

CIS Course Titles and Descriptions Fall 2025

BUSN 480, Senior Seminar Business Ethics. This 3-credit course, to be taken during the student's senior year, is designed to introduce students to the fundamentals of addressing ethical issues which arise in all aspects of business and in the interface between business activity and institutions, and the larger society which they serve. The theme of the course is that "business" is an inherently ethical practice, one which is governed by moral norms that shape the very purpose and nature of business activity and institutions, not an "add on" or a "second bottom line." *Engages with issues of diversity, equity, and inclusion and fulfills a Social Justice (SJ) designation.* * Instructor: Leithauser and Steverson

CRES 432, CIS: Africana Philosophy. See description below for PHIL 432. Instructor: Spearman

EDTE 432/SOSJ 479, CIS: Advocacy and Policy. Engaging with the community, students will develop a skill set for advocacy and leadership to contribute to a more peaceful and equitable world. With a background understanding of their own personal biases, students will engage with a vulnerable learning community to determine emergent issues that impact their success in education, build a context of the surrounding history and current efforts that impact it, then develop a plan and engage in advocacy to address the needs of an underserved population. The course includes a legislative bootcamp and features guest speakers from various political and educational organizations. *Engages with issues of diversity, equity, and inclusion.* Instructor: Girtz

ENVS 358 / PHIL 458, Environmental Ethics. The detailed philosophical study of humanity's understanding of its relationship to the natural environment, concentrating on historically prominent conceptions of that relationship, and the philosophical foundation of the contemporary environment movement. Open only to ENVS students. Instructor: Rogers

Film 432/ POLS 432, CIS: All Art is Propaganda. See description below for POLS 432. Instructor: Brunell

HEAL 455, / HONS 455 / PHIL 432, Health Care Ethics. See description below PHIL 432. *Engages with issues of diversity, equity, and inclusion.* Instructor: Ciaffa, Kulp

HEAL 485/PHIL 432/PHIL 491, CIS: Science and Society. The aim of this course is to equip you to use scientific knowledge responsibly and carefully, using the skills and values you have gained during your studies in the Gonzaga Core. More specifically, we will imagine the possible by considering how to think and act as leaders whose appreciation for scientific knowledge is in harmony with our reflective lives of faith and our firm commitment to responding to injustices in the communities, we participate in both now and after our time at Gonzaga. Students will spend most of the semester in an intensive live role-playing simulation which will require them to take on the viewpoints of scientists of the 1860's, debating the merits of Darwin's Origin of Species. The course features substantial public speaking, argument, independent research, conniving, plotting, costume, and play skills from students. Instructor: Turnbull

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PHIL 432 / HEAL 455 / HONS 455, CIS: Health Care Ethics. This course will survey a range of ethical issues pertaining to the health care professions. After examining some introductory material concerning philosophical ethics, we will proceed into three main sections of material. Section 1 will examine professional obligations, the doctor-patient relationship, and the role of nurses. Core issues here include paternalism and patient autonomy, beneficence and medical altruism, informed consent, and confidentiality. Section 2 will examine end of life care and will include discussion of euthanasia and physician-assisted suicide, surrogate decision-making, medical futility, and advance directives. Section 3 will focus on ethical issues concerning human reproduction, including abortion, artificial procreation, surrogacy, and genetic manipulation. *Engages with issues of diversity, equity, and inclusion.* Instructors: Ciaffa, Kulp

PHIL 432, PHIL 467, CIS: Faith & Reason. That faith and reason are either completely unrelated to each other or related only in conflict with each other seem to be among the commonplaces of our age. In this course, we will focus on the relationship of faith and reason especially as it has been understood in the Christian theistic tradition. Such focus is appropriate because Gonzaga is a Jesuit, Catholic, Christian university. In addition, the focus on Christian theism provides a framework with respect to which others can work out their own understandings of the relationship between faith and reason. Among the topics studied will be the following: basic understandings of the relationship between faith and reason; basic understandings of the nature and purpose of Christian education; the Christian conception of God and the divine attributes; classical and contemporary objections to Christian theism, such as those based on the experience of evil and suffering; classical and contemporary arguments for the existence of God; and traditional Christian understandings of morality, law, and virtue. The basic text is *Two Wings: Integrating Faith and Reason*. Supplemental materials studied will include works of C.S. Lewis, Flannery O'Connor, and others. Instructor: Kries

PHIL 432, PHIL 454, CIS: Existentialism. Existentialism can be characterized roughly as the attempt to investigate philosophically the sources of meaning and value in human life. The existentialists focus on what it means to exist as a human being in the contemporary world through themes such as the relationship between individuals and the groups that often oppress them; the significance of anxiety, despair, and death as basic to experiencing the world as a human being; the meaning and scope of individual freedom; and the quest for meaning and direction as it relates to God, absolute values, and society. After discussing the necessary background figures of Kant and Hegel, this course will examine the aforementioned themes as they are addressed by major "existentialist" thinkers: Kierkegaard, Nietzsche, Heidegger, Sartre, and de Beauvoir. Instructor: Di Maria

PHIL 432/PHIL 491, CIS: Modeling Social Believers. Consider some phenomena among folks: sometimes everyone in a group agrees and sometimes they polarize; sometimes individuals disagree with each other; sometimes people develop their beliefs in echo chambers. What does it mean to be rational in these cases? What are the important social factors that lead people to act as they do? These are the kinds of questions we'll be considering in this class. We'll read philosophical works on individual and social reasoning, and we'll learn how to develop computer simulations of reasoners. We will address the fourth yearly theme and question ("Imagining the possible: What is our role in the world?"). In particular, we'll consider what's possible with respect to epistemic phenomena among groups. Is polarization rational or irrational? What causes it? Are echo chambers necessarily bad? Why should we respect others' epistemic autonomy, if at all? Instructor: Lassiter

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PHIL 432, CIS: Practical Wisdom: Philosophy as a way of life. Practical Wisdom explores how ancient and modern philosophical traditions offer practical guidance for meaningful living. This seminar examines diverse approaches—from Buddhism and Confucianism to Stoicism and Existentialism—and applies them to key life domains including work, relationships, creativity, and spirituality. Through discussion-based learning and a hands-on "Experiment in Living" project, discover how philosophical wisdom can transform your approach to life's fundamental questions. Instructor: Schmidt

PHIL 432, PHIL 491 CIS: Africana Philosophy. What does the emergence of the struggle for liberation by Black people around the world mean for the future of our planet? This philosophy course will address this question through an investigation of slave narratives, decolonial political theory, philosophy of religion and Black aesthetics. Students who take this course will wrestle with the challenges posed by various thinkers from Africa and the Diaspora to the dehumanizing systems of colonialism as well their legacy. *Engages with issues of diversity, equity, and inclusion.* Instructor: Spearman

PHIL 432/PHIL 491/HEAL 485, CIS: Science and Society. The aim of this course is to equip you to use scientific knowledge responsibly and carefully, using the skills and values you have gained during your studies in the Gonzaga Core. More specifically, we will imagine the possible by considering how to think and act as leaders whose appreciation for scientific knowledge is in harmony with our reflective lives of faith and our firm commitment to responding to injustices in the communities, we participate in both now and after our time at Gonzaga. Students will spend most of the semester in an intensive live role-playing simulation which will require them to take on the viewpoints of scientists of the 1860's, debating the merits of Darwin's Origin of Species. The course features substantial public speaking, argument, independent research, conniving, plotting, costume, and play skills from students. Instructor: Turnbull

PHIL 458 / ENVS 358, Environmental Ethics. See description above ENVS 358. Open only to ENVS students. Instructor: Spearman

POLS 432/FILM 432, CIS: All Art is Propaganda. The intent of a Core Integration Seminar (CIS) is to invite Gonzaga students to imagine their future selves by "imagining the possible" and asking themselves, "what is my role in the world?" All Art is Propaganda requires students to use the skills and aptitudes developed in the first year of the core - critical reading, thinking and writing; public speaking and presenting – in service of answering the questions raised by the second and third: who are we? what does it mean to be human; and what are the defining features of a life well lived? While the course suggests various answers to these questions, it is up to each student to articulate their own conception of what it means to be human, and how political engagement through the arts offers every citizen avenues toward a life well-lived and justice pursued. *Engages with issues of diversity, equity, and inclusion.* Instructor: Brunell

RELI 432, CIS: Commercial Religion. In 1945, influential Protestant Christian theologian Horace Bushnell gave a sermon about the intertwined expansion of Christianity and global commerce across the globe, in which he stated, "I do, indeed, anticipate a day for man, when commerce itself shall become religious, and religion commercial." Today, it would seem that Bushnell anticipated correctly. This course takes up Bushnell's observation and explores the entanglements of religion and commerce. As a Core Integration Seminar, this course is interdisciplinary, raising issues relevant to a wide variety

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of majors and approaching the topic through historical, sociological, anthropological, economic, and religious studies methodologies. Moreover, as a CIS it frames its topic as generally relevant to anyone thinking about religion or commerce in the world today — tying the topic to the knowledge, skills, and attitudes cultivated by a Jesuit education and Gonzaga University’s Core learning outcomes and previous three years’ Core Questions, and asking Gonzaga seniors to reflect on the topic in relation to their central values and commitments as they prepare leave the university. Instructor: Callahan

RELI 432, The Holocaust. As a Core Integration Seminar, this course seeks to imagine different possibilities and to inquire into our role in the world. The fourth-year core question is, “Imagining the possible: What is our role in the world?” Through focusing on the events leading up to, during, and after the Holocaust, this course asks students to think about rights and responsibilities to others, in particular in forms of both personal political accountability. By focusing on documentary accounts, accounts of survivors, fictional accounts, and literary, theological, and political reflection on the Holocaust, students will critically assess how the Nazis perpetrated the murder of millions of Jews and other populations. We will examine the racist and antisemitic attitudes that led to widespread complicity among Germans and other European populations, as well as the roots of anti-Jewish attitudes in ancient and medieval Christian teachings. The class will conclude by considering the growing resurgence of antisemitic forms of expression, including most recently in American white Christian nationalism. Focusing on the challenges of the present day, how can we make true the dictum, “never again”? Instructor: Vander Schel

SOSJ 479/EDTE 432, CIS: Advocacy and Policy. See description above EDTE 432. *Engages with issues of diversity, equity, and inclusion.* Instructor: Girtz

* **Designations:** To fulfill university core requirements, students must complete 2 Writing-Enriched (WE) designated courses (in addition to Writing), 1 Global Studies (GS) designated course (in addition to World/Comparative Religion), and 1 Social Justice (SJ) designated course. Designations double-count. That is, students completing a CIS with a designation, get credit for the CIS 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.