

CIS Course Titles and Descriptions Spring 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

CLAS 432/CRES 380, CIS: Constructing Race in Antiquity. This course will explore ancient and modern constructions of race and ethnicity through the lens of the ancient Greco-Roman world. As our nation continues to grapple with difficult conversations around race, this course approaches these issues from a historical perspective. We will pay special attention to the legacy of Greek and Roman ethnographers and philosophers and the ways that ancient theories about race, ethnicity, and identity have left an enduring and often harmful mark on modern conceptions of race. *Engages with issues of diversity, equity, and inclusion.* Instructor: Pistone

CRIM 398, Media and Crime. This seminar examines how media representations shape public understandings of crime, justice, and the U.S. criminal legal system. Through an investigation of media types—radio, television, news, film, and social media—students explore criminological topics such as policing, corrections, deviant behavior, and crime policy. Engaging with the Jesuit values of education and social justice, participants reflect on how media narratives contribute to public fear and crime perceptions, while considering how to challenge and transform these narratives. In alignment with the CIS's guiding question, "What is our role in the world?" this course fosters critical thinking and effective communication skills aimed at inspiring positive change in public discourse and policy. Drawing from interdisciplinary perspectives, students integrate prior Core knowledge to address the ethical and societal implications of crime media representations, culminating in research projects and discussions that reflect the transformative nature of their Gonzaga education. By the course's end, students will be equipped to persuasively communicate their findings to diverse audiences and apply Core principles to their roles as informed, justice-oriented citizens. Instructor: Hayes

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: Linane-Booey

ENTR 402/HONS 402, Ethic and Moral Leadership. *Fulfills a Social Justice (SJ) designation.* * Instructor Steverson

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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: Spearman

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

HEAL 432/RELI 432, CIS: Catholic Social Thought & Public Health. Instructor: McCabe

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

HONS 432, CIS: Culture and Science. Instructor: Fritsch

HONS 432, CIS: Health Care Ethics. *Engages with issues of diversity, equity, and inclusion.* Instructor: Kulp

HONS 432/PHIL 432, CIS: Art Identity, & Justice. See description below. Instructor: Schmidt

INST 432/POLS 432/SOSJ 479, CIS: NGOs and International Development. This course is designed for students with different disciplinary backgrounds who are passionate about the global issue of International Development and curious about the practical aspects of working in an (I)NGO-s (International Non-Governmental Organization). By critically exploring the question "What really is International Development, as well as evaluating the roles and positions of various actors involved in it, students will gain a better perspective on what they can do to make a difference in this global challenge facing us all, as well as how to write, research and format a project proposal for an INGO. *Engages with issues of diversity, equity, and inclusion and fulfills a Global Studies (GS) and a Social Justice (SJ) designation**. Instructor: Dwonch

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PHIL 432 / PHIL 491, CIS: Philosophy of Food. This course on the Philosophy of Food challenges students to develop their own thinking about food by systematically studying food history, politics, and science. Early in the course, we take the long view by looking at the history of agriculture and the history of human efforts to grow food sustainably and to understand it nutritionally. In other sections of the course, we focus on the nature of gastronomy, the US food system, the Western Diet and its pathologies, and a range of ethical and cultural criticisms of the way we eat. Students will have opportunities to learn some nutrition, critically explore their own diet, and even experiment with some new practices. In a final project, students articulate their own philosophy of food. Instructor: Alfino

PHIL 432 / HEAL 455 / HONS455, 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, CIS: Philosophy of Religion & Technology. Religion is in crisis. Church membership is in precipitous and unprecedented decline. But with the rise of the internet and virtual technologies our entire culture is in a crisis, one that promises to be more disruptive than even the industrial age and the rise of modernity. If literacy turned human culture on its axis, virtual technologies are creating a new second axial age. This course will explore how these two crises are related. It will explore what religion may still have to offer digital natives who profess no use for institutional religion and how the networked ontology of virtual technologies may inform and transform religious thought and practice going forward. Instructor: Clancy

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

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PHIL 432/THEA 432, CIS: Philosophy of Performance. Devoted to creating a student written, produced and performed adaptation of a classical text of the Humanities (Sp23 Plato's Symposium, Sp25 Nietzsche's Thus Spoke Zarathustra), Philosophy in Performance allows members to 1) explore the philosophical theories of a foundational text while providing students with the tools to 2) transform it into an original stage production. Each student applies their own diverse interests, concerns, and talents to the creative process, building a community of thinkers committed to bringing "philosophy/humanities to life." This represents a non-hierarchical, artistic, and intellectual mode of pedagogy known as "distributed creativity," focused on conducting interdisciplinary research, wherein students activate the transformative power of the liberal arts. Instructors: Layne, Pepiton

PHIL 432, CIS: Art, Identity, Justice. "Art Identity and Justice" focuses on art and the roles it plays in reflecting and constructing our identity and our approach to social justice. We explore not only visual art found in museums but also video, dance, architecture, music, poetry, and drama. We look at everything from punk fashion to paintings by Velasquez. Our exploration falls into three areas. First, what distinguishes art from other objects or events in the world? Can art provide a way to understand people or the world? Do aesthetic properties like balance, elegance, and harmony depend upon features of human neurology or perception? What role does emotion, or the expression of emotion play in the creation and appreciation of art? Second, we look at questions of identity. What role does art, design, or performance play in reflecting and shaping our identities as individuals? What role does it play in racial or gender identity? When is the inclusion of elements found in another culture respectful? Third, we will look at the issue of justice. Does art distract us from justice? Is it unjust to devote time and resources to art in a world where so many people lack access to food, medicine, and sanitation? How does art, architecture, and design shape our lives and communities and what role can it play in fighting injustice or pursuing solidarity and social justice? How can the arts respond to the injustice of racism, sexism, inequality, or the climate crises today? Is it up to the task? How can we engage the world and continue the process of personal formation through the arts? What role does it play in our identity and how does it help us seek solidarity and social justice? *Engages with issues of diversity, equity, and inclusion.* Instructor: Schmidt

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

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PHIL 432/462/SOSJ 410, Theories of Solidarity & Social Justice. One of the most primary features of being human is that we live our lives in communities, interacting with others. To govern these intersections, we utilize one of our most ancient concepts: justice. Justice determines the distributions of goods and opportunities in societies and prescribes the actions that are permitted and prohibited. We appeal to justice to set our limits and facilitate our possibilities, both as individuals and as communities.

As Gonzaga students, you are all members of a Jesuit community that takes as its mission to develop students to be persons for and with others. These persons are committed to pursuing “social justice” and being in “solidarity with the poor and vulnerable.” It is here that this course is situated, so that we may better examine what these concepts mean and how we may work in pursuit of these goals. This course also directly addresses the 4th Year University Core theme: “Considering the possible.” With regard to justice in our world: what can you do, what will you do, what must you do?

At the end of the course students will be able to articulate and critically assess multiple perspectives on justice, argue in favor of the conception they find most plausible, and utilize this conception to address moral issues in our world raised by the structures of our societies. In short, you will be well-prepared to advocate for justice and act in solidarity with the most vulnerable in our world. ***Fulfills a Social Justice (SJ) Designation Engages with issues of diversity, equity, and inclusion.*** Instructor: Weidel

PHIL 458 / ENVS 358, Environmental Ethics. See description above. 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

POLS 432/INST 432/SOSJ 479, CIS: NGO’s & International Development. See description above INST 432. ***Fulfills a Global Studies (GS) designation and a Social Justice (SJ) designation.*** * Instructor: Dwonch

RELI 432, CIS: Catholic Social Thought & Public Health. Instructor: McCabe

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RELI 432, CIS: Zags on Wheels. Embracing the Core Year Four Question, “Imagining the possible, what is our role in the world,” this course explores the challenge of creating bike-friendly cities, using bicycle transportation as a window into broader themes surrounding the politics of social change and empowerment in urban/suburban settings under the mounting pressures of climate change and economic disparity. This course practices community engagement by utilizing the intellectual strengths of senior students and integrating the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Participants will directly face the dynamic tensions that develop between theory and classroom content and a real-life setting. Students will practice integrative principles, self and group analysis, demonstrate and benefit from peer learning, and construct a synthesis of theory and practice.

This course explores the challenge of creating bike-friendly cities, using bicycle transportation as a window into broader themes surrounding the politics of social change in urban/ suburban settings. The course combines community engagement with an introduction to relevant research literatures. During this class we will ride commuting bike routes in Spokane County, meeting with local officials and advocacy groups and gaining insights into the promise and challenge of local sustainability. These will be augmented with all-day field trips on two Saturdays during the semester. The course readings draw on diverse intellectual traditions including political science, urban planning, comparative public policy, sociology, public health, cultural geography, and theology.

The course is designed for students from all backgrounds and levels of biking experience. Students need to acquire/borrow a commuting bicycle and are encouraged to do so through local thrift shops. Mechanical and safety training during the first weeks of the course is mandatory. Instructor: Starbuck

SOSJ 410/PHIL 432/PHIL 462, Theories of SOSJ. See description above PHIL 432. *Fulfills a Social Justice (SJ) designation.* * Instructor: Weidel

SOSJ 479/INST 432/POLS 432, CIS: NGOs and International Development. See description above INST 432. *Fulfills a Global Studies (GS) designation and a Social Justice (SJ) designation.* * Instructor Dwonch

THEA 432/PHIL 432, CIS: Philosophy in Performance. See description above PHIL 432. Instructors: Layne, Pepiton

*** 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.