higher education operates. We will delve into the history of universities, the politics involved in academia, and the practicalities of keeping a university running. We will consider various types of universities while also focusing on Gonzaga and how it is similar to and different from other universities. Course activities will require students to research these issues and others and to share the knowledge that they gain from that research in our seminar meetings. The goal of this sharing is to “cultivate [an] understanding” of what it means to be part of a university community at this point of their education and to take that understanding with them when they leave Gonzaga. Engages with issues of diversity, equity, and inclusion and fulfills a Writing-Enriched (WE) designation*. Instructor: Pajer.

HONS 193, FYS: Honors First Year Seminar CEL - Spokane as Text. Spokane as Text uses Spokane as a case study for contemporary urban life in America. Students read widely in Philosophy, Sociology, and History, with some Political Science, Economics, and Civil Engineering. Topics covered in the course range from the impact of the placement of I-90, the balance between economic progress and displacement seen in Kendall Yards and the West Central neighborhood, the historical causes of the current housing crisis, and the history of indigeneity in the Columbia Plateau. Course designed for Honors Students. Fulfills a Social Justice (SJ) designation* Instructor: Tredennick
INMD 193, FYS: Resonate Fearlessly. This First-Year Seminar is an introduction to public speaking, including techniques to lessen speaker anxiety and the use of effective visual aids to enhance speaker presentations. With an emphasis on storytelling and persuasion, students will present two Ted Talk-related assignments in addition to other speeches and written assignments. This course reinforces skills in critical thinking and thoughtful verbal and written expression in an activity-filled interactive environment. Instructor: McMahon

MDLA 193, FYS: Austrian Culture. What defines Austrian identity? What defines your identity? This course introduces students not only to a new culture but also challenges them to reflect on their own. Through insightful texts, videos, and films, students will try to find answers to these questions and, hopefully, go beyond a stereotypical understanding of what constitutes Austrian identity and their own. Students will develop an understanding of Austrian history and how it has shaped Austrian society, get an introduction to geography, social practices, and cultural systems, explore Austrian fine art and cuisine, and discuss contemporary issues in Austrian society. Engages with issues of diversity, equity, and inclusion and fulfills a Global Studies (GS) designation* Instructor: Perz

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

PHIL 193, FYS: Tolkien & Philosophy of Language. This course will look at the way language reveals truth, with a particular focus on the creation of stories through the use of metaphor and myth in J.R.R. Tolkien’s Lord of the Rings. It is an interdisciplinary course that weaves together the philosophy of language, literary theory, and Catholic sacramental theology to examine the sacredness of nature and the way that our role as creators allows us to participate in the ongoing act of divine creation. Engages with issues of diversity, equity, and inclusion. Instructor: Bradley

PHIL 193, FYS: Conversion & Transformation. Conversion is a process in which a person's core beliefs are significantly altered or replaced. This course will examine multiple forms of conversion—philosophical, existential, religious, antireligious, and aesthetic—and will seek to understand the nature of the conversion process. Using intellectual tools from a variety of disciplines, we will explore the roles that evidence and counter-evidence play in alteration of belief, and will consider extra-evidential factors such as emotion, group identity, and self-perception. Instructor: Calhoun.
PHIL 193, FYS: Strangers (CEL). This Community-Engaged Learning course will focus on the experiences we have when we encounter strangers: unfamiliar people, concepts, methods, experiences, and environments. We will consider how we confront and respond to strangers, the ways in which diverse disciplines approach that which is strange and attempt to make it familiar, and how our encounters with strangers affect our perceptions of ourselves. The course is also designed as a Service Learning course, so that students are encountering, learning from, and serving persons who are members of marginalized communities in the Spokane area. Engages with issues of diversity, equity, and inclusion. Course limited to Freshman Students. Instructor: Weidel

PHYS 193, FYS: Pseudoscience & Conspiracies. This course is a deep dive into the basis of science and scientific knowledge. What is science and why should we accept it as a means of building knowledge? We will explore the idea of pseudoscience: ideas and beliefs that are packaged under a veil of science despite a lack of supporting scientific evidence. We will also explore the links between pseudoscience and conspiracy theories, with an emphasis on the similarities between the two. The understanding of how and why smart people may believe in different ideas, or even in unfounded ideas is of particular importance in our current age of information and dis-information. Instructor: Geske.

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

RELI 193, FYS: Sacred Waters. Taking water as its organizing subject, this course introduces students to interdisciplinary and imaginative ways to approach a seemingly basic topic. As a FYS rooted in Religious Studies, it pays special attention to the ways that stories, myths, rituals, art, and relations to other-than-human beings accompany and pervade human use and understanding of water, alongside and intertwined with scientific, biological, political, and economic aspects of water. Engages with issues of diversity, equity, and inclusion fulfills a Global Studies (GS) designation*. Instructor: Callahan

RELI 193, FYS: Vietnam-Ethics of War. Addresses the first-year core question, “How do we pursue knowledge and cultivate understanding” through a multiple disciplinary analysis of the Vietnam War. In recent American history, few events have evoked as much controversy and debate as the Vietnam War. Positions on the war ranged from total support to total opposition with often little room in between these views. For this reason, the Vietnam War calls forth a variety of viewpoints regarding the political, social, and moral consequences of the war. Many of these viewpoints reflect concerns related to justice such as the morality of war, the just war theory, colonialism, cultural narratives, the cold war, protest movements, and the draft. Seen through the lens of ethics, history, popular culture, music, and politics, we will look at the war from the perspective of policy makers, soldiers, and the Vietnamese people. We will see how each of these groups dealt with the ethics of the war in relation to their own situation and role in the war. We will try to gain some understanding of the impact of the war on America, on Vietnam, and on the people whose lives became intertwined with the war. Since war is not an isolated phenomenon, this understanding will equip students to develop an analysis of war in a more contemporary context. Fulfills a Social Justice (SJ) designation*. Instructor: Large
RELI 193, FYS: The Problem of God. The Problem of God explores the various ways in which human beings have asked and attempted to answer questions about the origin of existence, about the meaning and purpose of life, about the experience of suffering and death by appealing to God. Students will examine different methods for answering these questions through texts in theology, philosophy, and the sciences, as well as through the arts, spirituality, and ritual practice. Engages with issues of diversity, equity, and inclusion. Instructor: Mudd

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

RELI 193, FYS: Generative Balance: Whole Person Growth through Deep Learning. Being a human being allows growth mentally, physically, socially, and spiritually. Each of these involves an intentional cultivation of one’s mind. In this FYS, students explore what it means to be a human and how do humans generate thoughts. We will take a hands-on journey examining how the fields of psychology, theology, literature, performance embodiment, psychiatry, neurology, and neuroscience have assisted us in learning more about the human condition and how we can fully embrace Gonzaga’s Baccalaureate goals, deepening the quality of life, expanding intellect, and growing spiritually. Engages with issues of diversity, equity, and inclusion. Instructors: Starbuck and Measor.

RELI 193, FYS: The Depths: Psalms and the Human Condition. Being a human being means at least, among many other things, to struggle with relationships; that is to struggle with one’s self intellectually and emotionally as well as to struggle with others and/or the “Other.” The psalms of the Hebrew Bible embrace this most human experience with startling honesty, urgency, humility, and empathy. This multi-disciplinary course allows students to creatively explore and then enter into the worlds of the psalmists while also giving voice to a student’s own developing self and engagement in the human condition. Engages with issues of diversity, equity, and inclusion and fulfills a Social Justice (SJ) designation*. Instructor: Starbuck

RELI 193, FYS: Religion and Medicine. Are religions and medical science compatible? How do they relate, support, and challenge each other over the history? What are the tensions that can be quite destructive between them at times? What opportunities can they bring to humanity if we can find a good way to utilize both properly? This course will examine questions such as these. The course aims at helping students to go beyond their preconceptions and develop a critical analysis to (1) concretely identify issues that need to be resolved, (2) avoid falling into the trap of exclusivity or extreme, (3) recognize elements that help to enrich rather than impoverish our ability, and (4) view everything through a humanistic and wholistic lens. Instructor: Tran
THEA 193, FYS: Theatre & Neurodivergence. An ensemble-based interdisciplinary service-learning course in which students are trained in the Hunter Heartbeat Method, a series of theatrical games originally designed by Kelly Hunter (formerly of the Royal Shakespeare Company) to remediate common difficulties for children on the autism spectrum. This work has since been developed as essential training and foundational skill-building for all performers, and provides an embodied, physical “vocabulary” that is inclusive of members of neurodiverse communities. While students will be engaged in performance, this is not specifically an acting course, as students will engage with the course material through the lens of their own primary field of study. No prior experience with Shakespeare or theatre is required. Engages with issues of diversity, equity, and inclusion. Instructor: Edwards

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

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