

CIS Course Titles and Descriptions Spring 2026

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

COMM 432, CIS: Kids Media & Consumer Culture. Instructor: Petruska

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

ENGL 432, CIS: The American Dream. The "American Dream" Core Integration Seminar engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. This course will focus on the problems and issues raised by past and contemporary debates surrounding the "Dream" and to whom it applies. We will look at historical models of the "American Dream" in American Literature from the colonial period right into the postmodern era. Negotiating differing models of the concept will encourage integration, collaboration, and problem solving that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our future role in the world. Instructor: Pringle

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

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. *Engages with issues of diversity, equity, and inclusion.* Instructor: Spearman

FILM 432/ PHIL 432/PHIL 485, CIS: Philosophy in Film. Instructor: Bradley

FILM 432, POLS 432, CIS: All Art is Propaganda. See description below POLS 432. Instructor: Brunell

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HEAL 432, RELI 432, CIS: Catholic Social Thought & Public Health. This course approaches issues of public health through the lens of the Catholic Social Tradition, as also informed by, shaped by, and congruent with liberation theologies. The course will begin with an introduction to the themes of the Catholic Social Tradition, including the common good, human dignity, the preferential option for the poor, participation, and solidarity/subsidiarity. The course will then turn to particular applied issues related to public health, such as HIV/AIDs, the spread of communicable disease, gun violence, pollution and human well-being, addiction, gender-based violence, and reproductive justice. Attention will be given to the significance of poverty, gender, and race on public health. *Engages with issues of diversity, equity, and inclusion.* 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: LaFore

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

HONS 432, CIS: The Examined Life. Open only to HONS students. Instructor: Schmidt

HONS 455/HEAL 455/PHIL 432, Health Care Ethics Honors. See description below PHIL 432. See Instructor: Ciaffa, Kulp

INST 432/POLS 432/SOSJ 432, CIS: Global Conflict & Humanitarian Action. What happens when the call for humanitarian action intensifies, just as the institutions meant to uphold it falter? This course explores how tensions between war, relief and international governance shape responses to humanitarian crises across the world. *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 485/FILM 432, CIS: Philosophy in Film. This is an inter-disciplinary course that looks at the way philosophical questions and ideas are portrayed in contemporary film. This is the interpretive key we will use to look back, review, and integrate some of what you have encountered in your Core classes at Gonzaga, while beginning to think about how that formation will shape the way you approach the rest of your life. Thus, the intersection of film and philosophy is an opening onto an even more radically inter-disciplinary conversation that will include religious studies, history, and science. In particular, the course will have three foci. In the first section, we look at the way the development of character is integrated into a flourishing human life. This naturally leads to our second focus, namely, the question of our place in the cosmos and our relation to the divine. Finally, we will move to a more theological register and ask about the relation between the world and God, with a particular interest in the way contemporary science and religion speak about the sacred. Instructor: Bradley

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, CIS Dorothy Day & Catholic Worker Movement. This core integration seminar takes up the fourth-year question-- "Imagining the possible: what is our role in the world?"-- by way of investigating the life and times of Dorothy Day and the Catholic Worker Movement. We focus on Catholic social teaching, the preferential option for the poor, social justice, and topics related to diversity, equity, and inclusion (inclusive excellence). All majors welcome. ***Engages with issues of diversity, equity, and inclusion.*** Instructor: Jeannot

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. ***Engages with issues of diversity, equity, and inclusion.*** Instructor: LaFore

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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

PHIL 432/PHIL 491, CIS: Classic Critics of Democracy. Instructor: Layne

PHIL 432 /PHIL 462/SOSJ 410, CIS: 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 485/FILM 432/PHIL 432, Philosophy in Film. Instructor: Bradley

PHIL 491/PHIL 432/HEAL 485, Science and Society. See description above PHIL 432. Instructor: LaFore

PHIL 491/PHIL 432, Modeling Social Behaviors. See description above PHIL 432. Instructor: Lassiter

PHIL 491/PHIL 432, Classic Critics of Democracy. Instructor: Layne

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

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POLS 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 432, CIS: Global Conflict & Humanitarian Action. See description above INST 432
Instructor: Dwonch

RELI 432, CIS: Catholic Social Thought & Public Health. See description above for HEAL 432. Instructor: McCabe

RELI 432, CIS: Care for the Person, Care for the Planet. The CIS invites students to integrate their Gonzaga education through personal stewardship and environmental sustainability in anticipation of being professionally successful and spiritually attuned. Embracing the Core Year Four Question, “imagining the possible, what is our role in the world,” students will practice integrative principles in a classroom session and through a variety of optional activities including cycling, hiking, walking, and other physical activities desired by students that allow for a grounding of the active person and the stewardship of one’s environment. ***Engages with issues of diversity, equity, and inclusion.*** Instructor: Starbuck

SOSJ 410, Theories of Solidarity & Social Justice. See description above EDTE 432. ***Engages with issues of diversity, equity, and inclusion.*** Instructor: Weidel

SOSJ 432/POLS 432/INST 432, CIS: Global Conflict & Humanitarian Action. See description above INST 432.
Instructor: Dwonch

THEA 432, CIS: Arts and Community. Instructor: Pepiton

WGST 432, CIS: Gender & Media Activism. Far from being a modern innovation, activists addressing social inequality around gender and sexuality have long been using media to organize and advocate for change. In this course, we’ll explore the different ways activists use print, film, radio, data, and even games to raise awareness. What are the benefits and limitations of media activism? How do these creators use media tools to imagine a new and more equitable world? Throughout the semester, students will explore developing content in different mediums, culminating with a final project to create a resource for their community. ***Engages with issues of diversity, equity, and inclusion.*** Instructor: Dame-Griff

*** 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.