systems life cycle; control and audit of accounting information systems; and accounting information systems applications are reviewed. A relational database software package is introduced and used to prepare a term project. (WCore: SC)

ACCT 474 Individual Income Taxation 4 CREDITS
The course provides comprehensive coverage of the Federal income tax structure and application of tax principles for preparation of individual tax returns.

ACCT 495 Advanced Accounting 3 CREDITS
Provides in-depth coverage of financial accounting and numerous recent developments in accounting valuation and reporting practices. The course includes theory, practices, and pronouncements of authoritative professional accounting bodies. Prerequisites: ACCT 360.

(ANTH)

ANTH 103 Apes, Archaeology, Evolution 4 CREDITS
Students explore how the archeological record informs us about different evolved morphology and behaviors of early human types and prehistoric humans through the study of paleoanthropology. Students also learn about biocultural variation in present-day primates, including humans. (WCore: WCSBS and RE)

ANTH 203 How We Die in America 4 CREDITS
This course takes a light-hearted, yet in-depth look at what it means in American culture to die and how it is part of an integrated system of meanings and behaviors within a larger socio-cultural environment. Students examine this life experience through visits to places associated with death throughout the Salt Lake Valley. (WCore: WCSBS and RE)

ANTH 204 Studying the Supernatural 4 CREDITS
An introduction to the study of new religious movements and non-ecclesiastical religions from an anthropological perspective. Sometimes religion is specific to certain groups and reflects an integrated system of meanings and behaviors to reflect broader cultural features in a specific social environment. But often when viewed cross-culturally, religions also exhibit some interesting common characteristics with religions from other social environments. (WCore: WCSBS and WE)

ANTH 209 Anthropology of Tourism 4 CREDITS
An in-depth look at tourism and how it generates social, economic and environmental changes, both positive and negative for localities and regions, while at the same time creating transformative experiences for tourists. (WCore: WCSBS and RE)

ANTH 252 Cultural Anthropology 4 CREDITS
Focuses on the different ways cultures adapt to the conditions of the environment. Examines holistically and contextually subsistence strategies, economic and political systems, religious beliefs and behaviors, gender distinctions, ethnographic field methods, marriage and kinship, communication systems, to name some interrelated topics. (WCore: WCSBS, RE)

ANTH 300 Special Topics in Anthropology 1 to 4 CREDITS
Illustrates the importance of a holistic, cross-cultural approach to the study of human behavior. Highlights a specific topic and then makes use of all the sub-fields of anthropology in the study of this topic.

ANTH 311 Human Evolution and Archaeology 4 CREDITS
This class combines two of the four sub-fields that make up the discipline of anthropology. It helps students explore prehistory and the evolutionary development of our species through the study of paleoanthropology, primatology, and archaeology, or the study of material remains. Students learn about variation in past and present humans, human types, and non-human primates, both biological and cultural. In the process, they learn how different evolved forms and behaviors are the product of physical, biotic, and social environments. Open to students in all majors. One of the requirements in the anthropology minor.
ANTH 322 Myth, Magic, and the Supernatural 4 CREDITS
The study of religion from an anthropological perspective with an emphasis on non-ecclesiastical religions and new religious movements found in simple societies. Similarities and differences are identified and discussed within the context of such components as myth, ritual, belief, symbolism, magic, ancestor worship, healing, religious specialists, revitalization movements, and alternative states of consciousness. Open to all students in all majors. (WCore: DE)

ANTH 325 The Paranormal in the Mountain West 4 CREDITS
This course looks at paranormal phenomena through the lens of anthropology within the western United States, with an emphasis on Utah. It includes the study of how beliefs function in society to reduce conflict, explain the unexplainable, promote the status quo, and demonize “the other”. Students will consider various scientific investigations into paranormal activity. Field trips are organized and speakers are brought in including paranormal investigators, psychics, and those who practice magic. Students also learn ethnographic research skills when they interview and observe people in the community who are interested in the paranormal. The paranormal in this course covers a wide array of topics including ghosts, demonology, extraterrestrials, psychic abilities, cryptids, and magic, to name a few. Open to students from all majors.

ANTH 350 Anthropology of Food 4 CREDITS
This course combines research and field trips to understand different food-getting strategies. It studies changing food preferences and taboos in different parts of the world, as well as regionally, and how they differ based on ethnicity, class, gender, and age. Major focus is on how food subistence patterns transform physical, biotic, and social aspects of human existence. Discussions center on globalization and the industrialization of food and its damage to biodiversity. Students learn about long-term sustainability through alternative food networks, most often associated with idea of food sovereignty and a return to home grown culinary traditions. Many of the multiple interconnected ideas generated from this classroom research are visible through fieldwork when students learn about the production, marketing, and distribution of food in the Salt Lake Valley. Those who host the students are directly involved with new creative networks of local/regional food networks on an almost weekly basis. Open to students from all majors.

ANTH 366 Anthropology of Death and Dying 4 CREDITS
A light-hearted, cross-cultural look at death and dying. Looks at how these universal cultural concerns are part of integrated systems of meanings and behaviors within larger socio-cultural environments. Take part in field trips to examine institutions in the community related to death and dying and then conduct individual research on a topic related to something of particular interest. Open to all students in all majors.

ANTH 377 Environmental Anthropology 4 CREDITS
Looks at the environment from a bio-cultural perspective, exploring the interconnections of the social, biotic and natural environments. Prehistoric, historic and present day cross-cultural evidence is examined to understand how social, cultural, linguistic, and religious ideas, concepts, and modes of communication inherent to the medium. Students will also learn basic terms and techniques pertaining to creation and critique of drawings, and the presentation and storage of finished artworks. This course will also challenge students to hone their visual literacy, encouraging them to analyze and understand works of art through both historical and contemporary lenses. (WCore: WCFAH)

ANTH 391 Exploratory Ethnographic Research 4 CREDITS
This hands-on course teaches students how to construct their own community-based project which makes use of a type of qualitative research method called exploratory ethnography. This research strategy is the preliminary stage for in-depth, longitudinal studies that collect and analyze empirical evidence from extensive interviews and observations to form explanations about human behavior. Students first learn about different types of qualitative research such as analysis of archival records, interviews, direct observation, participant observation, and analysis of cultural artifacts. They then choose a particular set of related questions about something of interest for their individual research project. Open to students in all majors. 

ANTH 399 Anthropology of Tourism 4 CREDITS
This course looks at tourism from a holistic, anthropological perspective. This study of tourism allows for the investigation of many interrelated areas of human behavior, some of which are acculturation, authenticity, identity construction and consumption. It explores incentives and impacts for both the tourist and the local populations who come in contact with the tourists. For example, tourism generates social, economic and environmental changes in communities, religions, and nations, both positive and negative, while at the same time it also creates transformative experiences for tourists. Many different types of tourism have been identified including slum, sex, nautical, sacred, disaster, archaeological, wildlife, war, heritage, to name just a few, all of which act as mediums of cultural exchange which both affect and construct ideas about how different cultures relate to their environments in different parts of the world, as well as regionally, and how they differ based on ethnicity, class, gender, and age. Major focus is on how food subistence patterns transform physical, biotic, and social aspects of human existence. Discussions center on globalization and the industrialization of food and its damage to biodiversity. Students learn about long-term sustainability through alternative food networks, most often associated with idea of food sovereignty and a return to home grown culinary traditions. Many of the multiple interconnected ideas generated from this classroom research are visible through fieldwork when students learn about the production, marketing, and distribution of food in the Salt Lake Valley. Those who host the students are directly involved with new creative networks of local/regional food networks on an almost weekly basis. Open to students from all majors.

ANTH 401 Directed Studies 1 to 4 CREDITS
This tutorial-based course is used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Anthropology Program. This course is repeatable for credit.

ANTH 440 Internship 1 to 8 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

ART 106 Drawing, Inquiry, and Expression 4 CREDITS
This course introduces students to the art of drawing and visual communication. It covers fundamental techniques, materials, vocabulary, and modes of communication inherent to the medium. Students will also learn basic terms and techniques pertaining to creation and critique of drawings, and the presentation and storage of finished artworks. This course will also challenge students to hone their visual literacy, encouraging them to analyze and understand works of art through both historical and contemporary lenses. (WCore: WCFAH)

ART 111 Paint, Perception, and Alchemy 4 CREDITS
This course introduces students to the art of painting and visual communication. It covers fundamental techniques, materials, vocabulary, and modes of communication inherent to the medium. Students will also learn basic terms and techniques pertaining to creation and critique of painting, and the presentation and storage of finished artworks. This course will also challenge students to hone their visual literacy, encouraging them to analyze and understand works of art through both historical and contemporary lenses. (WCore: WCFAH)

ART 128 Maker’s Lab 4 CREDITS
We live in a designed world. Our lived experience is the result of decisions made in the creative process, and says as much about aesthetics as it does about effective design. This class engages students in discussions, written responses, hands-on studio workshops, and innovative problem-solving as a way to consider the aesthetics and design in our world. Using fundamental concepts from drawing and painting, sculpture and 3D construction, digital tools, and design, we will apply design-based thinking to solve problems, revise and evaluate existing solutions, and personally redefine the creative process. Work across several disciplines will allow us to see the interconnection and relationships between traditionally disparate fields of study. Simultaneously, this course will provide students the opportunity to expand and integrate their creative skills, gain experience with specialized technology, and develop a portfolio of interdisciplinary objects and ideas that demonstrates creative flexibility and a multifaceted understanding of complex issues. Alongside individual projects, we will identify and analyze real world problems, as a way to connect what we do in the classroom to our community. (WCore: WCFAH)

ART 148 Ceramics I: Material Studies 4 CREDITS
This course introduces students to the fundamental nature, practices, techniques, and culture of working in clay. Students will receive an introduction into the four basic building techniques of ceramics. It is a course that will familiarize the student with a utilitarian and artistic material that has been used for millennia and continues to be found useful in new technological and industrial manners. Students will be given an understanding of the
practice of time management, a key component to the success of working in clay and a necessity in daily life. Students will learn ceramic hand-building, pottery, glazing, and firing methods as a means of self-expression and communication. (WC: WAFAH, RE)

**ART 180 Photography** 4 CREDITS

Photography is the visual language of our time. With the introduction of contemporary digital technology, photography has become our most immediate means of communication and expression. Although we will look at and discuss the work of others, this course is primarily about each student making her/his own personal images. In this course, students will learn basic technical skills for the beginning photographer. These include camera operation, developing and scanning black and white film, digital image processing, making prints from negatives, making inkjet prints and presentation. Students will also learn the grammar of this language: use of the frame, time, vantage, and detail. Students will investigate the relationship of form to content. Most importantly, students will use these skills to explore their own vision and ideas. Through discussions and group critiques, they will share this work with each other and receive feedback to help them refine it. They will produce affective images that examine their personal perception and concepts. (WC: WAFAH)

**ART 201 Wheel Throwing** 4 CREDITS

This course provides focused study for the student interested primarily in wheel throwing. Students will hone their skills for working on the wheel through a series of both functional and non-functional projects. Students will also work on their ability to develop a series. Notably, the development of a personal aesthetic that distinguishes each student will be assessed.

**ART 202 Intermediate Drawing** 4 CREDITS

This course builds on technical approaches to drawing by introducing conceptual approaches to image making with various drawing media. Projects will explore ideas from the history of contemporary art and drawing practices with an emphasis on making clearer and more nuanced works.

**ART 203 Ceramic Sculpture** 4 CREDITS

This course provides focused study for the student interested in generating sculpture through the ceramic medium. Students can expect to explore a variety of projects that will explore working in a multitude of scales, surfaces, and firing processes.

**ART 205 Figure Drawing** 4 CREDITS

Using the live model as subject matter, this class explores the figure in a variety of contexts through drawing and other media. Topics include functional anatomy and kinesiology, spatial awareness and scale, the drawn figure throughout history, and discussion and assignments exploring use of the figure in contemporary drawing and visual art.

**ART 206 Figure Painting** 4 CREDITS

Using the nude model as subject, this class explores the figure in a variety of contexts through paint and other media. Topics include functional anatomy and kinesiology, color paint theory, spatial awareness and scale, the painted figure throughout history, and discussion and assignments exploring use of the figure in contemporary painting and visual art.

**ART 209 Composition and Design** 4 CREDITS

Aesthetic organization of color, line, space, and texture in two- and three-dimensional design.

**ART 210 Traditional Photography** 4 CREDITS

More photographs are uploaded to Facebook every two minutes than were made during the first 60 years of the history of photography. With the shift to digital technology and the convenience it affords, electronic photography has replaced traditional, silver-based photography as our mainstream method of visual expression and communication. Traditional photography, however, continues to be practiced with a strong and passionate following. Most serious photographers consider it necessary to learn these skills to truly understand the medium, and many practice it for its immediacy and hands-on intimacy. This course will introduce skills, techniques, and materials of traditional, silver-based black and white photography. These skills include use of camera types, including view cameras and hand-held cameras, lenses, light metering techniques, lighting techniques, and refined darkroom and traditional printing techniques. We will examine how different technologies have introduced different methods, and how these methods have shaped, and been shaped by, cultural aesthetics and priorities. We will discuss and examine artistic and photographic concerns, and deal with the advancement of personal visual and conceptual skills needed to produce affective images.

Students in this course will experiment with a variety of materials, techniques, and philosophical approaches to traditional photography, and ultimately produce a body of work that exhibits their own personal investigations and creative expression. (WC: WAFAH)

**ART 215 Drawing Lines in the Sand** 4 CREDITS

This hybrid studio-seminar course examines art about landscape, space, and environment, while challenging students to build on these ideas in their own creative work. Students will research artworks and writings that explore topics such as landscape, “wild” and urban space, public and private spaces, land(scape) and power, using this context to inform their creative works that address these same topics. This course simultaneously introduces students to fundamental drawing techniques, with a special focus on drawings and images made using landscape, nature, and hybridized modes of visual communication. No previous experience with drawing is required. (WC: WAFAH, RE)

**ART 300 Special Topics in Art** 1 to 4 CREDITS

Special classes in the arts not offered on an annual basis. Prerequisite: consent of instructor.

**ART 302 Intermediate Painting** 4 CREDITS

This class builds on technical and conceptual aspects presented in Beginning Painting through conceptually driven projects that explore concepts in contemporary painting and additional techniques and practical concerns related to paint.

**ART 303 Advanced Painting** 4 CREDITS

Explores advanced painting techniques and problems, emphasizing color and design concepts. This course is repeatable for credit.

**ART 305 Raku Pottery** 4 CREDITS

Raku originated as part of the tea ceremonies in 16th century Japan. It has evolved into a technique of rapid firing, pulling pieces out of a hot kiln to be reduced with combustible materials such as paper, sawdust, pine needles, producing a smoking atmosphere. Using both wheel and hand building techniques we will focus on forms (such as tea bowls, sculpture and wearable art) that work well with the raku firing process. Different surface designs and firing techniques will be explored and may include: traditional; horse hair; resist erosion; terra sigillata; naked slip firing; pit and sager firings.

**ART 306 Advanced Figure Painting** 4 CREDITS

Extension of Figure Painting with greater emphasis on student experimentation, guided exploration, and personal expression. This course is repeatable for credit.

**ART 308 Advanced Figure Drawing** 4 CREDITS

Extension of Figure Drawing with a greater emphasis on student experimentation, guided exploration, and personal expression. This course is repeatable for credit.

**ART 310 Art History: Emergence to Renaissance** 4 CREDITS

Examines works of art from the time of Prehistory through the Renaissance. We will examine major monuments and artworks in a chronological sequence, focusing on those from each period that give the essence of their time, place, function, intent, and the aspirations of the culture and artist.

**ART 311 Art History: Renaissance to Modern Art** 4 CREDITS

Explores the development of art beginning with the High Renaissance, moving to the advent of Contemporary Art. Students learn through lecture, discussion, reading and writing, and visiting local museums and galleries.

**ART 312 History of Contemporary Art** 4 CREDITS

This class will review the myriad of developments found in contemporary art from the mid-1960s to today. Painting, sculpture, mixed media works, performance art, installation, photography, and video/film will be covered. We will discuss the shift from modernism to the postmodern era with an emphasis on global art. Throughout the semester we will pay special attention to the unique artistic developments that originated from the Land Arts movement of the 1960s: earthworks, environmental art, and ecological art will be explored.

**ART 313 Environmental Art** 4 CREDITS

This course shall trace the history of Land based, Environmental and Ecological Art, as well as explore its major concepts, concerns and trends. Students will examine important art that has been made in these disciplines,
as well as develop ideas and refine proposals for making art of their own that address these issues.

**ART 318 History of Photography** 4 CREDITS
This course will trace the young history of human desire to capture the image of light, and then figure out what to do with it. From cultural conditions that led to the invention of photography to the role it plays in the contemporary world, we will investigate the technical inventions as well as the artistic movements that have made photography such an important part of current creative expression.

**ART 320 Digital Imaging** 4 CREDITS
This course covers technical skills for the digital photographer. These include image capture, image processing, retouching, manipulation and printing. This course also deals with visual and conceptual skills needed to produce effective images. This course is repeatable for credit.

**ART 321 Digital Media Survey** 4 CREDITS
This course will introduce its students to the possibilities for making art on a computer. It explores techniques in several popular software programs. This course is repeatable for credit.

**ART 322 Digital Drawing** 4 CREDITS
This studio course introduces students to the techniques and technology of digital drawing. Building on foundation drawing skills and ideas, this course expands the conceptual potential of drawing by incorporating digital tools and processes. Students will gain experience with drawing hardware and software, digital drawing and mark-making, digital manipulation and formal intersections with traditional drawings and techniques, and development of conceptual crossover between traditional and digital drawn languages. This course is repeatable for credit.

**ART 325 Figure Sculpture in Clay** 4 CREDITS
Through this concentrated course on the human form, students will render the figure through a variety of quick studies and longer, more detailed works. The nude figure will be used heavily as reference for assignments and projects.

**ART 330 Intermediate Ceramics: the Ceramic Surfa** 4 CREDITS
Advanced wheelwork, more emphasis on sculptural work, and experimentation with glazing. Individual assignments. This course is repeatable for credit.

**ART 335 Advanced Ceramics** 4 CREDITS
Advanced ceramics is your chance to make the work you want, and to choose the line of research that interests you. In this course there will be a strong emphasis on self-directed research. We will discuss the kind of work you want to make, why you want to make it and I will do my best to facilitate you in doing so. Students are expected to mix their own glazes and fire their own kilns. We will discuss an array of contemporary makers, ideas, and issues from which to draw in the development of your work and career. Feedback from one another is highly important and everyone is expected to contribute to critique and discussion.

**ART 345 Video Production** 4 CREDITS
This course covers the basics of video production and editing. Topics include storyboarding, camera operation, sound, lighting and editing, as well as a wide variety of film and video genres including narrative, documentary and experimental.

**ART 360 Advanced Drawing** 4 CREDITS
Explores advanced topics in drawing and related media through personal research, as well as group critique and discussion. This course is repeatable for credit.

**ART 379 Traditional Photography II** 4 CREDITS
With an emphasis on traditional photography, this course will introduce new technical skills for those who have a functional understanding of basic photographic skills. This new information includes use of lenses, camera types, exposure techniques, and refined developing and printing techniques, as well as discussion of current artistic and photographic concerns. This course will also deal with the advancement of personal visual and conceptual skills needed to produce effective images. This course is repeatable for credit.

**ART 380 Advanced Photography** 4 CREDITS
This course is for advanced photographers, both traditional and digital, who are interested in creating a strong body of work. We will discuss historical and contemporary issues in photography as well as professional development. Through a process of detailed analysis, students will gain greater understanding of their own work, leading to more effective expression. This course is repeatable for credit.

**ART 383 Color Photography** 4 CREDITS
This course covers the basics of traditional color photographic processes. The aim of this course is to further develop the photographic skills learned in the basic photography course, including color theory and the reaction of photographic materials to the quality of light in different situations, how to develop color negative film and make prints from color negatives, and explore the language and aesthetics of color photography. This course is repeatable for credit.

**ART 401 Directed Studies** 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Art Program. Prerequisite: consent of instructor and school dean. This course is repeatable for credit.

**ART 440 Internship** 1 to 8 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of program director and Career Center internship coordinator. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

**ART 475 Studio Seminar** 4 CREDITS
Designed to help students create a strong, unified body of work. Students of all disciplines work on their own time, with weekly meetings devoted to critiques, discussions, guest speakers and professional development issues. Studios are available to most students. This is the Art Program's capstone course, and should be taken by all art majors during Spring Semester of student's last year of study. (WCore: SC)

**BBA PRJ1.1 My Project and Program Plan** 2 CREDITS
Student learners will develop a Gantt chart which will provide a timeline for completion of Project Sequence One and develop a planning map for completion of all of the project sequences. Competencies Evaluated: - Demonstrate effective written communications. - Illustrate professional planning techniques.

**BBA PRJ1.2 My Ethical Perspective** 2 CREDITS
Student learners will understand the most important concepts and ideas regarding business ethics, to recognize both the need and the complexity of ethical reasoning, to learn how to deal with business ethical dilemmas, and finally, to provide intellectual tools for more profound self-reflection and critical assessment of personal moral conviction. Competencies Evaluated: - Explain values and beliefs, relative to diversity and decision making. - Explain values and beliefs, relative to ethics and decision making.

**BBA PRJ1.3 My Organization** 2 CREDITS
Student learners will develop critical understanding of organizations, the markets they serve and process of adding value. This project will involve consideration of the internal workings and management of organizations and, in particular, the process of decision-making in a dynamic environment. Competencies Evaluated: - Interpret an organizational structure and environment and provide a written analysis using professional communication and planning techniques. - Choose appropriate analytical tools (quantitative and qualitative) to evaluate problems and recommend solutions.

**BBA PRJ1.4 Balanced Scorecard Analysis** 2 CREDITS
Student learners will understand how a balanced scorecard developed for an organization can be used to link the vision and mission of the organization and key stakeholders, including: shareholders, customers, employees and strategic partners. Competencies Evaluated: - Analyze the effectiveness of leadership and management in the context of organizational mission, vision,
values and goals. - Evaluate the organization's strategic process in the context of organizational mission, vision, values and goals.

**BBA PRJ1.5**  
**External Environment**  
2 CREDITS

Student learners will develop the capacity to think strategically about a company: its present business position, its long-term direction, its resources and competitive capabilities, the caliber of its strategy, and its opportunities for gaining sustainable competitive advantage. Competencies Evaluated: - Interpret an organization's competitive advantage. - Analyze the effectiveness of leadership and management in the context of organizational mission, vision, values and goals.

**BBA PRJ1.6**  
**CEO for a Day**  
2 CREDITS

Student learners will develop skills in corporate management. Competencies Evaluated: - Explain how a firm creates value for its stakeholders. - Evaluate the effectiveness of leadership and management in the context of organizational mission, vision, values and goals.

**BBA PRJ2.1**  
**Consumer Profile**  
2 CREDITS

Student learners will develop consumer profiles for a company and assess the environmental factors in the market that can influence consumer behaviors. Competencies Evaluated: - Identify, evaluate, and quantify consumer needs. - Evaluate, compare, and forecast consumer behaviors in different market situations.

**BBA PRJ2.2**  
**Product and Price**  
2 CREDITS

Student learners will examine a company's product mix and develop strategic pricing tactics. Competencies Evaluated: - Analyze a company's product mix and make strategic recommendations. - Identify pricing decisions and strategic choices.

**BBA PRJ2.3**  
**Market Research**  
2 CREDITS

Student learners will conduct a small research project to assess consumer brand perceptions and understand implications of the results. Competencies Evaluated: - Interpret quantitative information to evaluate relevance, implications, and magnitude. - Identify data that can be used to provide context and support for problem-solving and decision-making.

**BBA PRJ2.4**  
**Targeting and Segmentation**  
2 CREDITS

Student learners will discuss how markets can be segmented and positioned to fulfill unmet consumer needs. Competencies Evaluated: - Identify and recommend appropriate market segments. - Select positioning statements appropriate for a particular segment or target.

**BBA PRJ2.5**  
**Tactical Execution**  
2 CREDITS

Student learners will create a timeline for a new product launch and deliver a professional presentation and a press release for the new product. Competencies Evaluated: - Identify actions and processes that can be implemented to achieve goals. - Select measurable outcomes to determine if the firm has achieved its purpose.

**BBA PRJ2.6**  
**Global Consciousness**  
2 CREDITS

Student learners will examine how external forces can result in strategic opportunities or threats to the company when moving to international markets. Competencies Evaluated: - Interpret findings from a SWOT analysis to determine the overall relevance and impact to the firm's operations. - Identify the relevant global "sphere" for the firm, based on where up-and-down-stream members of the value chain are located, where final consumers are located, or where corporate assets are located.

**BBA PRJ3.1**  
**Organizational Performance**  
2 CREDITS

Student learners will develop a balanced scorecard for an organization that provides a linkage between the vision and mission of the organization and the development of key metrics that determine a value proposition for key organization stakeholders, including: shareholders, customers, employees and strategic partners. Competencies Evaluated: - Identify performance measures that address organizational vision and mission. - Evaluate organizational performance using performance metrics, industry standards and/or organizational goals.

**BBA PRJ3.2**  
**Systems Analysis and Design**  
2 CREDITS

Student learners will understand the key elements of information systems and apply decision-making to evaluate how the systems development life cycle can be used to develop solutions to organizational business problems and opportunities. Competencies Evaluated: - Differentiate among different components, applications and uses of information systems in an organization. - Apply decision making processes that address organizational problems or opportunities.

**BBA PRJ3.3**  
**Preparing a Feasibility Study**  
2 CREDITS

Student learners will use appropriate analytical tools to evaluate an organizational opportunity and formulate an information or business systems solution by completing a feasibility analysis that leads to a recommendation. Competencies Evaluated: - Identify appropriate analytical tools (quantitative and qualitative) to evaluate problems and recommend solutions. - Evaluate an organizational opportunity and formulate an information or business systems solution.

**BBA PRJ3.4**  
**Company Financial Analysis**  
2 CREDITS

Student learners will demonstrate understanding of critical financial concepts of literacy, reporting, analysis, performance and forecasting and apply these concepts as part of a financial evaluation of an organization. Competencies Evaluated: - Demonstrate by example how organization strategy supports the mission, vision, values and goals. - Analyze the effectiveness of leadership and management among competitors based on financial performance.

**BBA PRJ3.5**  
**Industry Financial Analysis**  
2 CREDITS

Student learners will conduct a comparative analysis of competitors in a selected industry and evaluate financial performance for purposes of identifying an organization's competitive advantage and effectiveness of leadership and management in the context of organizational mission, vision, values and goals. Competencies Evaluated: - Interpret an organization's performance utilizing financial and comparative analysis. - Differentiate the effectiveness of leadership and management among competitors based on financial performance.

**BBA PRJ3.6**  
**Financial Forecast and Plan**  
2 CREDITS

Student learners will prepare a financial forecast and plan for an entrepreneurial endeavor or idea. Financial planning is a continuous process of directing and allocating financial resources to meet strategic goals and objectives. The project deliverable is to develop budgeted financial statements and cash flow forecasts based on key assumptions and risks.

**BBA PRJ4.1**  
**The Mission Statement**  
2 CREDITS

Student learners will develop and interpret the mission, vision, values and goals of a company of their choice and determine the degree of influence the mission statement has on organizational strategy and performance. Competencies Evaluated: - Demonstrate by example how organization strategy supports the mission, vision, values and goals of the organization. - Evaluate an organization's strategic performance in the context of organizational mission, vision, values and goals.

**BBA PRJ4.2**  
**Industry Analysis**  
2 CREDITS

Student learners analyze an industry utilizing two tools: SLEPT analysis and Porter's five forces analysis as part of a competitive analysis. Competitor performance relative to each other will be evaluated and compared. Competencies Evaluated: - Interpret appropriate analytical tools (quantitative and qualitative) to evaluate problems and recommend solutions. - Differentiate strategic and global positioning among firms within a particular industry.

**BBA PRJ4.3**  
**Internal Company Analysis**  
2 CREDITS

Student learners must analyze the internal functions of a company. Strengths and weaknesses are identified as well as distinctive competencies in the areas of quality, efficiency, customer responsiveness, and innovation. Competencies Evaluated: - Interpret the internal environment of the firm utilizing a SWOT analysis. - Apply appropriate analytical tools (quantitative and qualitative to evaluate problems and recommend solutions).

**BBA PRJ4.4**  
**External Analysis**  
2 CREDITS

Student learners must draw on their analyses of an industry and a company to indentify possible opportunities and threats to the company and develop recommendations for strategic improvement. Competencies Evaluated: - Interpret the external environment of a firm and/or industry and identify threats and/or opportunities for strategic improvement. - Select strategies for an organization that address opportunities that support the vision and mission.
Course Descriptions

**BBA PRJ4.5 Executive Leadership and Teams** 2 CREDITS
Student learners must evaluate a selected executive’s leadership style, communication and effectiveness as applied to organizational structure and culture. Managing effective teams within an organizational context will be addressed. Competencies Evaluated: - Identify measures of leadership and performance that contribute to organizational goals and outcomes. - Evaluate skills and processes for managing teams.

**BBA PRJ4.6 Business Strategy and Sustainability** 2 CREDITS
Student learners will identify and compare companies with two different business level strategies: low cost producer and differentiation. In addition, one company CEO will be analyzed for their effectiveness at leading change in their organization. Competencies Evaluated: - Compare and contrast the strategic plan of different organizations based on business strategy. - Evaluate how change and innovation is implemented within an organization.

**BBA PRJ5.1 Industry & Company Analysis** 2 CREDITS
Student learners will develop a concise proposal for a new business (or a substantial expansion of a current enterprise). The proposal will include a project timeline and will outline: key sources of competitive advantage, unique qualifications, and company mission, vision, values and goals. Industry analysis includes market size an dpotential, relevant trends, and profiles of related industries. Competencies Evaluated: - Select appropriate data to support internal and/or external analysis. - Interpret how macroeconomic conditions and policies impact a firm’s strategic position.

**BBA PRJ5.2 Marketing Analysis and Plan** 2 CREDITS
Student learners will analyze, define and profile the target customer at different levels (ideal customer and total addressable market). Learners will also create marketing strategies and outline step-by-step implementation plans for attracting and retaining these customers. Competencies Evaluated: - Demonstrate how a firm creates value for stakeholders by providing examples or illustrations. - Develop a marketing strategy for a new or existing firm.

**BBA PRJ5.3 Competitor Analysis & Strategy** 2 CREDITS
Student learners will analyze, define and profile the competitive landscape (direct competition). Learners create strategies and outline step-by-step implementation plans for responding to these competitive pressures. Students analyze stated mission, vision, values and goals in relation to the competitive landscape. Competencies Evaluated: - Design an organization structure in the context of mission, vision, values and goals. - Develop recommendations to address issues that impact organizational strategy and performance.

**BBA PRJ5.4 Company Operations Plan** 2 CREDITS
Student learners will demonstrate understanding of key processes and operational inputs and outputs, business milestones and operational priorities. Learners outline specific steps to achieve operational efficiency. Competencies Evaluated: - Select appropriate analytical tools (quantitative and qualitative) to evaluate problems and recommend solutions. - Develop recommendations to improve organizational performance by understanding, prioritizing and selecting performance metrics, industry standards and contributing to organizational goals.

**BBA PRJ5.5 Financial Plan** 2 CREDITS
Student learners will apply critical financial concepts of literacy, reporting, analysis and forecasting and apply these concepts in planning the financial operations of an organization. Underlying assumptions and financial data in support of a sales forecast, cash budget and pro forma financial statements will be developed. Competencies Evaluated: - Create the income statement, balance sheet and cash flow or cash budget for an entity. - Demonstrate responsible financial decision-making in the best interests of self, organization, community and society. (WCore: SC)

**BBA PRJ5.F Final Bus Plan Presentation** 2 CREDITS
Student learners will create professionally organized final business plan customized for potential investors or decision-makers; learners will present key aspects of the business plan to stakeholders in order to incorporate feedback into a final deliverable. Competencies Evaluated: - Develop a professional, written business plan that addresses all required elements of a comprehensive business plan. - Demonstrate effective oral communication techniques, in either synchronous or asynchronous mode, a final business plan presentation to stakeholders. (WCore: SC)

**(BIOI)**

**BIOI 400E Experimental Evolution & Lab** 2 CREDITS
The theory of evolution provides the conceptual foundation for all of modern biology. Quantitative evolution provides formal theoretical frameworks for quantitatively linking natural selection, genetic variation, and the rate and direction of adaptive evolution. Biology 400 will explore patterns, processes, and consequences of evolutionary change in the context of modern research. We will emphasize problems of practical importance in biomedical science, agriculture, and conservation. Above all we will use contemporary literature to frame and guide our experimental approaches. Among the questions we will consider are these: What are the mechanisms that drive evolution, and what do they tell us about the persistence of genetic diseases and the challenges of saving endangered species? What are the genetic mechanisms that underlie adaptation and speciation? What experimental designs can be employed to study evolutionary change? We will answer these through scholarly article discussions, expert presentations, and laboratory experiments.

**BIOI 400F Epigenetics & Gene Expression** 4 CREDITS
The Human Genome project was expected to lead to major breakthroughs in predicting and treating human disease, but an additional level of genetics has complicated the understanding of our genetic destiny. It is not only DNA sequence that matters, but the regulation of that gene as well. The changes in gene regulatory patterns that do not impact the DNA sequence itself is called epigenetics, a rapidly expanding field of research. This course will provide a foundation in epigenetics, covering the mechanisms underlying DNA methylation, histone modification, chromatin organization, and noncoding RNA. Important applications such as early development, stem cells, cancer, environmental health, and transgenerational inheritance will be a focus, in addition to laboratory techniques.

**BIOI PLAN2 Upper Division Placeholder** 2 CREDITS
Use this placeholder course in student planning for a 2 credit upper-division requirement.

**BIOI PLAN4 Upper Division Placeholder** 4 CREDITS
Use this placeholder course in student planning for a four-credit upper-division requirement.

**BIOI 103 Human Anatomy and Lab** 4 CREDITS
This course focuses on the study of the structures of the human body in an integrated lecture/lab setting. The course approaches anatomy from both the microscopic and macroscopic perspectives and includes developmental and comparative aspects of each organ system. A human cadaver is used in the lab. BIOI 103 does not fulfill biology major requirements and registration priority is given to declared Nursing and Health Science majors.

**BIOI 104 Human Physiology and Lab** 4 CREDITS
The mechanisms of human biological function are the basis of this course in an integrated lecture/lab class. Normal processes within cells, organs, and systems form the foundation for understanding disease and subsequent medical treatment. The study of physiology requires some familiarity with the basic concepts of chemistry. BIOI 104 does not fulfill biology major requirements. Prerequisite: BIOI 103 or instructors’ permission. Offered Spring semester.

**BIOI 111 Clinical Microbiology and Lab** 4 CREDITS
This course is designed for pre-nursing and allied health majors and does not count toward the biology major or minor. The techniques and principles of microbiology, especially as they relate to human disease, are examined in this course.

**BIOI 202 Organisms and Evolution** 4 CREDITS
In this course, students will be exposed to the process and pattern of evolution, as it applies to animal and plant communities. An evolutionary perspective will be taken throughout, as the course underscores how the environment and biological laws shape the adaptations in diverse animal and plant groups. Classification and phylogenetics will highlight the functional and structural relationships among living organisms. Students will also explore the relationships between humans and biological diversity. Students will apply the scientific method through experimental design as well as data analysis and interpretation as it relates to the diversity of life on Earth.

**BIOI 203 Introduction to Ecology** 4 CREDITS
This course covers evolutionary biology and ecology, with the goal of exposing you to a broad range of topics and ideas in both disciplines.
and as an integrated whole. We will examine how organisms interact with their environment at the individual, population, and community levels, while also looking at the current state of many important ecosystems on Earth. Additionally, we will explore the mechanisms of evolution that have resulted in the diversity of life on Earth. This course is designed to help you develop skills of science, including observation, written and oral communication, critical thinking, and problem-solving, in a collaborative environment.

Pre- or co-requisite: MATH 240 or DATA 220.

**Biol 204 Principles of Genetics** 4 CREDITS

Genetics, the study of inheritance, relates to all aspects of Biology since all living organisms must possess, maintain, and pass on their genetic material. Traditionally this discipline is separated into classical concepts (e.g. Mendelian) and modern concepts (e.g. Molecular). However, this division is historical and unnecessary. Our course will intentionally meld these components to build an authentic understanding of the current field. Also, since genetics is the basis of variation in biology and a source of modern technology, social issues involving diversity and bioethics are interwoven to enhance the understanding of the application of this science. Prerequisites: CHEM 112. (4)

**Biol 205 Introduction to Cell Biology** 4 CREDITS

This course is an introduction to molecular and cellular biology in an integrated lecture, discussion, and lab format. Course topics include the basic synthesis, structure and processing of biological molecules, enzyme function, cellular structure, signaling, as well as cell types and differentiation. In lab, you will also learn to perform basic cell and molecular biology lab techniques, such as micro-scale measurement, microscopy, and sterile technique and learn to design experiments to test hypotheses, and collect and analyze data to test their hypotheses. Prerequisites: CHEM 112. (4)

**Biol 300 Special Topics in Biology** 1 to 4 CREDITS

Covers special topics normally not offered in the regular biology curriculum. A maximum of four hours of BIOL 300 may be used toward the biology major or minor.

**Biol 301 Comparative Anatomy and Lab** 4 CREDITS

An integrated lecture/lab covering the anatomic relationships of all chordates. It includes aspects of embryology and evolution as they pertain to chordates. Lamprey, shark, cat, and human anatomy are emphasized. Offered Fall semester. Prerequisites: BIOL 202, 203, 205 (pre-2011: BIOL 105, 106); CHEM 111, 112. (4)

**Biol 303 Microbiology and Lab** 4 CREDITS

An introduction to general and medical microbiology. Topics will include the fields of bacteriology, virology, and mycology. Special attention will be given to human pathogens and their host-parasite relationships. Immunological and other host defense systems will also be introduced in the course. Historical developments and investigators will be discussed. The laboratory portion of the course will include a research project. Prerequisites: BIOL 204, 205; CHEM 111, 112. (4)

**Biol 304 Stem Cells and Development Lab** 4 CREDITS

Interested in stem cell therapy, regeneration, or growing organs in the lab for transplant? In this course we will dig deeper into recent developments in research on stem cell maintenance and differentiation as well as how stem cells are involved in tissue organization and organ development. We will investigate how signal transduction pathways, gene regulation, and epigenetic mechanisms influence stem cells and differentiation in detail by examining model systems as well as medical applications. We will read and present the primary literature throughout the class and the laboratory will include research projects that are designed and carried out by the students.

**Biol 306 Aquatic Ecology and Lab** 4 CREDITS

This field course will introduce students to the freshwater aquatic ecosystems of the western U.S., including lakes, streams, rivers, and wetlands. We will explore the ecological processes that dominate these systems, the organisms that inhabit them, and the ecological techniques central to their study. Field exercises will include trips to many aquatic ecosystems in the region; experience with sampling techniques for measurement of physical, chemical, and biological features; and experimental design for answering questions about the relationships among species and between species and their environment.

**Biol 307 Comparative Physiology and Lab** 4 CREDITS

The general physiological processes in major groups of animals will be addressed. From the most primitive to the most complex, the physiology of animals will be studied through evolutionary and embryological approaches.

**Biol 309 Global Change Biology** 4 CREDITS

Global climate change has altered the natural environment processes and their functionality in unprecedented ways. This leave biological systems to cope with the consequences. From molecular to ecosystem level, the responses of biological systems to these changes are the subject of active scientific research. Students in this course will become familiar with general concepts and mechanisms of Global Change as well as advanced biological research topics in the area of Global Change Biology.

**Biol 310 Plant Biology and Lab** 4 CREDITS

This course will take a cellular, molecular and genetic approach to unravel how the biology of plants impacts cell level to the structure and function of higher plant systems. Topics will include evolutionary developmental biology (evo/devo), plant anatomy, plant-microbe and plant-environment interactions, abiotic stress physiology, soil-water relations, and molecular genetics. Weekly lab experiences will deal with the microscopic organization of plant bodies, local field trips, plant cell and tissue culture, and plant biotechnology. A functional knowledge of basic cell biology and genetics as well as lab and microscope skills will be needed. Prerequisites: BIOL 202, 204, 205; CHEM 111, 112.

**Biol 311 Introduction to Cell Biology** 4 CREDITS

Astrobiology is the interdisciplinary study of the origin of life on Earth and the search for life beyond our planet. Drawing on current research in disparate fields, such as planetary science and biochemistry, students will use Utah’s unique environmental features as a backdrop for engaging in discussions about conditions that push the limits of life. Students will explore topics such as life in extreme environments, life in space, and the molecular origin of life. They will participate in field trips and lab work, as well as read current primary literature in the field. Prerequisite: BIOL 203, 204 (pre-2011: BIOL 105). (4)

**Biol 313 Astrobiology and Lab** 4 CREDITS

This course introduces the organisms that compose the fossil record as well as the methods that paleontologists use to reconstruct the life of the past. Topics include modes of preservation, classification and the species problem, biases of the fossil record, phylogenetic reconstructions, functional morphology, paleoecology, morphometric analyses, evolutionary developmental biology, evolutionary trends, and critical intervals in the history of life.

**Biol 315 Principles of Paleontology** 4 CREDITS

A study of the chemistry of living organisms. Begins with a review of the history of life. Also, we will explore the mechanisms of evolution that have resulted in the diversity of life on Earth. This course is designed to help you develop skills of science, including observation, written and oral communication, critical thinking, and problem-solving, in a collaborative environment.

**Biol 317 Undergraduate Teaching** 1 to 2 CREDITS

For teaching assistants in the biology classes. Practical experience in teaching and grading undergraduate biology courses. A maximum of two credit hours of BIOL 317 may be applied toward the minor or major. This course is repeatable for credit.

**Biol 400 Advanced Topics in Biology** 2 to 4 CREDITS

Topical courses that are currently a part of the regular curriculum. For junior and senior biology majors only.

**Biol 401 Directed Studies** 1 to 4 CREDITS

A student-initiated in-house study of some biological topic or project. A maximum of four credit hours of BIOL 401 can be credited toward the Biology major or minor. Prerequisite: consent of instructor and school dean.
### Course Descriptions

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**BUSI 101A Business Fundamentals I: Communicating**

This course, in conjunction with BUSI 101B, will help students experience business communication, development, analysis, and decision making in terms of real world applications. While also offering students an awareness of the various majors offered through the Bill and Vieve Gore School of Business, this course aids in building important enterprise skill sets sufficient to view business from the perspective of investor, decision maker, employee, supplier or customer. Students will be introduced to mathematical concepts as they relate to a business situation. Students will then be asked to make business decisions based on their computations and analysis.

**BUSI 101B Business Fundamentals I: Calculating**

This course, in conjunction with BUSI 101A, will help students experience business communication, development, analysis, and decision making in terms of real world applications. While also offering students an awareness of the various majors offered through the Bill and Vieve Gore School of Business, this course aids in building important enterprise skill sets sufficient to view business from the perspective of investor, decision maker, employee, supplier or customer. Students will be introduced to mathematical concepts as they relate to a business situation. Students will then be asked to make business decisions based on their computations and analysis.

**BUSI 101C Business Fundamentals I: Company Lab**

This course is the lab component associated with Business Fundamentals I, Communicating (BUSI 101A) and Business Fundamentals I, Calculating (BUSI 101B). Students will use lab time to complete company work associated with the class.

**BUSI 102 Applied Business Math and Modeling**

This course will help transfer students experience business communication, development, analysis, and decision making in terms of real world applications. While also offering students an awareness of the various majors offered through the Bill and Vieve Gore School of Business, this course aids in building important enterprise skill sets sufficient to view business from the perspective of investor, decision maker, employee, supplier or customer. BUSI 102 will allow students to develop analytical, presentation, and writing skills needed to be successful in a professional environment. Students will explore the approaches and formats necessary for communicating effectively in business and other organizational settings.

**BUSI 103 Business Law and Ethics**

This course discusses current legal problems confronting businesses, its agents and the legal considerations of decision-making. The course helps students understand legal principles and the processes of legal reasoning and proceedings, particularly as they pertain to businesses and its agents. The course also provides a basic understanding of three legal areas: (1) introduction to the U.S. legal system, (2) deep dive into agency law (3) survey of the various business organizations (sole proprietorship, partnerships, corporations and limited liability companies), (4) corporate governance and securities (5) employment law and (6) contract law. This course will also include the ethical implications of business decisions and how to make them.

**BUSI 104 Information Technology**

This course is designed to prepare students to understand the principles of information technology in a business and the role of information technology in the management of an organization. Students will develop an understanding and enhanced competency of database and programming tools utilized to address a wide range of business problem solving and data analysis. Students will apply data modeling and analysis concepts to improve their proficiency in the use of analytical and technical skills for business problem solving. Students will study the use of information technology as a source of competitive advantage using modern-day technology companies as examples.

**BUSI 105 Business Fund II: Integrative Core**

This course is capstone course for the core undergraduate business classes. It pulls together the concepts learned in all the functional areas of business. Students will complete a cross-functional, integrated project that will demonstrate their business core knowledge as well as showcase their communication and quantitative skills. There is a fee associated with this course. The ETS exam (a graduation requirement) is administered in BUSI 350.
BUSI 400  Business Analytics  4 CREDITS
This course gives you the opportunity to apply what you have learned to create and deploy business products that incorporate data architecture, predictive analytics, visualizations and dashboards to help businesses make better data-driven decisions like optimizing marketing strategies and operations, route minimization, revenue or profit maximization, cost minimization, making hiring and management decisions and analyzing policy effects. Upon completing this class, you will have the applied knowledge and intuition to build an original business product in BUSI 405.

BUSI 405  Business Analytics Project  1 CREDIT
The purpose of this course is to create an original Python, R, Tableau, PowerBI or other business product using business and IT theory, tools and skills that were acquired in the business courses you have taken. Ideally, this business product is the foundation for the project you will create in the Business Computer Information Systems capstone course (CMPT 390).

BUSI 412  Special Topics in Business  1 to 4 CREDITS
Special topics in business.

BUSI 440  BUSI Fund III: Internship  1 to 8 CREDITS
Students receive credit for meeting pre-arranged objectives while working for a company or non-profit organization. Internships give students the opportunity to compare their understanding of classroom material with current business practices in their field. Academic credit is variable, based on the number of hours completed for the internship. Final course grade is based on the internship supervisor's evaluation of student performance and completion of assigned coursework. This course is repeatable for credit. Note: A minimum of 2 total internship credits are required for graduation but they may be completed in separate semesters. Transfer students must complete a minimum of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for academic credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

BUSI 441  Business Practicum  4 CREDITS
The Business Practicum is a student team-based, company consultation project. The project addresses a real issue of concern to a client company (or non-profit organization), requires extensive research, and results in a formal oral presentation and written report to the company. Students work in teams of 3-6 students under the supervision of a Gore School of Business faculty member.

BUSI 442  Professional Portfolio  2 CREDITS
The Professional Portfolio is designed for mid-career professionals. The class gives students the opportunity to assess their interests and skills, design a career plan, and create a portfolio, which documents what they have to offer to an organization in an appropriate field. Students must have at least five years of professional or managerial experience to enroll in this class. BUSI 442 is offered primarily as a directed studies option. For further information and 442 approval, see the Practice Experience Coordinator.

(CHEM)

CHEM 105L  Introductory Chemistry for Nursing Lab  0 CREDITS
A general introductory chemistry course that covers the fundamental principles of general chemistry specific to pre-nursing students. Topics include atomic structure, states of matter, the periodic table, chemical bonding, chemical reactions, solubility, solutions, ideal gasses, IUPAC rules for naming organic compounds, structure, functional groups, organic reactions, followed by a survey of biochemical topics, including proteins, lipids, carbohydrates, and nucleic acids.

CHEM 111R  Chemistry Iii: Recitation  0 CREDITS
An add on to the Chemistry 111 course aimed at bolstering students' math, problem-solving and deductive reasoning skills.

CHEM PLAN2  Upper Division Elective  4 CREDITS
Placeholder for upper division chemistry course.

CHEM 105  Introductory Chemistry for Nursing  4 CREDITS
A general introductory chemistry course that covers the fundamental principles of general chemistry specific to pre-nursing students. Topics include atomic structure, states of matter, the periodic table, chemical bonding, chemical reactions, solubility, solutions, ideal gasses, IUPAC rules for naming organic compounds, structure, functional groups, organic reactions, followed by a survey of biochemical topics, including proteins, lipids, carbohydrates, and nucleic acids.

CHEM 111  Principles of Chemistry I and Lab, and  4 CREDITS
A course in inorganic chemistry designed for students majoring in chemistry, biology, pre-professional programs in the sciences, and other science fields. Emphasis is placed on a detailed analysis of the fundamental principles of chemistry on both a theoretical and descriptive level.

CHEM 112  Principles of Chemistry II and Lab, and  4 CREDITS
A course in inorganic chemistry designed for students majoring in chemistry, biology, pre-professional programs in the sciences, and other science fields. Emphasis is placed on a detailed analysis of the fundamental principles of chemistry on both a theoretical and descriptive level.

CHEM 300  Special Topics in Chemistry  2 to 4 CREDITS
Topics of interest and importance to students majoring in chemistry, biology, and physics will be offered as needed. Special Topics may be used as elective hours in the Chemistry majors or minors.

CHEM 303  Organic Chemistry I  3 CREDITS
A detailed study of the chemistry of aliphatic and aromatic organic compounds. Topics covered include structure and nomenclature, the basic reactions of organic functional groups, reaction mechanisms, stereochemistry, organic synthesis and spectroscopy. The class is designed for chemistry, biology and pre-professional science majors. Prerequisites: CHEM 111, 112. CHEM 303 is a prerequisite for CHEM 304. (4-4)

CHEM 304  Organic Chemistry II  3 CREDITS
A detailed study of the chemistry of aliphatic and aromatic organic compounds. Topics covered include structure and nomenclature, the basic reactions of organic functional groups, reaction mechanisms, stereochemistry, organic synthesis and spectroscopy. The class is designed for chemistry, biology and pre-professional science majors. Prerequisites: CHEM 111, 112. CHEM 303 is a prerequisite for CHEM 304. (4-4)

CHEM 306  Quantitative Analysis and Lab  4 CREDITS
A study of the theory and practice of quantitative analytical chemistry. Topics include kinetics, chemical equilibrium, acid-base chemistry, complex formation, ionic strength effects, and oxidation-reduction reactions. The lab involves an in-depth study of gravimetric and volumetric methods, as well as a range of instrumental analyses with a focus on quality assurance/quality control. Students will gain experience with multiple modes of scientific communication, and will learn to apply statistics to data collected in the lab, with statistical tests covered including one-sample t-test, two sample t-test, paired t-test, linear regression, and ANOVA. The course includes a multi-week community based lab and science global learning outreach component which requires attendance at least one evening during the term outside normal class or lab time. (WCore: EWRLD)

CHEM 307  Instrumental Analysis and Lab  4 CREDITS
Theory and laboratory work in absorption and emission spectroscopy (AA, UV-vis, IR and fluorometry); electroanalytical chemistry and chromatography as they apply to analytical chemistry. Offered spring of even years. Prerequisites: CHEM 111, 112; PHYS 151 or 211. (4)

CHEM 320  Inorganic Chemistry and Lab  4 CREDITS
Inorganic chemistry is concerned with the chemistry of all of the elements except carbon. Selected topics that give the student broad exposure to the modern applications of inorganic chemistry are presented, as well as the underlying theories on which the subject is based. Topics include symmetry and group theory, bonding in inorganic compounds, the solid state, chemical formulas and coordination compounds, and modern applications of inorganic chemistry in chemistry on both a theoretical and descriptive level.

CHEM 350  Biochemistry  3 CREDITS
A study of the chemistry of living organisms. Begins with a review of basic biology and organic chemistry as it applies to the biological system, the structure and function of the cell, water and its importance in the biological
system and energy considerations. Detailed discussion of the structure and function of proteins, enzymology, carbohydrate structure and metabolism by both aerobic and anaerobic metabolism, and the structure and function of lipids and biological membranes.

**CHEM 370 Scientific Computing**  4 CREDITS
An introduction to programming techniques that apply to a wide range of scientific disciplines. Topics include basic programming principles, equation solving, and model simulation. Offered spring of odd year. Prerequisites: PHYS 211, or both PHYS 151 and MATH 201 or equivalent. Students who have completed CMPT 201 may not take this course without instructor’s approval. Same as BIOL 370 and PHYS 370 (4)

**CHEM 400 Advanced Topics in Chemistry**  1 to 5 CREDITS
A class designed to meet the special course needs of chemistry majors. Subject offerings include: (a) Organic Reaction Mechanisms, (b) Organic Qualitative Analysis, and (d) Advanced Inorganic Chemistry. The specific course offerings depend upon student need and interest.

**CHEM 401 Directed Studies in Chemistry**  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in Chemistry Program. Prerequisites: senior standing and consent of instructor and school dean. This course is repeatable for credit.

**CHEM 421 Quantum Chemistry and Lab**  4 CREDITS
A study of the basic principles of quantum mechanics and its application to atomic structure, molecular structure and spectroscopy. A laboratory section accompanies the lecture. Offered fall semester.

**CHEM 422 Thermodynamics & Statistical Mechanics**  4 CREDITS
A study of the theoretical macroscopic properties of matter. An introduction to statistical mechanics and chemical thermodynamics with applications to gases, solutions, and phase and chemical equilibria. A laboratory section accompanies the lecture.

**CHEM 430 Undergraduate Research**  1 to 4 CREDITS
Students undertake a portion of a research project and learn all aspects of scientific inquiry. One credit hour equates to three hours per week in the laboratory. This course may be taken one credit at a time. This course is repeatable for credit.

**CHEM 440 Internship**  1 to 8 CREDITS
Offers the students' opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster), minimum 2.5 GPA, and consent of program director and Career Center internships coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

**CHEM 487 Undergraduate Teaching**  1 CREDIT
Provides an opportunity for teaching experience in lower-division laboratories by junior- and senior-level chemistry majors and minors. CHEM 487 may not be used as elective hours in the chemistry majors or minors. This course is graded on a credit/no credit basis. Permission of program director required. This course is repeatable for credit.

**(CHIN)**

**CHIN 110 Basic Chinese I**  4 CREDITS
A beginning level course to help students develop basic skills in listening, speaking, reading and writing Mandarin Chinese. The emphasis of this course is on vocabulary conversation skill, and culture appreciation.

**CHIN 111 Basic Chinese II**  4 CREDITS
A continuation of language skill development in listening, speaking, reading and writing Mandarin Chinese. The emphasis of this course is on conversation in various social situations.

**CHIN 220 Basic Chinese III**  4 CREDITS
The emphasis of this course is on spoken Mandarin Chinese. Includes a review of pin-yin, introducing the specifics of this language, the speech sounds (pronunciation and intonation), basic grammar rules, and sentence structure.

**CHIN 221 Basic Chinese IV**  4 CREDITS
A continuation of the study of Mandarin Chinese, with an emphasis on advanced language skills, including conversation, characters, grammar rules, and basic Chinese translations. Includes a study of Chinese culture, philosophy, and politics.

**CHIN 401 Directed Studies**  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered. Requires consent of the instructor and school dean. This course is repeatable for credit.

**(CMPT)**

**CMPT 140 Computer Science Principles**  3 CREDITS
This course is an introduction to the history, social implications, great principles, and future of computing. Relevance of computing to students and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language, and will discuss how computing empowers discovery and progress in other fields. (WCore: WCSAM)

**CMPT 150 Math and Tech of Entertainment Arts**  3 CREDITS
Explore the math and technology behind computer animation and video game design. Ever wonder while watching a movie: “How did they do that?” Students will learn the mathematical and computational theory behind image processing, 2D and 3D computer graphics and special effects. This seminar will discuss the progress of computer graphics research over the last fifty years. (WCore: WCSAM, QE)

**CMPT 190 Learning to Code**  2 CREDITS
A gentle introduction to programming fundamentals including coding, terminology, debugging using the Python programming language. This course is appropriate for students with no programming experience and will introduce basic variables, functions, conditional loops, and problem-solving skills through programming. This class meets four hours per week for half semester.

**CMPT 201 Introduction to Computer Science**  4 CREDITS
Introduction to programming fundamentals, including problem-solving skills, program design, object-oriented programming, coding, testing, and debugging using the Java programming language. This class meets for five hours and includes an integrated lab.

**CMPT 202 Introduction to Data Structures**  4 CREDITS
An exploration of data structures including stacks, queues, trees, and dictionaries, and a comparison of the algorithmic efficiencies based upon their implementations. This class meets for five hours and includes an integrated lab.

**CMPT 210 Just Enough Java**  2 CREDITS
An overview of introductory principles of programming in Java. This 7-week course is intended for those who have taken CMPT 190 Learning to Code or have prior programming experience and prepares the student with enough Java skills for taking CMPT 202 Introduction to Data Structures, a course taught entirely in Java.

**CMPT 215 Emerging Scholars**  0 to 1 CREDITS
A peer-led, seminar-style course for students enrolled in CMPT 201. Students will work through challenging, non-textbook activities that reinforce the computer science concepts that are keys to success in CMPT 201. This course is highly recommended for all CMPT 201 students and may be taken for 0 credits if students are already registered for 16 credits.

**CMPT 251 Computer Systems and Programming**  4 CREDITS
An examination of a computer system from the programmer’s perspective. Examines how your programs interact with the compiler, the assembler, the operating system, and hardware enabling students to write software that is efficient, modular, and versatile. Introduces the C programming language, the Linux operating system, and assembly programming.
CMPT 300  Special Topics in Computer Science 1 to 4 CREDITS
A special topics course covering new or specialized courses in Computer Science.

CMPT 301  Artificial Intelligence 4 CREDITS
Introduces the principles and techniques of modern artificial intelligence, including problem solving paradigms and intelligent agents for solving real world problems. Topics include search techniques, games, machine learning, logic, and constraint satisfaction problems.

CMPT 306  Algorithms 4 CREDITS
A study of balanced search trees, algorithms, and complexity analysis. This class meets for five hours and includes an integrated lab.

CMPT 307  Databases 4 CREDITS
A study of relational databases from theory through practical design, implementation, and application programming using SQL. The course also examines other topics such as alternative database models, relational algebra, and web application frameworks.

CMPT 311  Machine Learning 4 CREDITS
An introduction to the discipline of applying statistical models to data, with a focus on programming. This semester-long course is intended for students with sophomore-level programming experience and a basic knowledge of statistics. Students will learn to implement model inference algorithms as well as use libraries for advanced algorithms beyond the scope of this course. Recommended pre-requisite: DATA 220 or WCSAM 203

CMPT 322  Software Engineering 4 CREDITS
An overview of constructing software using an Agile approach to software development and design. Topics include software planning and design, scheduling, testing and reliability, and software maintenance. A semester-long project developed in a group setting.

CMPT 328  Computer Architecture 4 CREDITS
An overview of computer hardware and the processing of instructions including processor and memory system organization, bus structures, I/O, and secondary storage devices. A RISC assembly language is used extensively.

CMPT 335  Computer Security 4 CREDITS
An introduction to the fundamentals of computer security as it relates to several areas of computer science including networking, operating systems, and databases. Topics range from cryptography to less technical areas such as user policies and legal issues. Alternative pre-requisite instead of CMPT 251: CMPT 202 and UNIX/Linux command line experience

CMPT 341  Programming Languages 4 CREDITS
The study of language paradigms, data types, and structure. Coverage includes procedural, functional, and interpreted languages.

CMPT 351  Operating Systems 4 CREDITS
A study of the design of contemporary operating systems. Topics include process and thread management, CPU scheduling, concurrency, memory management and I/O device management. Ongoing case studies include UNIX/Linux, Windows, and OS X.

CMPT 352  Computer Networks 4 CREDITS
A study of hardware and software components and protocols in local and wide area networks. Emphasizes TCP/IP networks and the Internet. Alternative pre-requisite instead of CMPT 251: CMPT 202 and UNIX/Linux command line experience

CMPT 355  Compilers 4 CREDITS
Syntax analysis, semantics, code generation, optimization, and run time systems. A complete compiler for a programming language will be implemented.

CMPT 360  Computer Graphics 4 CREDITS
Fundamental computer graphics algorithms, including two- and three-dimensional transformations, viewing projections, lighting models, texture mapping, and ray-tracing. Recommended: basic linear algebra skills.

CMPT 375  Web Applications 4 CREDITS
An introduction to designing and developing web applications using a variety of programming languages and frameworks. Topics include front-end and back-end web app architecture, e-commerce websites, and object-relational mapping.

CMPT 385  Senior Project Proposal Writing 1 CREDIT
Students will write a detailed proposal describing their capstone project to be completed in CMPT 390. Prerequisites: computer science or computer information systems majors. The purpose is to develop a significant independent software project. In addition, students are expected to submit portfolios of their coursework at Westminster College. Offered every Spring semester. (WCore: SC)

CMPT 387  Undergraduate Teaching 1 CREDIT
For teaching assistants in lower division computer science computer science problem solving courses. A maximum of two credit hours of CMPT 387 may be applied toward the major or minor. Program chair permission required. This course is repeatable for credit.

CMPT 390  Senior Capstone, Computer Science 2 CREDITS
A required capstone course for senior Computer Science and Computer Information Systems majors. The purpose is to develop a significant independent software project. In addition, students are expected to submit portfolios of their coursework at Westminster College. Offered every Spring semester. (WCore: SC)

CMPT 401  Directed Studies 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Computer Science Program. Instructor and school dean permissions required. This course is repeatable for credit.

CMPT 440  Internship 1 to 8 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster), minimum 2.5 GPA, and consent of program director and Career Center internship coordinator. A maximum of 4 hours of CMPT 440 may be applied toward the major or minor. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590

(COMM)

COMM 210  Media Writing I 4 CREDITS
Introduces students to the basics of newswriting in preparation for further study in journalism, public relations, marketing, and business and technical writing. The framework of the basic news story is used to help students process complex information and write about it clearly and concisely. The course also includes basic editing and consideration of legal and ethical questions.

COMM 211  Media Writing II 4 CREDITS
Develops interviewing and other research skills essential to gathering relevant information and crafting original stories suitable for publication in various media.

COMM 240  Media and Society 4 CREDITS
Analyzes the history, nature, effects, responsibilities, influence, and power of the mass media. Media history leads into instruction about ethical principles and legal accountability.

COMM 250  Introduction to Human Communication 4 CREDITS
Helps students develop a more precise appreciation of the complexity of human communication and further develops their abilities and skills to communicate with competence in various situations. Students will develop their awareness of basic communication processes and skills and explore how these basic skills and processes work in different types and contexts of communication.

COMM 299  Forum Editorial Staff 0 to 1 CREDITS
Students learn best practices for running a student media organization, set performance goals, and evaluate progress throughout the semester. Students evaluate published content and plan strategies for creating and distributing content, reaching advertisers, maintaining operations, and managing staff reporters.
COMM 300  Special Topics in Communication  1 to 4 CREDITS
Presents special topics not offered in the regular Communication curriculum.

COMM 302  College Media: Forum  4 CREDITS
Provides practical experience producing print and online content for the college's student media organization.

COMM 305  Forum Staff Contributor  1 to 2 CREDITS
Students work independently with The Forum editors and faculty adviser to produce content, including written stories, photos, videos, audio, and social media projects. This course is repeatable for credit.

COMM 310  Business and Professional Writing I  4 CREDITS
Strengthens professional writing skills in the workplace and in the community. Specifically, students will work on becoming adept at making critical writing decisions based on audience expectations, context and timing, organizational constraints, analysis of research, and the students' professional values and objectives. Projects will include business letters and memos; proposals; reports; and educational, persuasive, and/or informative articles for publication (digital and traditional). Emphasis is on research, writing style, and the revision process.

COMM 311  Business and Professional Writing II  4 CREDITS
Focuses on writing with clarity and concision about technical subjects for various audiences, including nonprofit clients. Projects include technical descriptions, instructions, procedures, and/or documentation; usability testing reports; and large-scale collaborative reports. Emphasis is on project management and testing.

COMM 312  Creative Non-Fiction  4 CREDITS
Introduces students to the concept of creative non-fiction to produce long, in-depth pieces that require traditional research, interviews, and/or participant observation.

COMM 322  Multimedia Image Production  4 CREDITS
Emphasizes the aesthetic and technical skills necessary to produce multimedia images. This course explores multimedia image creation within a variety of formats including digital photography, video, and animation. The course emphasizes the artistic tradition within multimedia imaging, but projects will be applicable to fields ranging from advertising to game design.

COMM 326  Introduction to Web Writing and Design  4 CREDITS
This course explores the emerging conventions of website development from a communication, design and content strategy perspective. Students will create a complete, original website using a content management system (CMS) such as WordPress. Through the development of this website, students will plan, create, and implement web design best practices and digital content development. Students can expect to learn some or all of the following website development principles, practices, and theories: web hosting and domain name establishment; usability; accessibility; user experience design; digital content strategy; website analytics; search engine optimization; visual asset management; intellectual property for the web; and basic coding in HTML and CSS.

COMM 336  Public Relations Principles  4 CREDITS
Presents methods of establishing and maintaining two-way communication between an institution and its publics. The course focuses on publicity and placement with the media, program planning and management, lobbying, administration, and public affairs. It also covers writing and editing, small-group communication, research procedures, and legal-ethical considerations.

COMM 338  Principles of Advertising  4 CREDITS
Explores the history, social impact, and mechanics of advertising. In addition to analyzing advertising as a medium of expression, the course focuses on the copywriting and designing of both print and multimedia advertising.

COMM 340  Communication Theory and Persuasion  4 CREDITS
Introduces students to theories, strategies, and methods of persuasion in various communication situations. Students examine theories, including critical theories, from ancient to contemporary eras and analyze messaging. Emphasis is on developing skills in persuasion and critical thinking.

COMM 345  Video Production  4 CREDITS
Covers the basics of video production and editing. Topics include storyboard, camera operation, sound, lighting and editing, as well as a wide variety of film and video genres including narrative, documentary and experimental.

COMM 350  Organizational Communication  4 CREDITS
Provides a broad survey of communication-based perspectives on organizational topics such as interviewing, rationality, decision-making, culture, identity, leadership, networks, power, ethics, and conflict. Designed as a first course in the area of organizational communication, this course explores the nature of organizational communication in business environments. Special attention is given to personal communication skills, which are critically examined through a variety of discussions and group exercises.

COMM 360  Race, Gender, Class, and Media  4 CREDITS
This course explores and challenges how issues and individuals, groups, and populations are presented in the media. Students will analyze the portrayals of race, ethnicity, gender (including gender identity), sexual orientation, age, ability and socioeconomic class in entertainment and news media.

COMM 365  Intercultural and Global Communication  4 CREDITS
The major focus on this course is the exploration of the significance of culture in everyday life and how culture interrelates with and influences communication processes. Students will explore the ways in which attitudes, beliefs, values, and behaviors affect communication among people of different backgrounds. This course will address topics that challenge intercultural interactions, ranging from issues of privilege and power in society and representation of cultures and identities in popular media to the relationship between language, power, and culture. (WCore: EWRDL)

COMM 370  Design Foundations  4 CREDITS
Introduces students to foundational principles of visual communication and design. Students learn theories related to typography, color, layout, organization, photography, iconography, visual rhetoric, and related concepts in information design. Students learn to evaluate and apply these theories in emergent media both in print and in digital formats.

COMM 371  Multimedia Tools and Production  4 CREDITS
This course builds upon theories of design through the production of various projects that may combine text, photography, graphic images, video, animation, audio, and interactivity. Students learn to apply theories and technical application in design by using emerging and industry-standard tools and procedures for web and print. Possible projects include design for print media, file assets for web, layout design, personal branding, and multimedia presentations.

COMM 372  Design and the User Experience  4 CREDITS
This course applies principles of design and emergent media to the interface between the user and the designed product, focusing on studying how design choices engage the user. Topics covered include design thinking, interface design, usability, accessibility, inclusivity, user experience design, emotional design, and interactive design. Projects include analysis and development of various user interfaces including kiosks, websites, app prototypes, wayfinding systems and physical environments. The User Experience capstone project will be a compilation of design projects completed for a client.

COMM 380  Communication & Nonprofit Organizations  4 CREDITS
Nonprofit organizations often operate on a shoestring budget and require their employees to wear multiple hats. To be an effective communicator in a nonprofit organization, you will need a broad set of skills. This class may include aspects of public relations, including crisis response and brand identity development and management; event and cause marketing; grantwriting; and public education, including opinion management.

COMM 401  Directed Studies  1 to 4 CREDITS
Allows students to initiate proposals for intensive tutorial-based study of topics not otherwise offered in the Communication Program. Requires consent of instructor and school dean. This course is repeatable for credit.

COMM 425  Communication Law and Ethics  4 CREDITS
Provides an in-depth study of legal and ethical issues in communication. The course focuses on developing a basic understanding of the American legal system and how it applies to the communication industries. Students also study principles and concepts of ethical theory to develop expertise in moral reasoning with regard to ethical problem solving.
COMM 440 Internship 1 to 6 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. At least two separate internships are strongly recommended. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster), minimum 2.5 GPA, and consent of faculty supervisor and Career Center internship coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is final upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

COMM 490 Portfolio Workshop 2 CREDITS
Gives students an opportunity to create portfolios from samples of their work that reflects skills acquired in the Communication Program. Students learn to produce professional-quality portfolios displaying artifacts completed in courses, internships, and professional work experience. Course should be taken in one of the last two semesters before graduation, preferably in the final semester. (WCore: SC)

(DANCE)

DANCE 200A Ballet Technique for BFA Dance 2 CREDITS
This course is designed to further prepare and condition students to strengthen and excel in dance technique through ballet. In this course, the expansion of artistry and musical sensitivity is advanced and movement vocabulary is expanded. Students will further their proficiency and develop stability in a variety of turns and jumps, increasing repetitions and revelations from varying approaches. Students will work on developing power and elevation through increasingly intricate forms of grand adagio and grand allegro that include varying approaches, steps, and lengthened combinations. This course is repeatable for credit.

DANCE 200C Conditioning 2 CREDITS
It is absolutely imperative that dancers are strong, physically fit, and able to endure the rigors of dance performance. A conditioning regime allows dancers to opportunity to strengthen their bodies to compliment their technical and stylistic dance training and prevent injuries.

DANCE 230L Technique: Modern/Cont. II Lab 0 CREDITS
This course is a continuation of the principles explored in Modern/Contemporary I with an increased competency in body alignment, flexibility, coordination, terminology, and improvisation.

DANCE 235L Technique: Ballet II Lab 0 CREDITS
This course is designed to build upon the fundamentals of classical ballet technique taught in Ballet I with increased competency of its principles. Memorization of ballet terminology is expected.

DANCE 330L Technique: Modern/Cont. III Lab 0 CREDITS
This course is a further implementation of the principles found in Modern/Contemporary II with an increased expectation of consistency in the physicality and mental process of the student. This course is repeatable for credit.

DANCE 335L Ballet III Lab 0 CREDITS
This course is designed to build upon the fundamentals of classical ballet technique taught in Ballet II. This level is dedicated to strengthening balance on demi-pointe both at barre and center practice. In this course a more extensive movement vocabulary is introduced, and readiness for pointe work is determined by each student's strength and physical development and will be decided upon by the assessment of the instructor. This course is repeatable for credit.

DANCE 430L Technique: Modern/Cont. IV Lab 0 CREDITS
This course emphasizes a mastery of the principles presented in earlier courses along with strong technical standards, style application, and performance techniques. This class will enhance the student's ability to pick up on the style and nuance being asked for in today's movement while continuing to train the physically needed as a dancer. This course is repeatable for credit.

DANCE 435L Technique: Ballet IV Lab 0 CREDITS
This course emphasizes a mastery of the principles presented in earlier ballet courses as well as requiring strong technical standards, style application, and performance techniques. This class will enhance the student's power and elevation in grand allegro and speed of petit allegro as well as potentially addressing pointe work for the advanced student, based upon the assessment of the instructor. Development of musical sensitivity and overall artistry as expected as it relates to the ballet canon. This course is repeatable for credit.

DANCE 130 Technique: Modern/Cont. I 4 CREDITS
This course addresses the principles of modern contemporary dance: body alignment, flexibility, coordination, terminology, and improvisation.

DANCE 135 Technique: Ballet I 4 CREDITS
This course is designed to build a firm foundation in classical ballet technique. Students learn ballet terminology and exercises for a solid awareness of the placement of the body, legs, arms, and the head while developing skills in the coordination of steps.

DANCE 180 Dance History I 2 CREDITS
This course examines the emergence and evolution of Western concert dance, and analyzes its important figures and movement theories starting with Renaissance court dance through the twentieth century. Emphases will include analysis of movement through historical, social/cultural, and political lenses and as an illuminator of culture.

DANCE 190 Dance in Global Context 4 CREDITS
This course introduces students to a broad range of dance forms from around the world. Through theoretical and experiential study, students investigate both traditions found in specific dance forms as well as the cross-cultural nature of dance and art in society, examining where divergent cultures have points of intersection. Along with close movement analysis, students will look through historical, social/cultural, and political lenses to explore the diversity of movement forms from around the globe.

DANCE 230 Technique: Modern/Cont. II 2 CREDITS
This course is a continuation of the principles explored in Modern/Contemporary I with an increased competency in body alignment, flexibility, coordination, terminology, and improvisation. This course is repeatable for credit.

DANCE 235 Technique: Ballet II 2 CREDITS
This course is designed to build upon the fundamentals of classical ballet technique taught in Ballet I with increased competency of its principles. Memorization of ballet terminology is expected. This course is repeatable for credit.

DANCE 270 Improvisation/Composition 4 CREDITS
This course provides exploration of self-generated movement that departs from codified styles of dance. It examines dance-making tools and compositional structures through which students can communicate their ideas. This course will progress from simple to more complex outcomes with regards to movement generation, auditory stimulus, and collaborative concepts.

DANCE 280 Dance History II 2 CREDITS
This course examines the development of Western concert dance, and analyzes its important figures and movement theories from the beginning of the twentieth century through the present. Emphases will include the relationships of movement and culture and dance as an illuminator of culture.

DANCE 330 Technique: Modern/Cont. III 2 CREDITS
This course is a further implementation of the principles found in Modern/Contemporary II with an increased expectation of consistency in the physicality and mental process of the student. This course is repeatable for credit.

DANCE 335 Technique: Ballet III 2 CREDITS
This course is designed to build upon the fundamentals of classical ballet technique taught in Ballet II. This level is dedicated to strengthening balance on demi-pointe both at barre and center practice. In this course a more extensive movement vocabulary is introduced, and readiness for pointe work is determined by each student's strength and physical development and will be decided upon by the assessment of the instructor. This course is repeatable for credit.

DANCE 350 Dance Pedagogy 4 CREDITS
This course provides students with the skills for teaching all age levels of dance by understanding developmental ability, preparing concise and
Course Descriptions

effective lesson plans, selecting age appropriate music and activities, and setting goals and communicating with clarity in the classroom.

DANCE 351 Applied Anatomy/Kinesiology 4 CREDITS
This course investigates human anatomy and kinesiology in relationship to dance. Course content and tasks will emphasize the skeletal and muscular systems, injury prevention and treatment, conditioning, and the role of individual differences.

DANCE 380 Dance Forms 4 CREDITS
This studio-based course explores a variety of vernacular dance forms and will rotate through topics including, but not limited to, tap, jazz, hip-hop, and various social dance forms. Historical, social/cultural, and political considerations of each form will also be addressed.

DANCE 381 Ballet Studies 4 CREDITS
This studio-based course explores various facets of ballet study and will rotate through topics including, but not limited to, pointe/variations, partnering, and character dance. Emphasis is placed on building upon a solid ballet foundation and enhancing coordination, stability, and clarity of expression through the classical style. Some topics may require instructor approval.

DANCE 382 Moving Images: Dance for Film 3 CREDITS
In this course students explore the use of different perspectives of dance composition specifically for film and construct digital dance projects while receiving guidance and feedback on composition, editing, and use of technology.

DANCE 401 Directed Study in Dance 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Dance Program. Requires consent of instructor and school dean. This course is repeatable for credit.

DANCE 430 Technique: Modern/Cont. IV Lab 2 CREDITS
This course builds upon year 3 with increased emphasis on performance-level quality and technique. Work will explore complex movement sequences, rhythmic structures, and spatial relationships. This course is repeatable for credit.

DANCE 435 Technique: Ballet IV 2 CREDITS
This course emphasizes a mastery of the principles presented in earlier ballet courses as well as requiring strong technical standards, style application, and performance techniques. This class will enhance the student's power and elevation in grand allegro and speed of petit allegro as well as potentially addressing pointe work for the advanced student, based upon the assessment of the instructor. Development of musical sensitivity and overall artistry as expected as it relates to the ballet canon. This course is repeatable for credit.

DANCE 440 Internship 1 to 4 CREDITS
This course will help students better understand career options by completing internships in professional arts organizations, community organizations, social service agencies, etc. This course is repeatable for credit.

DANCE 480 Production 2 CREDITS
This course explores the skills necessary to manage and produce formal dance concerts (e.g., costumes, scenery, lighting, sound, and stage management).

DANCE 490 Senior Seminar 2 CREDITS
The capstone course in the Dance Program, this course looks beyond studio practice to prepare students for success in their professional careers. Through a range of supplemental skill sets, students hone the abilities necessary to navigate and succeed in a wide range of professional aspects of dance and the arts. These skill sets include but are not limited to portfolio development, administration, marketing, and technological literacy. (WCORE: SC)

DANCE 491 Senior Showcase 2 CREDITS
This seminar course gives students a forum to demonstrate their mastery of choreographic ideas, audition and rehearsal processes, and performance design - culminating in a high quality production.

DATA 110 Explorations in Data Science 4 CREDITS
Data Science is on the forefront of the Big Data Revolution. Governments, companies, nonprofits, and health care providers are collecting, storing, and analyzing vast amounts of data to extract information about us and make predictions about our lives. The mathematical and technological aspects of data science have been central to its success, yet they cannot exist in isolation. The context in which data is collected and used, and potentially misused, shape the impact on individuals and society as a whole. Therefore, the study of issues involving data collection, analysis, and its communication from multiple contexts involving different disciplines-including but not limited to economics, psychology, sociology, biology, medicine and chemistry-will be a central theme of this class. (WCORE: WCMSAM, QE)

DATA 150 Data and Society 4 CREDITS
Quantitative literacy is increasingly important in our world of information. The primary goal of this course is to learn about data and how it's used. Along the way, we will learn how to develop basic tools to analyze and visualize data, read and evaluate research claims, and report research findings in honest and ethical ways. (This course may not be taken for credit if a student already has credit for DATA 220.) (WCORE: QE)

DATA 220 Introduction to Statistics 4 CREDITS
Statistics is the study of data. This course will develop tools for analyzing data from a variety of fields. We will follow the process from data gathering (sampling methods and experimental design) to exploratory data analysis (graphs, tables, charts, and summary statistics) to inferential statistics (hypothesis tests and confidence intervals) using simulation and sampling distributions. A key component of the course is the introduction of the statistical language R for analysis and R Markdown for the presentation of statistical analysis. (WCORE: QE)

DATA 300 Special Topics in Data Science 1 to 4 CREDITS
Covers special topics normally not offered in regular Data Science curriculum.

DATA 307 Databases for Data Science 2 CREDITS
A study of the application of relational databases to information collection and extraction. SQL queries are studied in depth.

DATA 350 Statistical Modeling 4 CREDITS
The general linear model is a powerful framework for modeling relationships in data analysis. This course establishes the theory and application of regression models from simple and multiple regression through ANOVA and logit/probit models. In addition to building models, we will also learn to diagnose model fit and handle a wide range of possible complications. We will use the statistical language R for analysis and R Markdown for the presentation of statistical analysis.

DATA 360 Data Science With Python 4 CREDITS
Python is currently the top programming language for data science. It's a flexible and efficient language that's relatively easy to learn and use, with an extensive set of packages for data wrangling, visualization, statistics, and machine learning. In this course we will supplement basic programming skills by exploring data formats and storage, data cleaning and wrangling, and exploratory data analysis using industry-standard Python packages. The goal of this course is to take a more programmatic and Pythonic view of data science. Much of our work will be in the Jupyter notebook environment with some exposure to the command line and scripting. We will also cover basic SQL queries for interacting with databases. Students will learn reproducible research techniques and skills for working with big data in Python.

DATA 370 Statistical Learning 4 CREDITS
Statistical learning is a broad term that refers to any statistical technique that seeks to estimate the relationships among data. Modern advances in computational power allow us to use technology to build a wide array of models to analyze increasingly complex data sets. This course will explore the theory and application of statistical learning techniques such as clustering, regression, discriminant analysis, resampling, regularization, spines, generalized additive models, and Bayesian inference. We will use the statistical language R for analysis and R Markdown for the presentation of statistical analysis.

DATA 401 Directed Study 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Data Science Program.
DATA 440 Internship 1 to 8 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. For more information, call 801-832-2590 or visit https://westminstercollege.edu/internships.

DATA 470 Capstone Project 1 CREDIT
The capstone project is an opportunity for students to apply the knowledge gained throughout the Data Science minor to an interesting data problem, preferably in conjunction with a research project in their major. The students in the course will work with a mentor in their field of interest as well as the faculty member running the Data Science capstone project to develop a research plan to analyze one or more data sets addressing a topic of interest. All capstone students will meet together one hour a week to share ideas and take advantage of interdisciplinary collaboration. The capstone experience will culminate in a paper and a presentation.

(ECON)
ECON 130 The Hitchhiker’s Guide to the Catallaxy 4 CREDITS
We will hitchhike through time from the catallaxy (economy) of 18th century BC Babylon to the catallaxy of present-day Utah to better understand the history of commerce, currency, chaos, control, and choice in a world of uncertainty and scarcity. During this period, the lives of commoners changed dramatically. Just a few centuries ago they were the pawns of kings. Today, many of us live more lavishly than feudal queens and kings. We will use economic history and basic tools of economic science to study the dramatic changes in the lives of commoners. (WCore: WCSBS)

ECON 150 Economics, Ethics, and Growth 3 CREDITS
This class explores economic ideas through the effort to enhance economic growth by extending the market, and the counter movement to protect human beings, nature, and productive organizations from market forces. Extending the market involves transforming human beings, nature, and productive organization into commodities. This manifests itself in crises, inequality, environmental degradation, and so on. (WCore: WCSBS)

ECON 253 Elementary Macroeconomics 3 CREDITS
Introduction to the origins and evolution of theories of capitalism, emphasizing growth and depression. Analyzes the nation’s economy as a whole, presenting an overview of the determination of output, employment, and the price level. This course is required for all business and economics majors. Offered Fall, Spring and Summer semesters.

ECON 263 Elementary Microeconomics 3 CREDITS
This course provides an introduction to microeconomics. We study how individuals, firms and governments make important decisions to get the most from a limited availability of resources. We examine how they achieve this through interactions in the markets, under perfect and imperfect competition. We explore how markets and governments complement each other. The topics include: supply and demand, elasticity, market efficiency, externalities, and market structure, etc. In this class, we frequently use algebraic and graphical analysis, in addition to qualitative analysis. As a prominent economist, John Maynard Keynes, once wrote, “The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions.” We expect students to learn the economic way of thinking after taking this class.

ECON 300 Special Topics in Economics 1 to 4 CREDITS
Covers special topics normally not offered in regular Economics curriculum.

ECON 303 Money and Banking 4 CREDITS
Money and banking institutions, theory of prices, and interest. Keynesian and post-Keynesian monetary theory and alternative monetary policies.

ECON 311 History of Economic Thought 4 CREDITS
Examines the history of economic thought in the context of the evolution of the capitalist system. The course uses original sources in understanding the classical, Marxist, neoclassical, Institutionalist, and Austrian schools of economic thought.

ECON 317 Macroeconomic Theory 4 CREDITS
Intermediate study of income, employment, and output; also the role of fiscal and monetary policies. The course also explores the role of fiscal and monetary policies from classical, Keynesian, post-Keynesian, and monetarist viewpoints.

ECON 318 Microeconomic Theory 4 CREDITS
Intermediate study of the price mechanism and resource allocation, behavior of consumers, business firms, and suppliers of productive resources in the institutional context of market economy.

ECON 319 International Economics 4 CREDITS
The study of international economics examines how international transactions influence things such as social welfare, income distribution, employment, growth, price stability, and the ways national policy can affect these outcomes. The course is divided into two distinct areas of focus: international trade and international monetary economics. (WCore: EWRDL)

ECON 325 Environmental Economics 4 CREDITS
Covers economic theories and policies regarding pollution and the use of renewable and non-renewable resources. Explores the degree to which economic growth is compatible with environmental quality and considers both orthodox and heterodox approaches to the environment.

ECON 365 Economic Justice 4 CREDITS
The importance of economic justice stems from the scarcity of resources: how should society allocate resources to achieve the social good? Inevitably, questions of justice involve tradeoffs between fairness and efficiency. Such questions are inextricably related to religion, class, gender, poverty, ethnicity, sexual orientation, and so on. The course examines the concept of justice from the points of view of pre-market economies, classical liberalism, neoclassical economics, heterodox economics, Kenneth Arrow, John Rawls, Amartya Sen, among others.

ECON 401 Directed Studies 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Economics Program. Requires consent of instructor and school dean. This course is repeatable for credit.

ECON 412 Special Topics in Economics 1 to 4 CREDITS
Special Topics in Economics, e.g., Public Finance, Multinational Corporations, Mathematical Economics.

ECON 418 Economics and the Law 4 CREDITS
The course will begin by developing the general framework used in economics as an approach for examining and solving legal problems. The course tries to make economic principles emerge from a more or less systematic survey of legal principles. By using this approach we are assuming that the law is a system; it has unity that economic analysis can illuminate. A significant amount of time will be spent on non-market behavior—with family, crime, accidents, litigation, and much else that is remote from the conventional analysis of market behavior studied in microeconomics.

ECON 441 Economics Practicum 4 CREDITS
The Disciplinary Practicum is a student team-based, company consultation project. The project addresses a real issue of concern to a client company (or non-profit organization), requires extensive research, and results in a formal oral presentation and written report to the company. Students work in teams of 3-6 students under the supervision of a Gore School of Business faculty member. Prerequisites: ECON 253, 263; MATH 150; junior or senior standing.

ECON 485 Senior Seminar 4 CREDITS
The senior seminar is structured along two tracks—economics thesis work and advanced empirical project. Students can choose from the two tracks depending on their background training and career plans. Students who choose the economics thesis work must produce original scholarship in economics or related disciplines. Students may choose topics from economic theory, economic history, law, economic growth and development, environmental, international, or monetary and financial economics, or focus

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Connections between community service and their own learning through class activities, assignments, interviews, presentations and personal reflection. (WCore: EWRLD)

EDUC 207  Hope/Resilience Childhood Trauma  4 CREDITS
This Social and Behavioral Sciences W-Core course will explore ways in which traumatic childhood events impact and shape individuals’ brain development, health and well-being, relationships, educational trajectories, and involvement with the justice system. We will investigate traditional practices, policies, and structures found within a variety of organizations and critically analyze how they impact the success of youth and adults who have experienced childhood trauma. Furthermore, through community engagement, we will learn from and work with professionals in the field who implement trauma-responsive practices and examine case studies that illuminate trauma-informed practices in education, health care, social services, and in the foster care and justice systems. Based on these experiential and academic experiences, students will apply concepts of transformation, social responsibility, and sustainability to solving real-world problems. (WCore: WCSBS)

EDUC 220  Math for K-6 Teachers I  3 CREDITS
This course is a concept-oriented exploration of number and early algebraic reasoning in relation to children’s learning. The emphasis is on developing conceptual and relational understanding of number and number theory, arithmetic operations and their properties, and models for teaching these concepts in the early childhood and elementary classrooms. Students will examine how the concepts of number and operations connect and grow across the K-6 grade levels.

EDUC 221  Math for K-6 Teachers II  3 CREDITS
This course is a concept-oriented exploration of geometry, measurement, probability, and data analysis topics in relation to children’s learning. The emphasis is on developing conceptual and relational understandings of these topics from an informal and hands-on perspective. Students will examine how many of the concepts related to these topics develop from the early and elementary children’s natural explorations. Prerequisite: MATH 141 with C or better.

EDUC 252  Developmentally Appropriate Teaching/Learning  4 CREDITS
This course introduces students to developmental theories, principles, and practices. The following topics are studied: instructional design, classroom environment, assessment, culturally responsive teaching, Common Core, and the Utah State Core. ‘Funds of Knowledge’ will be introduced as a framework for building home-to-school connections into instructional design. The Teacher Work Sample will be introduced.

EDUC 300  Special Topics in Education  1 to 4 CREDITS
Timely topics in education are presented as appropriate to students’ needs and curricula.

EDUC 301  Educational Policy  3 CREDITS
This course emphasizes the importance of understanding schools and other educational institutions as organizations that are embedded in a political system. The course explores decisions that are made within schools, educational institutions, state legislatures, and the federal government. A variety of theoretical frameworks for understanding issues, the decisions of policy makers, participation in decision-making, and the outcomes of policy will be discussed.

EDUC 302  Foundations Education Diverse Society, Society  4 CREDITS
Students learn the basic tools of philosophical, historical, and sociological inquiry for exploring questions about the traditions in education and how to apply those tools in a diverse educational setting. Students observe in schools for fifteen clock hours and have the opportunity to evaluate teaching as a career choice, apply for admission to the Teacher Education Program, and begin a teacher education portfolio. Prerequisite: sophomore standing or consent of instructor and must pass the writing and language usage test.

EDUC 303  Teaching with Technology  1 CREDIT
Overview of computer systems and evaluation of hardware and software based on their direct application to classroom instruction. Teaching methods particular to presentation and Internet media applications are explored and evaluated in actual classroom practice.
EDUC 305 Elementary Classroom Management 3 CREDITS
Students will examine, integrate and apply various dynamics and principles of classroom management to practical elementary classroom environments. Discipline, interpersonal relationships, classroom climate, home and parent involvement, conflict resolution, restorative discipline and providing meaningful opportunities for student voice will be addressed.

EDUC 307 Globalization of Education 3 CREDITS
This course analyzes the political, economic, and social forces that have lead the globalization of education. It uses various frameworks and theories to analyze critically the impact of globalization on everyday educational practices and the role education plays in shaping society. The class introduces systems thinking, analysis of power relations, and responses to globalization of education in various parts of the world.

EDUC 309 Advocacy Under the Dome 4 CREDITS
Students will gain the knowledge and skills to participate effectively in local public policy making and advocacy. Through first-hand observation of and engagement with local political processes, study of public policies, and analyses of contemporary movements, students will deepen their understanding of how public policies are made and how citizens can be most effective in influencing those policies.

EDUC 312 Specialized Education Services 3 CREDITS
Explores professional roles and responsibilities of general educators in K-12 schools as they serve students with specific learning needs. Explores the collaborations among educators, families, and community agencies in providing appropriate services and educational plans for students with gifted and talented abilities, mild to severe learning and behavioral disorders, and for students with cognitive and physical disabilities.

EDUC 313 Adult Learning 3 CREDITS
Explores adult learning theory and research and their applications to learning situations. Includes discussion of social, institutional, and other contextual factors that affect learning, as well as individual characteristics of adults such as developmental phases, cognitive abilities, learning styles, motivations and emotions.

EDUC 315 Learning Theories 3 CREDITS
Students examine, integrate, and apply principles of learning and developmental theories to classroom environments. Includes related behaviorist, cognitive, and developmental theorists. Prerequisite: PSYC 105.

EDUC 322 Serious Games, Gamification, and Beyond 3 CREDITS
Gaming has become an important pathway for learning in a variety of formal and non-formal settings. In this course, students learn the differences between gamification, game-based learning, and learning games and how to use these formats effectively. Students connect learning theories to game design to enhance motivation and learning. Students make use of research on learning through gaming and design a game-based learning unit. Ethical issues involved in the field will be explored.

EDUC 334 Teaching Adults 3 CREDITS
Teaches a variety of instructional strategies for facilitating adult learning. The course covers setting learning goals and methods of instruction for teaching skills and content, for increasing understanding, and for construction and application of knowledge. The course addresses teaching in different settings and the implications of context on instruction. The course also teaches methods of assessing various types of learning.

EDUC 335 Adult Education, Program Planning 3 CREDITS
This course focuses on the process of planning and evaluating adult education programs. Different models for program planning will be considered along with their appropriateness for differing settings. The course will include methods for evaluating adult education programs.

EDUC 342 Science Methods 3 CREDITS
Principles, methods, and materials for teaching science in the elementary school. Scope and sequence of science concepts include life sciences, physical sciences, and other sciences using inquiry oriented teaching and learning. Students are required to spend twenty clock hours in a field placement.

EDUC 344 Creative Arts Methods 3 CREDITS
Introduction to the methods, materials, and media for creative arts instruction. Involves how to teach appreciation of the arts, music, movement, and production in the arts. Students are required to spend twenty clock hours in a field placement.

EDUC 346 Social Studies Methods 3 CREDITS
Principles, methods, and materials for teaching social studies in the elementary school. Scope and sequence of social studies concepts include geography, history, economics, community, state and national governments. Students are required to spend twenty clock hours in a field placement.

EDUC 352 Management of Nonprofit Organizations 4 CREDITS
The course provides an overview of the history, development, role, auspices, organization, strategies, and purposes of nonprofit organizations in the U.S. and the world. Emphasis is placed on structure, planning, policies, organizational leadership/management, governance, stewardship, resource development, community building, advocacy, volunteer services, and problems that face nonprofits. The course addresses social, political, economic, cultural and ideological issues.

EDUC 353 Corporate Training & Workplace Learning 3 CREDITS
This course explores various approaches to teaching/learning in the workplace, including training, human resource development, and workplace learning. Students will learn skills for facilitating learning and for training trainers. Ethical issues in the field will be discussed.

EDUC 354 Administrative Leadership 3 CREDITS
This course teaches basic leadership and management skills for students administering educational programs or organizations. Approaches to leadership, budgeting and financial management, assessment, and personnel practices will be explored and connected to tasks and issues in students' workplaces.

EDUC 355 Literature-Based Reading Instruction 1 CREDIT
Students will become familiar with a wide range of children's and adolescents' literature and explore their uses in the classroom. The course focus will be on instructional strategies for developing critical and analytical thinking skills. A wide range of authentic literature will be presented along with a study of genres and integration into content areas.

EDUC 356 Online Teaching and Learning 3 CREDITS
Students will identify how they and others learn using the internet. They will participate in the development of online learning materials and follow best practices in instructional design to identify learning outcomes, design appropriate learning materials for a type of learner, develop effective learning materials, implement online instruction, and evaluate the effectiveness of the learning process. Learners will also participate in learning technologies that help engage online students and teach others how to use these technologies.

EDUC 359 Assessment to Improve Teaching 2 CREDITS
This course prepares students to use data from their own classroom assessments and from standardized tests to improve student learning. Students will learn to tie their assessments to the Common Core standards and to interpret the results of state-wide standardized tests.

EDUC 362 Physical Education Methods 1 CREDIT
Methods and techniques for teaching elementary physical education. Prerequisite: EDUC 302.

EDUC 363 Literacy Foundations, Assessment 3 CREDITS
Research-based literacy assessments, processes, and instructional practices will be studied and then practiced in the field. In addition to a K-6 classroom field placement, a 15-hour assessment and intervention experience with a struggling reader is required. Prerequisite: EDUC 252, 302.

EDUC 364 Reading and Language Arts 3 CREDITS
Provides contact with lessons, materials, methods, research, and theory for the elementary teaching in language arts skills and strategies for application in the K-6 classroom. We examine various instructional strategies and adaptations in language arts for all learners through critical text readings, shared experiences, field placement, demonstrations, hands-on activities, and active student inquiry and participation. Students are required to spend twenty clock hours in a field placement.
EDUC 368 Math Methods for K-6 Teachers 3 CREDITS
This course examines current directions in how students learn mathematics in order to promote thinking about best practices for teaching K-8 children mathematics. The emphasis is on understanding a variety of instructional practices, assessment strategies, and curriculum development to plan for effective teaching and learning. Students are required to spend twenty clock hours in a field placement. Prerequisites: EDUC 220 and 221.

EDUC 369 Literacy Assessment and Intervention 1 CREDIT
Students will practice concepts studied in EDUC 363 as they tutor readers in Title I schools on a weekly basis. Co-requisite: EDUC 363

EDUC 370 Adult Education: Foundations and Futures 4 CREDITS
This course introduces students to the breadth of the field of adult education and its historical, sociological, and philosophical foundations. Students will explore their own beliefs, values, and experiences and develop a working philosophy of education. They will deepen their understanding of the historical development of adult education in the US and the differing philosophies that shape contemporary educational policies, and envision possible futures for the field.

EDUC 373 Juvenile Justice 3 CREDITS
This course will explore the U.S. juvenile justice system, including its history, philosophical underpinnings, and biases. Through visits to detention facilities, interviews with individuals involved in the justice system and an exploration of comparative systems of youth incarceration and rehabilitation in the U.S. and abroad, students will critically analyze and evaluate our current system and make recommendations for reform. (WCore: EWRLD)

EDUC 374 Popular Culture As Pedagogy 4 CREDITS
This course introduces students to critical media literacy as a means of critically examining the messages they receive from the media, through popular culture, and from the entertainment industry. Students will begin to understand the role these institutions play in maintaining systems of domination and subordination through the often detrimental and deleterious portrayal of marginalized groups in the United States. In order to fully interrogate the impact these messages have on society generally and marginalized groups specifically, students will also be exposed to critical theory. Students will then take the knowledge they have attained in this course and engage in a community media literacy project. (WCore: EWRLD)

EDUC 375 Indigenous Knowledge and Lifeways 4 CREDITS
This course will introduce indigenous knowledge systems, worldviews, and lifeways from various regions of the world. The course will be structured so students experience indigenous ways of learning and social-environmental organization. Students will explore epistemological questions, relationships (economic, social, governance, with nonhuman life forms), and historical and contemporary practices. Students will apply their learning to addressing global crises through their specific discipline(s) and reflect on their own cultural identity, values, and practices. This course fulfills the Engaging the World requirement. Prerequisite: Completion of Writing Emphasis course.

EDUC 387 Methods of Teaching Secondary School Mathematics 3 CREDITS
Emphasis on methods for teaching secondary math topics such as algebra, geometry, and trigonometry. Credit does not apply toward academic major or minor.

EDUC 390 Educational Research Methods 4 CREDITS
This course provides an introduction to research methods and research design. Students will learn basic skills in interpreting quantitative data and develop their skills in qualitative research methods. Students will design a final research project or creative project which integrates the knowledge and skills learned throughout the program and which benefits an education-related organization or effort. Prerequisites: WCSAM*110.

EDUC 391 Portfolio Development 1 CREDIT
This course is designed for pre-service teachers to integrate course content and early field experiences into their portfolio. Pre-service teachers will review the components of Understanding by Design as they relate to a work sample that will be completed during the student teaching semester and added to the portfolio. Prerequisite: permission of instructor.

EDUC 401 Directed Studies 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Education Program. Requires consent of instructor and school dean. This course is repeatable for credit.

EDUC 417 Secondary Student Teaching Seminar 2 CREDITS
Secondary student teachers meet four times off-campus throughout the duration of the student teaching semester. In-depth discussion and reading enable students to acquire and refine skills needed by all professional teachers. Topics include parent relationships, student assessment and grades, professional growth and collaboration with colleagues, and other issues. Visits from practicing experts in the profession are included also. Course studies and portfolios are presented and explored. Offered on a credit/no credit basis. Prerequisite: permission of instructor.

EDUC 418 Student Teaching Seminar 2 CREDITS
This seminar provides a forum for teacher candidates to share information, address concerns, and network with supportive peers and faculty members during their student teaching. Additional foci on the teacher candidates' capstone assessment and career guidance are also provided.

EDUC 440 Coop/Education Internship 1 to 8 CREDITS
Offers on-the-job training. Maximum of 8 hours. Prerequisites: junior or senior standing; minimum 2.5 GPA; consent of program director and Director of Cooperative Education. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships/</a>

EDUC 467 Secondary Student Teaching 4 to 10 CREDITS
Mentored classroom experience under the supervision of a certificated secondary teacher. Placement requires observations of, participation in, and direct responsibility for classroom work and conferences with the mentor teacher. (Students with certificates at other levels may need only five hours; all other students must have ten hours. For more information, please contact the Education Office.)

EDUC 480 Elementary Student Teaching 4 to 10 CREDITS
Mentored classroom experience under the supervision of a certificated elementary teacher. Placement requires observation of, participation in, and direct responsibility for classroom work and conferences with the mentor teacher. (Students with certificates at other levels may need only five hours; all other students must have ten hours. For more information, please contact the Education Office.)

EDUC 495 Senior Thesis/Project 4 CREDITS
Students complete the thesis or creative project designed in EDUC 390 and learn skills for data analysis and presentation of research findings. Students complete a program portfolio and participate in college-wide sharing of their learning portfolio. Requires Senior standing and EDUC 390 or EDUC 440. May be taken at during the same semester as EDUC 440. (WCore: SC)

(ELEC)

ELEC MAJ-LD Placeholder-Lower Div Elective 1 to 4 CREDITS
Placeholder course for degree planning. Be sure to select a lower division elective from the approved options for your major.

ELEC MAJOR Placeholder-Major Elective 1 to 4 CREDITS
Placeholder course for degree planning. Be sure to select an elective from the approved options for your major.

ELEC MAJOR2 Placeholder-Major Elective 1 to 4 CREDITS
Placeholder course for degree planning. Be sure to select an elective from the approved options for your major.

ELEC MAJOR3 Placeholder-Major Elective 1 to 4 CREDITS
Placeholder course for degree planning. Be sure to select an elective from the approved options for your major.

ELEC MINOR Placeholder-Minor Elective 1 to 4 CREDITS
Placeholder course for degree planning. Be sure to select an elective from the approved options for your minor.
ENGL 104 Books That Changed the World 4 CREDITS

Literature can be a powerful tool for social change. This course examines the international tradition of literary activism in which writers expose injustice, demand change, and inspire solidarity and struggle. (WCORE: WCFAH, WE)

ENGL 105 Communicating Through Writing 4 CREDITS

This course immerses students into the process of becoming college writers. The workshop oriented class provides an opportunity for students to learn about the following: how rhetorical context shapes writing, how to write about readings, how to understand the information literacy needs and approaches to research, and how to synthesize research into a student's own writing. By the end of the course, students will have confidence to read, write, research, and communicate in a college context. (WCORE: WCFAH, WE)

ENGL 108 Introduction to Academic Writing 3 CREDITS

This course provides a foundation for Writing Emphasis courses. Students will consider the impact of rhetorical situations on reading and writing texts, improve their own writing process, and develop skills that aid in revision and critical reading.

ENGL 109 Academic Reading/Writing Internationals 3 CREDITS

This course is designed to help advanced multilingual students to effectively orient themselves when reading complex academic texts, develop skills in organizing information from such readings, and write papers that build on the knowledge they acquired in their reading process. Additional emphases will be placed on vocabulary development and grammar and stylistics.

ENGL 114 Searching for America 4 CREDITS

This course explores the rich tradition of modern American literature by featuring some of the most captivating texts and innovative authors, including US minority writers of different ethnic background. Emphasizing pertinent connections between literature and culture, class discussions will showcase how imaginative writing illuminates, interrogates, and complicates fundamental aspects of American culture. We will discover that whether literary protagonists dream of freedom, refuge, success, or happiness, they all imagine and experience modern America in uniquely compelling ways. (WCORE: WCFAH, DE)

ENGL 115 The Bible and Literature 4 CREDITS

We will examine the ongoing cultural dialogue between literature and the Christian Bible, focusing on themes such as creation, temptation, fall, revelation, exodus, testing, persecution, conversion, apocalypse, and the problem of evil. Works by authors such as Shakespeare, Milton, William Blake, C.S.Lewis, Kafka, and Dostoevsky will be read in the context of relevant passages from the Bible. What light do the Bible and literature throw on perennial human issues? Our basic approach to these texts will be anthropological. (WCORE: WCFAH, WE)

ENGL 116 The Serious Art of Humor 4 CREDITS

This writing emphasis (WE) Exploration course focuses on humor as a pivotal human experience in the twenty-first century. Students will explore how humor is tied to social contexts, and gain a deep understanding of ways in which humor entertains, instructs, and illuminates political issues. We will read comedy as a cultural text and explore a myriad of subgenres that span geographical contexts (including works by social activist Wanda Sykes, contemporary satirist George Saunders, Indian joke master Kushwant Singh, and cultural critic Barry Sanders), as well as examine styles of comic performances from Ali G's shock-comedy to Margaret Cho's political satire. In the process, we will investigate the meanings and effects of humor that have proliferated through social and digital media in the backdrop of such historical events as 9/11 and the Asian Tsunami. Throughout the course, students will reevaluate the concept of humor and ask “What's funny and why?” (WCORE: WCFAH, WE)

ENGL 117 Writing Time 4 CREDITS

Both writing and drawing use time. That is a problem. This course considers this problem by exploring how writing and drawing use time formally or conceptually, paying particular attention to the composition of our works or the assembly of many individual components into a unified whole. We will analyze sequential images, using ideas found in films, graphic novels, photographic experiments, and animation in order to better understand how time can be used as a medium, as well as an idea. We will work to connect our writing and drawing practices in form and content and reflect on the inherent similarities and dissonances we find in each. (WCORE: WCFAH, WE)

ENGL 121 How Literature Matters Now 4 CREDITS

This course considers how literature continues to be a vital element of human experience in the 21st century. It may focus on how literary tropes and ideas manifest themselves in other media (in adaptations, allusions, or mashups), on how digital tools have opened up new ways of understanding literary texts, or on how the techniques of literary analysis can help us to understand political narratives. (WCORE: WCFAH, WE)

ENGL 130 Self-Discovery: Film and Literature 4 CREDITS

Great films and literature testify to the difficulty and the crucial importance of self-discovery. Literary and cinematic protagonists throughout history have struggled to "know thyself," as the oracle commands. The failure to know oneself can have tragic consequences. For us today, film and literature are a challenging and enjoyable route to self-knowledge. This class will study works of literature and cinema which speak to the process of self-discovery. (WCORE: WCFAH)

ENGL 131 Shakespeare, Culture and Society 4 CREDITS

Shakespeare’s plays and poems are important cultural artifacts of English culture’s customs, traditions, social structures, and institutions. We will investigate how the performance of Shakespeare’s works function in 17th-century England and global modernity, drawing on theorists such as Stephen Greenblatt, Clifford Geertz, and Ren Girard. We will consider the role of Shakespeare’s art in relation to issues of social order and of social change. (WCORE: WCSSBS, WE)

ENGL 133 Walking 4 CREDITS

In this arts and humanities course, we will explore the cultural history of walking in the United States, we will walk with intention, and we will write and make art about walking. Some people walk only out of necessity. Others walk to improve their well-being, to see the world, or to save the earth. Depending on who is walking where, when, why, and how, this seemingly simple and ordinary activity can become an adventure, a sport, a crime, an artistic performance, a spiritual practice, a political protest, and more. By studying and practicing the art of walking, we will ask important questions and uncover sometimes uncomfortable truths about ourselves and our world. This course welcomes all people. For our purposes, walking is defined as slow movement across the land. (WCORE: WCFAH, WE)

ENGL 204 Epistololarity: Letters to and From 4 CREDITS

This writing emphasis (WE) W seminar focuses on letters both as reading and writing texts. Students will read letters both real and imagined (for example Heloise and Abelard, Frederick Douglass, Roland Barthes’ A Lover’s Discourse, Sujourn’er Truth, Madame de Staël, M.L.King’s “Letter from Birmingham Jail,” Rilke’s Letters to a Young Poet, McSweeney’s Letters to People or Entities Unlikely to Respond) across a variety of genres. Students will also write their own letters (love letters, rejection letters, condolence letters, complaint letters, etc.) to themselves, their loved ones, the instructor and colleagues, the editors of newspapers or magazines, the communities, etc. The course seeks to combine a deep understanding of rhetoric (awareness of audience, purpose, and information literacy) with literary modes across a broad spectrum of relevance. Letters might include emails, texts, and tweets. The seminar aims to teach students the importance of establishing ethos in conjunction with educating one’s audience. Workshop format, with at least 20 pages of writing, including multiple drafts of each assignment. The course addresses three college-wide learning goals (writing/critical thinking/ creative-reflective, plus diversity, because understanding issues of power, subordination, and privilege are inextricable from creating a standpoint from which to speak. (WCORE: WCFAH, WE)

ENGL 205 Goddesses, Heroes, and Others 4 CREDITS

From ancient scriptures to contemporary comics, these literary characters—goddesses, heroes, and “Others” (figures marginalized by dominant Group-rule). This course investigates and supports your investigations of these character types. It poses basic questions asked by many literary critics: where do these characters come from and how are they adapted by so
many cultures and literary genres? To answer these questions, we'll delve into current theory and historical research. We'll do our part to keep goddesses, heroes, and others alive! (WCore: WCFAH, RE)

ENGL 207 Global Food Movements: Farms to Social 4 CREDITS

This course is a study of social movements around food and agriculture in the Global South. From farm worker movements in India to the indigenous fight for food justice in Ecuador, this course will investigate how “food systems” intersect with issues of land, hunger, environment, and the economy. The focus will be on the phenomenon of food crises and the social movements in response to them. (WCore: WCFAH, WE)

ENGL 208 Wording Your Eats: Food Writing Genres 4 CREDITS

Students read, research, and write about food. In addition to reading the work of classic (MFK Fisher, Brillat-Savarin, Jane Grigson) and contemporary (Ruth Reichl, Michael Pollan, Samir Nosrat) writers, students will produce more than 20 pages of writing themselves, revising each piece multiple times. Topics include agribusiness, terroir, the chemistry of flavor, the development of taste, the intersection of eating and health, wild versus cultivated or hybridized, cooking, table manners, molecular cuisine, and national and international customs. Writing assignments may include blog posts about personal cooking or eating discoveries, product and restaurant reviews, experiential accounts, abstracts and syntheses of scholarly research, and research articles. (WCore: WCSBS, WE)

ENGL 210 Digital Narratives 4 CREDITS

In this course we will learn how to create stories using digital media such as video narratives and podcasts. Alongside exploring creative elements, we will also reflect critically on how new media shape our understanding of narrative and audience. The online forum will allow us to be fully immersed in a digital experience. We will create what Anne Burdick calls, “imaginative techno-texts” and critique each other’s works online. To develop a common vocabulary, we will read critical texts about narrative and media. In the process, we will analyze the relationship between creator and audience, between form and medium, by asking questions like, “how do the intersections between technology and storytelling affect the ways in which we explore and express our stories?” Student-identified technical and production guidelines will be created and governing technological proficiency. We will spend some time going over basic technical and production guidelines. (WCore: WCFAH, WE)

ENGL 211 Reading and Detection 4 CREDITS

While investigating the history of the detective genre in film and literature, this course compares the work of interpretation with detective work. It is a famous staple of the detective narrative that the detective explains her or his method of detection, often in considerable philosophically detail. In this course, students will engage in self-reflective detective by cultivating and describing their own unique methods of interpretation. They will articulate these methods in essays, discussions, and other linguistic performances. (WCore: WCFAH)

ENGL 215 Vampire Literature 4 CREDITS

This course proceeds from the assumption that reading literature bears certain uncanny similarities with vampirism, and that these similarities partly account for the success of the vampire subgenre in popular literature and cinema (the reception of which we will regard as a kind of reading). In particular, literary texts put their readers in a state of passivity that is at once often nerve-wracking and intensely pleasurable. Meanwhile, we will regard writing as a form of vampiric seduction, luring the reading into a receptive state only to strike at the decisive moment and thus achieve its aims (which we will assume are somewhat less violent than the aims of a vampire). (WCore: WCFAH, WE)

ENGL 219 Uncanny Film and Literature 4 CREDITS

This class will investigate a specific artistic affect: the uncanny. How do films and literature create this haunting feel which we have all experienced? How can we define and understand the uncanny? We will read selected authors such as Freud who have tried to define the uncanny. But primarily we will analyze closely films and literature which create the experience of the uncanny. (WCore: WCFAH)

ENGL 221 Word by Word: Textual Analysis 4 CREDITS

Critical literary practice begins with reading slowly—Word by Word, sentence by sentence, frame by frame, building a tentative understanding of the whole through a variety of strategies focused on the parts, including: *Word meanings, denotative and connotative, and word histories (etymology); *Syntax: the arrangement of words and the adherence (or not) of that arrangement to standard grammar practice; *Figurative language: Metaphor and metonymy multiply and concentrate meanings, and/or reveal agreed-upon assumptions and historical frames. This foundational course asks students to closely analyze texts from a range of periods and genres and generate written and spoken arguments about them supported by precise textual evidence. Students will also consider the personal lens through which they read, their prejudices, preconceptions, and assumptions about what is “normal.” Because the ending of a literary work is so important to its interpretation, whole brief texts (such as poems) are featured in this course. This course, ENGL 222: Words in the World: Texts in Contexts, and ENGL 223: Words on Words: Critical Theory are prerequisites for most 300-level courses in the English major. Students must have completed two of the three to register for these upper-division courses.

ENGL 222 Words in the World: Texts in Contexts 4 CREDITS

This course positions literary texts as networks of language linked to other, larger networks, including politics, technology, intellectual and aesthetic trends, and myriad historical factors from literacy rates to disease outbreaks to revolutions. Each section will focus on a particular topic and compare works from two different periods or movements to provide a general knowledge of literary, historical, and cultural developments in those periods. In addition to studying other scholars’ analyses of literature in particular contexts, students will conduct research to situate their own readings. Among the key issues considered are how literature reflects and affects contemporary tastes, how political struggles manifest themselves in literature, how means of distribution and consumption of texts have changed the way communities read them, and how texts construct identities in terms of race, class, gender, and other categories. This course fulfills the World Through Words core requirement. (WCore: WCFAH, WE)

ENGL 223 Words on Words: Critical Theory 4 CREDITS

Being a literary critic requires thinking about how and why we read. This course introduces critical approaches to literature and essential methods of academic research. Students will conduct analytical reading, writing, and research skills that will prepare them for advanced levels of literary scholarship. Students will also begin identifying the basic aims and concepts underlying literary theories such as feminism, critical race theory, and disability theory, articulating the similarities and differences among them, and reflecting on the implications of reading texts through various frameworks. This course, ENGL 221: Word by Word: Textual analysis, and ENGL 222: Words in the World: Texts in Contexts are prerequisites for most 300-level courses in the English major. Students must have completed two of the three to register for these upper-division courses.

ENGL 230 Introduction to Creative Writing 3 CREDITS

Students learn the building blocks of creative writing—including diction, figurative language, narrative, imagery, point of view, meter, and form—by reading examples of professional writing, writing short essays and poems of their own, and meeting visiting writers. This workshop course emphasizes experimentation and imitation and is designed to expand students' repertoire of literary technique. Strongly recommended as a prerequisite to other creative writing courses.

ENGL 231 Global Shakespeare 4 CREDITS

William Shakespeare is exceptional in the worldwide reach of his plays and poems, and his influence continues to grow with performances, translations, and adaptations to a variety of mediums, notably film. Global Shakespeare will examine how his plays are adapted for different cultures and formats in far-flung places across the globe. We will view his plays from a sociological perspective, to see how they mediate the society of Shakespeare's England first, and then how they mediate various global cultures. Our study of global Shakespeare will help us to better understand and meaningfully engage with the many cultures and countries that continue to enjoy, consume, use, and engage with his texts. We will pay especial attention to the representation of gender relations and the treatment of marginalized groups and individuals in performances of Shakespeare. (WCore: EWRLD)

ENGL 300 Special Topics in Periods and Movements 1 to 4 CREDITS

A changing topics course that addresses specific literary periods or movements, such as the Victorian period, the Harlem Renaissance, or magical realism. Possible topics include works by particular authors or individual long works. This course fulfills the Periods & Movements requirement for English majors.
ENGL 305 Creative Research Workshop 3 CREDITS
This course explores the ways in which research is essential -- and exciting -- in the creative writing process. We will discover how various forms of research, from directed daydreaming to accessing archives, develop a habit of inquiry that can be applied to poetry, fiction, creative nonfiction, drama, or digital texts. Students produce creative works (short story, poems, etc.) using research tools they have practiced during the semester. This cross-genre creative space will generate discussions that will challenge students to think outside their preferred genres, as well as reinforce the multiple genres taught in ENGL 230.

ENGL 310 Theory and Teaching of Writing 3 to 4 CREDITS
This course will introduce you to the teaching of college-level writing as well as the ideas and history that inform it. In addition to learning about rhetoric and composition theory, you will observe how writing is taught in the Westminster College Writing Center and conduct your own writing consultations as the semester progresses. Completing this course will make you eligible to work in the Writing Center as a paid consultant. Students will complete readings on composition theory and practice, observe and conduct consultations in the Writing Center, and write short responses and consultation reports. Offered for variable credit. This course fulfills the Writing or Theory requirement for English majors and is a Civic Engagement course.

ENGL 320 Creative Writing: Fiction 3 CREDITS
A course that focuses on the writing of short stories and short-short stories and integrates workshop experience with readings of various narratives and theoretical material. This course fulfills the Writing requirement for English majors. This course is repeatable for credit.

ENGL 321 Creative Writing: Plays 3 CREDITS
Workshop in playwriting which examines structure and style in dramatic literature as a starting point for student’s work in scene writing. This course fulfills the Writing requirement for English Literary Studies majors and counts as a Writing Elective for English Creative Writing majors.

ENGL 322 Creative Writing: Poetry 3 CREDITS
This course, often taught around a central theme, combines reading of poetry and criticism combining reading of poetry and criticism with workshop discussion of students’ own poems. Meter, form, line, imagery, figurative language, and point of view are among the topics addressed. Students read work of visiting poets and meet with them. This course fulfills the Writing requirement for English majors. This course is repeatable for credit.

ENGL 323 Creative Writing: Screenwriting 3 CREDITS
A course that focuses on writing film scripts, stressing effective narrative, dialogue and character development. Coursework includes viewing films as well as writing and analyzing scripts. This course fulfills the Writing requirement for English Literary Studies majors and counts as a Writing Elective for English Creative Writing majors. This course is repeatable for credit.

ENGL 324 Creative Writing: Nonfiction 4 CREDITS
A course in writing nonfiction including essays, personal narratives, and articles. Writing for workshop will be balanced by readings of various model texts. This course fulfills the Writing requirement for English majors. This course is repeatable for credit.

ENGL 326 College Publications: Ellipsis 1 CREDIT
Students learn how to evaluate contemporary literature and how to produce a literary/arts magazine, the nationally recognized student-edited journal Ellipsis. In ENGL 326, the fall semester, the emphasis is on evaluating submissions of poetry, fiction, and essays; and on designing and placing ads. Students also meet with visiting writers and editors. May be taken four times for credit; eight times for creative writing concentration English majors. This course fulfills the Writing requirement for English majors. This course is repeatable for credit.

ENGL 327 College Publications: Ellipsis 1 CREDIT
This spring course continues evaluative work through the beginning of February, but then shifts into production. Visual art is chosen in January. Once the materials are chosen, the focus is on design, layout, proofreading, publicity, updating the contents, and distribution. Students in both semesters sometimes meet with visiting writers and editors. In the Spring, applications are taken for paid editorial positions for the following year. May be taken four times for credit; eight times for creative writing concentration English majors. This course fulfills the Writing requirement for English majors. This course is repeatable for credit.

ENGL 328 Special Topics in Creative Writing 1 to 4 CREDITS
Advanced course focusing on changing topics in creative writing. This course fulfills the Writing requirement for English majors. Prerequisite: ENGL 311.

ENGL 331 History and Structure of English 4 CREDITS
The study of language as a symbolic system with a special emphasis on English. Includes an introduction to the history and structure of the English language; language acquisition and evolution; English syntactic and grammatical structure; and beginning Anglo-Saxon. This course fulfills the Language and Media requirement for English majors.

ENGL 332 Shakespeare and Film 4 CREDITS
Shakespeare continues to be one of the most popular Hollywood screenwriters, building on his past success as a Renaissance playwright. We will be examining how contemporary directors and actors have transformed Shakespeare’s plays into film versions for a modern, mass audience. The class will discuss the different requirements and conventions of film versus stage presentation, as well as the problems associated with presenting a Renaissance text to a modern audience. We will engage closely with both the printed text and filmed versions. This course fulfills the Periods & Movements (pre-1800) or Language & Media requirement for English majors.

ENGL 335 Englishes of the World 4 CREDITS
This course examines how the English language has spread across the world, affecting accents and varieties, to become a global language in the 20th and 21st centuries. By applying theories of globalization and post-colonialism, we will explore how English has been exported into South Asia, Africa, and the Caribbean through social or political coercion, mass media, or “choice.” We will analyze print, visual, and digital texts written in English by non-native writers and awareness issues of issues like cultural translation, language acquisition, and the ways in which writers choose to represent cultures in a language other than their own. This course will also be linked to a service-learning project: Westminster’s partnership with the Promise South Salt Lake initiative provides opportunities for student volunteers to interact with members of the Bhutanese and Somali refugee communities who take ESL classes to pass their citizenship tests. Our students will spend two class sessions with ESL students from Bhutan and/ or Somalia, and through mutual interactions, gain a deeper understanding of how language (English) is inherently tied to ideas of power, identity, and cultural assimilation. Students will turn in a written assignment based on this experience. This course fulfills the Engaging the World requirement. This course fulfills the Language & Media requirement for English majors. (WCore: EWRLD)

ENGL 339 Studies in Method, Theory, and Genre 1 to 4 CREDITS
This course is an opportunity for students to examine closely one or more of the theoretical issues introduced in such classes as 269 and 330. Students will gain an understanding of theoretical approaches to literary study, methods of relating theory to works of literature, theories and conventions of genre, and the works of literary theorists. Possible topics include structuralism and poststructuralism, poetics, anthropology and literary theory, gender criticism, postcolonialism, and ecocriticism. This course fulfills the Theory requirement for English majors.

ENGL 350 Constructing Gender in Medieval Lit 4 CREDITS
This course builds upon the many medieval conduct manuals and literary descriptions of gender roles. It develops attitudes toward gender that derive from medieval Roman Catholicism, courtly manners, opportunities for work, levels of literacy, and more. In contrast, it also turns to estates satires that ridicule established gender models. For instance, while on the one hand the Virgin Mary’s maternal sweetness is praised in devotional lyrics, on the other, that model of motherhood is ridiculed in Chaucer’s Prioresse, who coos over her little dogs. By highlighting multiple medieval perspectives on gender and presenting a gamut of gender models from the masculine warrior to the cross-dressing entertainer, in texts that were written by both men and women, the course opens up a wide variety of interpretations possible for medieval literature, including feminist, masculinist, queer, and other readings. This course fulfills the Periods and Movements (pre-1800) or the Theory requirement for English majors.

ENGL 353 American Literature After 1945 4 CREDITS
Featuring a select group of representative works, this course focuses on American literature developed after World War II. As we identify their thematic and aesthetic concerns across genres, we will examine how modern US authors decenter and diversify prominent literary traditions while capturing the reality of post-war America, from its economic wealth and
new war involvements to the civil rights movements and new immigration and globalization patterns. This period of US literature is particularly exciting because it presents the most inclusive and varied literary canon, embracing minority voices and perspectives and broadening its international dimensions. This course fulfills the Periods & Movements or Language & Media requirement for English majors.

ENGL 354 Medieval Entertainments 4 CREDITS
This course focuses on the wide variety of English literature composed between roughly 600 and 1500 as a form of entertainment for churches, courts, or town squares. It explores a variety of texts that were read for both edification and pleasure in monastic settings; songs, romances, and assorted vernacular poems that were performed at court; and plays that were enacted during city festivals. While most of these texts were written as original compositions, some were recorded after generations of oral performance. Students will investigate the meanings and permeable boundaries of orality, aurality, and literacy in medieval cultures where only a minority were "literate" as understood today. In addition to theories of literary invention, perpetuation, and reception, students will learn effective strategies for close reading of Middle English writings and research methods for learning the contexts in which they became entertainments. The course associates the canon of medieval English literature with the popular culture of the past and today. This course fulfills the Periods and Movements (pre-1800) or the Theory requirement for English majors.

ENGL 356 History of Genre 4 CREDITS
Each iteration of this course examines genre through an historical and and cultural lens, concentrating on points of blur, change, and hybridity. For example, the concept of "genre" is derived from the other genre of autobiography, letters, travel writing, and journalism. In France and in England, readers and writers of early novels were primarily women. Some male writers even took female pseudonyms to publish potboilers. Yet in the next century female novelists took male pseudonyms in order to be taken seriously. What happened? A course on the novel as genre examines social and historic changes between 1700 and 1900. Other versions of this course might focus on the lyric poem, the epic, or the prose poem. In each course, we ask how genres are culturally created and how they are reinvented. By reading both typical and exceptional examples, students gain an understanding of how "the law of genre" (to use Derrida's term) is enforced or broken. This course fulfills the Periods & Movements or the Theory requirement for English majors.

ENGL 367 Literatures of the African Diaspora 4 CREDITS
This course will survey literary texts in English that were published since 1900 by writers of the African Diaspora, including such figures as W. E. B. DuBois, Langston Hughes, Zora Neale Hurston, Aim Caire, James Baldwin, Chinua Achebe, Frantz Fanon, Malcolm X, Toni Morrison, Jackie Kay, Zadie Smith, Jamaica Kincaid, Samuel Delany, Octavia Butler, and others associated with such movements as the Harlem Renaissance, "la poesia negra," la Ngritude, and Black Arts. We will immerse ourselves in an international black literary conversation in which distinctive styles and techniques were used to explore urgent questions of identity and exile, authenticity and double-consciousness, the burdens of race and history, and hope for the future. This course fulfills the Periods and Movements or Theory requirement for English majors.

ENGL 368 U.S. Minority Lit: Writing From Margin 4 CREDITS
This course offers an in-depth study of modern U.S. minority literature, focusing on African American, Latino/a, Asian American, and Native American writers. As we consider different literary genres and cultural contexts, we will examine marginality, minority, and hybridity as dynamic aesthetic and sociopolitical concepts. The intersecting categories of class, race/ethnicity, gender, and sexuality will provide another important lens of critical inquiry. To complement classroom readings, we will also watch several videos and films that portray minority experiences from various perspectives. This course fulfills the Periods and Movements or the Theory requirement for English majors.

ENGL 373 Postcolonial Literature and Theory 4 CREDITS
Through the lens of postcolonial theory, this course will explore the relationship between language and power. We will read literary, film, and interactive texts by Anglophone postcolonial writers, from Ben Okri to Kiran Desai, and analyze the enduring legacy of the colonial language on, as Gaurav Desai puts it, "the institutions of imagination." By refashioning the English language, how do postcolonial writers rupture conventions of a language they inherited, and how does that imply a mode of resistance? By investigating the politics of language within a postcolonial framework, students will question their own assumptions and approaches to the English language, and in the process, explore themes such as "hybridity," "accent," and even "arranged marriage." This course fulfills the Periods and Movements or the Theory requirement for English majors.

ENGL 374 Studies in Language and Media 4 CREDITS
A changing topics course that addresses topics in the study of language or media. Possible topics include language politics, textual communities, graphic novels, and electronic media. This course fulfills the Language & Media requirement for English majors.

ENGL 375 Lit in Manuscript, Print, and New Media 4 CREDITS
This course demonstrates Marshall McLuhan’s dictum "[t]he medium is the message." In considering the past, present, and future of media, we will examine how the form that writing takes affects reading and how the ways in which texts are produced and distributed build communities of readers. Our investigation will focus on works of literature that were recorded and transmitted in various media, for example classical works first recorded on scrolls and later transcribed to codices and print. We will also examine electronic media, including web-based texts and film, to see how motion, sound and interactivity influence the presentation of texts. Hands-on assignments will provide experience working with texts in various media, for example by examining books at the University of Utah’s Book Arts Program, making books at the Salt Lake Community College Publication Center, and refreshing one of the assigned texts with the new medium of choice. This course fulfills the Language & Media requirement for English majors.

ENGL 376 Adaptation, Distortion, and Fidelity 4 CREDITS
Living in the present is living awash in an immense variety of media, many of which would have been unimaginable just fifty years ago. Though film adaptations of books are as old as film itself, the current explosion of new media outlets gives us an opportunity to look at the problems of adaptation anew. This course will explore adaptations, remakes, parodies, and other derivative, secondary, or "parasitic" artworks. We will consider how adaptations re-interpret and change originals, how differences in media change what can be communicated in artworks, and how technology has changed our understanding of what an artwork is. The course will also investigate the implications of new ways of producing, distributing, and consuming artworks, including fan fiction, file sharing, and mashups. This course fulfills the Language and Media or Theory requirement for English majors.

ENGL 377 Queer Theory and Posthumanism 4 CREDITS
Humanism is the belief that reason provides the best tools for solving the problems of the world. It has dominated political and literary thought at least since the seventeenth century. It is the foundation of human rights discourse, of many theories of democracy, and of the prevailing models of social justice. Nonetheless, humanism has its detractors, and the last several decades have seen the rise of "posthumanism," which seeks to challenge humanism's dominant position in political and social thought. Some critics suspect that humanism unconsciously upholds the racism, misogyny, and homophobia of the texts that established its terms in the 18th, 19th, and 20th centuries. Others are concerned for reasons presented by psychoanalysis, Marxism, and radical feminism. Queer Theory is among the most important posthumanist discourses in the United States, though not all queer theorists are posthumanists. This course investigates how queer theorists have attacked and defended humanism, and also explores queer theory's relationship to other posthumanist discourses. Authors to be considered may include Michel Foucault, Eve Kosofsky Sedgwick, Donna Haraway, Lauren Berlant, Leo Bersani, Jasbir Puar, Lee Edelman, Jacques Derrida, Giorgio Agamben, and Joan Copjec. This course fulfills the Theory requirement for English majors.

ENGL 379 Narrative Across Media 4 CREDITS
Narrative is all around us, from novels and restaurant menus to social media profiles. This course provides an in-depth analysis of narrative—how narratives work, and why basic procedures and mechanisms may be common to narratology in general. We will explore the various structures, genres, and characteristics of narrative-from novels and historical documents to visual and social media. The goal is not simply to enjoy the content, but to analyze how narratives are assembled and disseminated, and what their powers and limitations are in giving meaning to the human experience, across historical and cultural contexts. Issues include: mimesis, framed-and-cut-up narratives, interactive stories, stories on Twitter, etc. This course fulfills the Theory or Language & Media requirement for English majors.
ENGL 401 Directed Studies 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive study of topics not otherwise offered in the English Program. Hours are arranged. Prerequisite: consent of instructor and school dean.

ENGL 402 Thesis I 2 CREDITS
A course to support and guide English majors, participants in the Honors Program, and other upper-division students who are developing the skills to produce a well-researched, fully documented, comprehensive thesis on a literary or related topic. Hours are arranged. (WCore: SC)

ENGL 403 Thesis 4 CREDITS
A capstone course for English majors who are developing the skills to produce a well-researched, fully documented, comprehensive thesis on a literary or related topic. Students will interact with a faculty member and other students in a seminar setting. They will demonstrate their ability to grapple with complex issues of literary study and conduct advanced research. The course culminates in a successful completion of a written research project. (WCore: SC)

ENGL 404 Thesis II 2 CREDITS
The second half of the English critical capstone thesis sequence, this course supports and guides English majors, participants in the Honors Program, and other upper-division students who are developing the skills to produce a well-researched, fully documented, comprehensive thesis on a literary or related topic. In Thesis II, students will supplement the research conducted in Thesis I and compose their capstone theses. (WCore: SC)

ENGL 405 Thesis - Creative Writing 4 CREDITS
A course to support and guide English majors who have chosen the creative writing concentration in developing an original group of poems, short stories, creative nonfiction pieces, play(s) or novel. Ideally, this course should be taken after the student has completed all the other requirements for the creative writing concentration as it will entail revising work submitted to workshops in addition to producing new work. Hours are arranged. (WCore: SC)

ENGL 440 Internship 1 to 8 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

ENGL 450 The Myriad Internship 1 to 4 CREDITS
This online internship course teaches students how to evaluate and select submissions for the Westminster literary journal, The Myriad—an online academic journal featuring cross disciplinary works by Westminster students. It is published annually in April. In this course, students will learn the skills to evaluate academic submissions and learn the mechanisms of running an online journal. The deadline for submission to The Myriad is Jan 25. The responsibility of this class (taught in the spring) is to evaluate and select submissions for publication as well as to discuss the design layout for the website. Students do not need prior experience in design and editing to enroll in the course. The Myriad has an in-house designer. Students enrolled in the course will simply contribute with design ideas in addition to evaluating and selecting submissions.

(ENVI)

ENVI 301E That Dam Field Study 1 CREDIT
The Colorado River, the dams that span it, and the reservoirs created by those dams lie at the heart of water issues in the American West. This field study will look at 2 of the iconic dams on the Colorado, The Glen Canyon Dam, and the Hoover Dam. Prior to the field portion of the trip, we will cover the history of the dams, the symbolism and controversies that have surrounded them, and the ecological and cultural legacies. During the field portion of this class we will visit the two dams and meet with people involved in the operation of the dams and the political debates surrounding them. Following classroom preparation, research, and reading, students will be required to participate in a three-day field session, March 24-26.

ENVI 301J Field Study: Urban Agriculture 2 CREDITS
Backyard farms, community gardens, farmers markets and food co-ops...all of these are part of the revival of growing food in the city. This field study course will take an interdisciplinary approach to understanding the benefits, challenges and complexities of urban agriculture, from the history of urban food production to hunger relief efforts, from the “community” in community gardens to the science of growing food in the city. We’ll learn through local experts and by reading some of the great writing about growing food in the city.

ENVI 301N Field Study: Landscapes of Fire 2 CREDITS
Fire, once an important component of ecosystem health, has become a destroyer of forests, a danger to communities in the American West, a threat to our health, and a challenge for forest management. This field study will consider how histories of fire management in Western forests, coupled with climate change and exurban development, have altered wildfire regimes to create the intense, massive conflagrations that have scarred the western landscape in recent years. We approach fires interdisciplinarily—from perspectives of forest policy and disaster management, ecology, history, and social justice issues related to labor and social vulnerability—as we talk with people involved in work related to wildfires and visit areas recently impacted by significant wildland fires. The course will include a required field component from Friday, October 4-Sunday October 6.
over “units” with nearly 30 different designations - including national parks, monuments, historical parks, military parks, preserves, recreation areas, seashores, parkways, lakeshores, and reserves - and nations around the world have created their own versions of “national parks.” This course will investigate the “national park” idea and its implications for natural and human history. In what has been called “America’s best idea?” What are the implications of national park designation for Native Americans? For wildlife? For American history and culture? How do historians answer such questions?

This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 330A, ENVI 330B, and ENVI 330C).

ENVI 330E  Costa Rica: Conservation Challenges  4 CREDITS
This extended field-study course will include on-campus meetings with a field trip to Costa Rica lasting Spring Break 2019. This distinctive interdisciplinary course would focus on two key themes: "Tropical Ecology and Conservation" and "The Politics of Ecotourism." As such, students will study unique Costa Rican ecosystems, the use of policy to juggle biodiversity conservation and economic development, and the political implications of this balancing act. The field portion of the course will include significant time in the political hub of San Jose, at an undisturbed Bosque field station for student-led research projects, and at an eco-farm in Monteverde. We will also include brief visits to Finca near San Jose and experiences in the city of La Fortuna, serving as hands on case studies in the challenge of ecotourism. Course fee will be approximately $1,700 to cover flight, meals, and lodging.

ENVI 330F  Ecology of Colorado Plateau  4 CREDITS
The Colorado Plateau is a unique place with complex geology, specialized landforms, and numerous species found nowhere else in the world. It is home to charismatic organisms like bighorn sheep, pronghorn and mountain lions as well as a numerous endangered terrestrial and aquatic species. Two of North America's largest rivers, the Colorado and the Green, run through the Plateau, providing water to millions of people living in the US and Mexico. The Plateau also faces numerous ecological challenges from grazing, agriculture, energy exploration & development, recreation, introduced species, and fire. With climate change, the Plateau will experience severe and unprecedented drought and higher temperatures, which may accelerate the impact of these ecological challenges. What human and natural communities in these regions are especially vulnerable to these changes? How will the land uses and users need to adapt in order to sustain human economies, health, and communities, ecosystem structure and function, soils, and endangered species? How can restoration effectively prioritize degraded systems and re-establish species of concern? What will be the restoration goals and what realistic techniques will work most effectively? We will explore these questions at the Canyonlands Research Center (CRC) where scientists, land managers, agencies and communities are working to address these growing threats using on-the-ground research to develop working solutions. The bulk of this course will take place at CRC, Oct 9 - 15, 2021. Trip costs: TBD

ENVI 330P  Plumbing Nature  3 CREDITS
This course will investigate how a public agency (the US Fish and Wildlife Service) works with private ranchers to manufacture and manage a complex and vital wetland. We will study how USFWS and its partners have manipulated water and shaped creeks and marshlands to create a landscape that serves the needs of waterfowl, endangered fish, and people (and their livestock!). This has been called “America’s best idea.” What have been the experience severe and unprecedented drought and higher temperatures, which may accelerate the impact of these ecological challenges. What human and natural communities in these regions are especially vulnerable to these changes? How will the land uses and users need to adapt in order to sustain human economies, health, and communities, ecosystem structure and function, soils, and endangered species? How can restoration effectively prioritize degraded systems and re-establish species of concern? What will be the restoration goals and what realistic techniques will work most effectively? We will explore these questions at the Canyonlands Research Center (CRC) where scientists, land managers, agencies and communities are working to address these growing threats using on-the-ground research to develop working solutions. The bulk of this course will take place at the Taft Nicholson Center, near Yellowstone National Park. This will allow students to directly study how the USFWS manages the Red Rock Lakes National Wildlife Refuge. Students can walk the ground, observe wildlife, and study specific aspects such as stream restoration. They will also be able to learn from USFWS personnel like director Bill West and perform needed service projects, which will both serve the Refuge and provide hands-on learning opportunities. The Taft-Nicholson Center has excellent facilities (including classroom space, kitchen space, and dormitories) and knowledgeable staff, and is adjacent to the Refuge. Trip Dates: August 14-August 21 Trip costs TBD.

ENVI 410RR  Applied Conservation Biology  3 CREDITS
Conservation biology focuses on the application of scientific principles to inform and guide the protection and management of Earth’s biological diversity. This course covers major topics that fall under applied conservation biology, with an emphasis on large-scale conservation and local case studies. Due to the interdisciplinary nature of this course, topics are drawn from fields including population ecology, landscape ecology, community ecology and genetics, as well as social, economic, and community aspects of conservation. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

ENVI 415RR  Applied Ecology  3 CREDITS
Applied ecology provides the conceptual basis for the practice of science-based ecological research, conservation, monitoring, and restoration. In this course, we will explore concepts in ecology that are essential for understanding how historical land-use shapes ecosystems today, and how we can expect systems to respond in the future to current disturbances and proposed management actions. Ecological concepts covered in this course include trophic cascades, speciation, predation and herbivory, habitat use and preference, aquatic and terrestrial food webs, disturbance regimes, and climate change. The course also focuses on local applications for ecological restoration, such as removing or modifying a source of disturbance (e.g., a dam), removing invasive non-native species, reintroducing native species, and removing barriers to wildlife movement. By providing locally relevant case studies and scientific articles, students will learn to apply ecological concepts to local conservation and restoration projects, assignments, and fieldwork. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

ENVI 420RR  Community-Based Natural Resource Mgm’t  3 CREDITS
Much of southern Africa has adopted Community-Based Natural Resource Management (CBNRM) approaches to conservation, led and implemented by community organizations, traditional leaders, conservation NGO’s, private-sector investors, and government authorities. The goal of CBNRM is for local communities and private landowners to benefit directly from both consumptive and non-consumptive natural resource utilization strategies. This course provides major insights into CBNRM’s effectiveness in evaluating the success of local strategies. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

ENVI 425RR  Humans and the Environment  3 CREDITS
Understanding a culture’s relationship to the natural world provides insight into successful conservation strategies. Successful approaches to community-based conservation often incorporate local knowledge and necessitate perceiving humans as part of the environment. Drawing on disciplines such as anthropology and geography, and this reading and discussion-based course covers topics such as Human Wildlife Conflict, Traditional Ecological Knowledge, impacts of protected areas on local people, ecosystem services, and the methods and problems associated with applying research to conservation and development efforts. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

ENVI 430RR  Biological Field Methods  3 CREDITS
Conservation biology and ecology are based on a solid foundation of skills related to field methodology and the observation, recording, and reporting of plants and wildlife in their natural environments. This course provides an introduction to a variety of field methods and presentation techniques, and will provide students with the information and tools needed to understand the scientific process: formulating a research question, collecting data, compiling and analyzing data, writing a scientific paper, and presenting research results. This course gives students practical research skills and field experience that cannot be gained in a classroom setting. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

ENVI 435RR  Introduction to Natural History  3 CREDITS
Natural history is the study of plants and animals in their natural environments and is the basis of all scientific learning. The concepts of conservation biology and ecology are enhanced by a solid foundation in natural history. No great technical knowledge is necessary to comprehend the practice of natural history, but it is necessary to practice these skills in the field. Students will become familiar with the flora and fauna native to their program area, and will learn standardized methods to record observations, patterns, and experiences in the field. Students will also read and discuss a variety of natural history-related essays. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

ENVI 101  Environment: Science, Society, Culture  4 CREDITS
Interdisciplinary exploration of the fundamental principles of Environmental Studies. Students will consider influential approaches to understanding nature, and investigate local environmental issues. This course draws on ideas from the natural sciences, the social sciences and the humanities.
ENVI 102 Ecology of Food Systems 4 CREDITS
We eat many times a day, but very few of us think about our meals as part of a complex system of interactions between plants, animals, people, machines, and institutions. In this course we will explore the current state of the US food system, from production to consumption as well as issues such as food waste and food insecurity. Through hands-on experiments, guest experts and field visits, we will also learn about the many ways that folks are working to create new food systems that are more just, fair and ecological. This course will also introduce students to the hands-on skills essential for sustainable agriculture on a variety of scales. On some days, participants should come to class dressed to do garden work and expect to get their hands dirty, as well as spend time visiting several area farms and gardens. Students will have the discretion to implement what they learn while working in Westminster's campus garden and in cooperation with community partners. (WCore: WCSAM, QE)

ENVI 103 Radical Hope 4 CREDITS
We live in a world in the midst of a climate crisis, a 6th great extinction, and ongoing environmental injustice. How might we find hope in our connection to things like pigeons, mushrooms, and frogs? The world around us is filled with environmental monsters and ghosts. What might we learn from those stories of horror and loss? The Anthropocene seems fraught with change, peril, and despair at every step; what tools for a more verdant and just future, what seeds for radical hope might we find among the ruins? this course aims to acknowledge the dramatic changes associated with the Anthropocene and the anxiety and despair that those changes might produce. In response, however, together we will look for tools to address this despair and reassess those changes to consider ways we might discover creative connections to the world around us, and how those connections might contain kernels of a more hopeful present and future. (WCore: WCSBS)

ENVI 115 Science of the Environment 4 CREDITS
In this course, you will get hands-on opportunities to learn about many critical aspects of our environment the soil that produces the food we eat, the air we breathe and the water we drink, as well as the climate of the planet we call home. You will have the opportunity to learn how these important environmental systems work, as well several techniques and tools to collect, analyze, and interpret environmental data. A major goal of the course is to help you understand the science behind many environmental issues so that you can make informed decisions about important environmental and global challenges. (WCore: WCSAM, QE)

ENVI 201 Green Careers 1 CREDIT
This course will help students discern their career goals and the ways in which they aim to make a difference in the world via an Environmental Studies degree. Through course exercises and experiences students will begin to identify and acquire the skills and tools they can use to make those changes. The course will include an investigation into the range of environmentally focused careers, while helping students to identify the coursework and professional development students will need in order to succeed with in them.

ENVI 202 People and Places 4 CREDITS
Have you seen hilarious public restroom graffiti, or initials and the symbol of a heart carved on the face of a boulder? Have you wondered about why people do what they do and say what they say in certain places but not other surroundings? How do people make sense of and cope with surroundings such as a prison, or a crowded and polluted neighborhood? Through readings, discussions, site visits, and other activities, we will delve deep into the intricacies of human-place relationships and examine the way in which social differences (race, gender, class, etc.) shape and influence that relationship. Topics may include nature in prisons, wilderness therapy, and community gardens, among others. (WCore: WCSBS)

ENVI 203 Climate Resilience 4 CREDITS
In this course, students will engage in extensive interdisciplinary research on how indigenous and people of colors communities build ecological, cultural, and emotional resilience in response to the crisis of climate change. Students will also collaborate on developing a website where they communicate their research findings to the general public. New content for the website will be created by cohorts of students each time the course is offered. (WCore: WCSBS, DE)

ENVI 300 Special Topics in Environmental Studies 1 to 4 CREDITS
A changing topics course that addresses specific issues, ideas, practices, and solutions for Environmental Studies. Possible topics are activism, computer modeling, meteorology, adventure sports, endangered species, etc.

ENVI 301 Field Study 1 CREDIT
This course takes students into the environment. Academically structured workshops and carefully guided service learning opportunities are powerful tools for meeting learning goals like active learning, teamwork, global consciousness, social responsibility, and leadership. ENVI 301 offers our students short, intense learning opportunities where they travel to engage contemporary environmental debates or learn about significant environmental issues. Prerequisites: ENVI 101 or instructor permission.

ENVI 305 Geographic Information Systems 4 CREDITS
This course has cross-disciplinary appeal from Computer Science to Geology to ENVI. Maps and other geographic information are increasingly present in myriad applications in our data-rich, digital world. Environmental studies in particular make extensive use of “spatial data”, i.e., information involving locations. Working with spatial data is best accomplished with the extensive capabilities provided by geographic information systems (GIS). GIS include a combination of hardware and software that allow us to collect, store, manage, analyze and present spatial data. Such data are increasingly available, are easily collected with GPS tools or even with smart phones, and are used to address issues in many fields. In this class, students will learn how GIS systems work and, in a series of labs, will work with GIS software using various data types to query and analyze it, present it as maps and graphs, and collect data concerning environmental topics. Students will also learn spatial analysis techniques, some principles of cartography, essential principles of how geographic information is used to solve problems. (4)

ENVI 330 Extended Field Study 4 CREDITS
The concerns of Environmental Studies are grounded in specific places, topics, and processes. Extended field study courses put students in those places so that they can explore deeply the challenges, possibilities, contexts, and processes at the heart of contemporary and historical environmental issues. These field courses require a commitment to travel, and meet for an extended period of time (ranging from 1 week to a full semester) for the field experience. This course is repeatable for credit.

ENVI 331 Environmental Conflict and Cooperation 4 CREDITS
Wars, ambushes, evictions, occupations, political and personal arguments, murders, feuds. The Environmental History of contemporary social context of the west is full of conflict. But it is also full cooperation, agreement, help, love, encouragement, and collaboration. In this course we will visit the sites of this conflict and cooperation. We’ll talk to actors in the debates and the process and look to understand the context of the conflict and the hope behind the cooperation as people look to address the wide range of environmental issues across the West. The sites we visit will be driven by the itinerary of the trip, current events, and the availability of guest speakers. This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 332, ENVI 333, and HIST 202).

ENVI 332 Landscape and Meaning 4 CREDITS
This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 331, ENVI 333, and HIST 202). This course will examine the links between the landscapes of the West and the cultural meanings attached to them. The natural landscapes that surround us contain a world of meaning. The earth is home, habitat, playground, resource, waste-sink. It is seen as dangerous and peaceful, bountiful and depleted, crowded and open. Places like Yellowstone National Park, the Nez Perce Trail, the Atomic Test site, or the expanses of the Bitterroot mountains carry with them profound histories and meanings the often confound their natural appearance. How do we reconcile these contradictions? What do they mean in terms of the cultural and political ecologies of particular places? How do the cultural values we attach to natural landscapes challenge our understandings of their history and our own involvement in the natural world? By looking at the cultural geography of the environment we can examine how the meanings of nature are actively created and why it is contested by different people in different places. And, perhaps most importantly, why it matters. In this course students will examine these landscapes of meaning in person. They will hear from experts, managers, and discuss the conflicts that surround them. Students will prepare questions for guest lecturers, write descriptive field notes while observing and participating in social life, reflect on your interviews and field notes through exploratory essays, write critical
reviews of existing relevant research, and complete an original analysis of a cultural landscape that incorporates properly cited primary and secondary source material. You may take lots of pictures, video, or record sounds and present them to the public on the expedition blog.

ENVI 333  Native West  4 CREDITS
This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 331, ENVI 332, and HIST 202). Native peoples inhabited all of the American West; today's Native nations exercise sovereignty over fragments of their former territory. This course investigates the "Native history" of some of the West, based upon the Expeditions itinerary. For example, Blackfeet were displaced from Glacier and Shoshone from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Native Nations and investigate their roles in land-use issues. For example, the Klamath Reservation was "terminated" in the 1950s, but some Klamath peoples successfully regained their legal tribal status and have asserted their rights to water and fish under nineteenth century treaties. Other potential Native Nation site visits include Fort Hall, Crow, Flathead, Colville, Burns Paiute, Pyramid Lake, and Hopi. Students will hear from Native peoples, public lands managers, scholars, and activists along our route. They will research Native history in primary and secondary sources, keep reflective journals, write short reflective papers, prepare questions for oral histories of guest lecturers/speakers, and present to the class as well as post their writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD)

ENVI 340  Special Topics in Environmental Science  1 to 4 CREDITS
Upper-division courses exploring influential ideas, texts, and practices from the intersection of science and environment.

ENVI 341  Environmental Toxicology  4 CREDITS
Environmental toxicology is the study of the nature, properties, effects, and detection of toxic substances in the environment and in any environmentally exposed species, including humans. This course will provide a general understanding of toxicology related to the environment. Fundamental concepts will be covered including dose-response relationships, absorption of toxicants, distribution and storage of toxicants, biotransformation and elimination of toxicants, target organ toxicity, teratogenesis, mutagenesis, carcinogenesis, and risk assessment. In the second part of the course, we will study the toxicodynamic and kinetics of contaminants in the environment including fate and transport. The course will examine chemicals of environmental interest and how they are tested and regulated.

ENVI 350  Climate and Society  4 CREDITS
Almost daily we can read news reports or studies about how the climate is changing and how those changes will impact us. However, this is not the first time that a changing climate has affected people. Climate has influenced human development and posed challenges for people as they built cultures and societies. In this class we will discuss the dynamic and complicated relationships between climate and people. We will discuss climate as it relates to ourselves, where we came from, where we are at now, where we are going, and what the place of humans is in the larger living system. The class will also be an exercise in environmental humanities (art, film, literature, etc.,) and related interdisciplinary fields of inquiries (masculinities studies/critical men's studies, women's and gender studies, queer studies, etc.).

ENVI 350  Special Topics in the Civic Environment  1 to 4 CREDITS
Upper-division courses exploring influential ideas, texts, and practices from the intersection of the civic realm and the environment.

ENVI 351  The Global Environment  4 CREDITS
This course presents students with an opportunity to study global implications of contemporary environmental issues and relationships between nature and society. Many scientists and social scientists have argued that we are in the midst of the Anthropocene, an epoch in which people have fundamentally changed the earth's environment. Students will approach these issues with attention to cross-cultural interactions and ideas that shape environmental and humanitarian concerns in light of global processes of social and ecological transformation, students will study the global nature of many environmental issues, their impacts on local communities and ways those communities have responded. Global environmental issues such as energy, agriculture or water use will be considered through specific local changes with an emphasis on communities in Asia, Africa and South America. (WCore: EWRLD)

ENVI 352  Water in the West  4 CREDITS
An old aphorism notes that to get rich in the West, one should become a water lawyer. Another states that "Whiskey is for drinking and water is for fighting." Forest historian Char Millar writes that "Great hopes, deep doubts, even despair, have been integral to the history of western water policy." The American West has long been defined in large part by its lack of water. The region of anxiety lies at the heart of endless ecological, social, political, and legal debates that have at times sparked violence. This course will explore the social world of water in the region, and the challenges presented by its relative scarcity.

ENVI 353  Environmental Movements  4 CREDITS
In this course we'll examine how environmental movements work. What big ideas do they mobilize around? What strategies are effective or ineffective? What does movement change? We'll consider how US based movements differ from those in other parts of the world and what those differences mean. We'll also look closer to home with a research project analyzing how organizations in Utah have worked to promote a more sustainable future. At a protest against environmental injustice at Love Canal, a young woman wore a sign that said, "We've got better things to do than sit around and be contaminated." This class will look at what people have done and why.

ENVI 355  Special Topics-Env. Humanitie/Soc Sci  4 CREDITS
Upper-division special topics courses exploring influential ideas, texts, and practices at the intersection of the humanities and social sciences and the environment.

ENVI 360  Special Topics in Env. Humanities  1 to 4 CREDITS
Upper-division courses exploring influential ideas, texts and practices at the intersection of the humanities and the environment.

ENVI 361  Writing the Environment  4 CREDITS
This course will ask students to develop their written communication skills through a carefully focused series of writing assignments. Students will build their confidence in written expression by engaging multiple genres including the research essay, the argumentative essay, the editorial, the cover letter and the personal reflection.

ENVI 363  Gender and the Environment  4 CREDITS
This course examines holistic and alternative ideas and practices pertinent to gender and the environment, and their significance in creative and activist work to promote social and environmental justice and wellbeing. Themes to be discussed include gendered embodiment of the environment, gender and environmental movements, and queer ecology, among others. Course reading materials are drawn from multicultural and global sources in environmental humanities (art, film, literature, etc.,) and related interdisciplinary fields of inquiries (masculinities studies/critical men's studies, women's and gender studies, queer studies, etc.).

ENVI 364  Spiritual Ecology  4 CREDITS
In this class, we will embark on a collective journey to hunt for hope in a world as challenging as this one we are currently living in. From diverse perspectives, we will examine the role that spirituality plays in global earth healing. Through readings, discussions, and other activities, we will ponder the questions of where we came from, where we are at now, where we are going, and what the place of humans is in the larger living system. The class will also be an opportunity for us to build a learning community where we explore our own inner landscapes, our actions in the outer world, and collective solutions to a sustainable and just world.

ENVI 365  Literature of the Environment  4 CREDITS
In this course, we will read and discuss a selection of contemporary environmental literature by multiethnic writers in North America and beyond. Much of our reading will be in the genres of poetry, fiction and creative non-fiction. Along the way, we will examine the historical and political contexts in which these texts were produced while attending to diverse perspectives that inform our perceptions of the environment—from the philosophical to the political and from the scientific to the poetic.

ENVI 370  Theories of Nature  4 CREDITS
This course is designed to introduce students to the field of Nature and Society. This course covers the fundamental interpretive theories that explore nature and society interactions, including key contributions from economics, literature, sociology, political science as well as political, social, and cultural ecology. The focus is on learning how to assess the complex interactions between natural and built environments, technology, institutions, social groups and individuals, and value/ethical systems which shape the context.
for social policy analysis and decision-making. The goal is to promote among students thoughts and practice that facilitate sustainable development both at the community and national level.

ENVI 401 Directed Studies 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Environmental Studies Program. Prerequisite: consent of instructor and school dean.

ENVI 405 Senior Capstone 4 CREDITS
A capstone course for Environmental Studies majors ordinarily taken during one of the last two semesters of undergraduate study. The Senior Capstone will challenge students to take the learning they've done in the classroom and apply it to the real world. Students will work in partnership with local community organizations, government agencies and individuals to identify and address environmental needs through community-based action. This work can take different shapes for students from the different concentrations, and will give students the chance to develop their ability to grapple with complex environmental issues and conduct efforts in preparation for future careers, graduate school, and more.

ENVI 440 Internship 1 to 8 CREDITS
Students receive credit for meeting pre-arranged learning objectives while working for a business, a non-profit, a government program, or another organization that engages the environment. Hands-on experience is especially important to Environmental Studies students, and the faculty will work to support internship opportunities for all students. Requires junior or senior standing (transfer students must complete a minimum of 15 Westminster credit hours); completion of the Career Center Internship Workshop; minimum 2.5 GPA; and consent of Program Chair and Career Center Internship Coordinator. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

ENVI 450 Undergraduate Research 1 to 4 CREDITS
Students undertake a portion of a research project and learn all aspects of interdisciplinary inquiry in Environmental Studies. This course may be taken one credit at a time. This course is repeatable for credit.

ENVI 41027 GSS II Interdisc Landscape Ecology 4 CREDITS
Grand Canyon Semester II Interdisciplinary Landscape Ecology at Prescott College

ENVI 41028 GSS III Teach Research Resource Steward 4 CREDITS
Grand Canyon Semester III Teaching, Research, & Resource Stewardship on Public Lands at Prescott College

(FILM)

FILM 110 Making Sense of Movies, And Aesthetics 4 CREDITS
This course examines the formal elements of film and its history, from the earliest experiments in motion photography through the present. Students will learn the terminology and concepts of film analysis (mise-en-scene, montage, cinematography, etc.) in the context of film's evolution across the twentieth century. Films may include profanity, violence, and/or sexually explicit images. (WCore: WCFAH, RE)

FILM 210 (Un)American Cinema 4 CREDITS
This course seeks to understand American film history in light of one decisive set of events: the House Un-American Activities Committee hearings on communism in the film industry and the resulting industry blacklist. These events extended from 1947 until the late 1950s, which is obviously a small portion of American cinema history. We will situate them in relation to a broader historical context. For instance, the blacklist is incomprehensible without some sense of how the Hollywood studio system operated and the threat it was under in the late forties. And if the economic conditions in Hollywood played a decisive role in the blacklist, they continue to determine the political and aesthetic character of American movies to this day. We will treat the blacklist as a particularly vivid convergence of the factors that have shaped American cinema from the beginning, including the circumstances of international capitalism (and communism), the political beliefs and artistic aspirations of particular filmmakers, and the struggle between nativism and cosmopolitanism in American culture as a whole and in American cinema in particular. (WCore: WCFAH, RE)

FILM 212 Film Genres 4 CREDITS
This course explores the history, procedures, and consequences of organizing popular films into distinct "genres" (i.e. Western, Sci-Fi, Fantasy). The course will consider such questions as how genres get established, how we know that a film falls into a particular genre, how genres organize audience expectations, and how films may either meet or upset those expectations. (WCore: WCFAH)

FILM 220 Transnational Cinema 4 CREDITS
Because it is generally directed at a mass audience and because it has played a founding role in modern societies' ways of representing themselves and educating (or indoctrinating) their citizens, cinema is even more visibly and intimately linked to political life than finer art forms. In this course, we will study three "cases" in the history of world cinema in an effort to get some understanding of how films operate on and in history. We will conceive "history" not as a progression of events through time but rather as a series of struggles among individuals and groups within particular societies. Because resistance to oppression is an explicit goal of the films we will study, we will focus on how cinema addresses sites of solidarity and oppression like ethnicities, tribal structures, religion communities, and genders and modes of sexual expression and practice. (WCore: WCFAH, DE)

FILM 300 Special Topics in Film 1 to 4 CREDITS
This is the general designation for film electives, which explore specific elements of film, film history, and interdisciplinary film studies. Courses include: Film Theory, Cinematography and Editing, National Cinemas, Documentary Film, Sociology of Popular Culture, Screenwriting, Film Genres, Narrative and Adaptation, and Race in Film.

FILM 310 Humans, Monsters and Things In-Between 4 CREDITS
Many critics regard D. W. Griffith's film The Birth of a Nation (1915) as the single most important achievement in early narrative cinema. In addition to being a magnificent movie, The Birth of a Nation is a virulently racist one: the black people in the film are less "human" than the white characters are. These differences are absolutely essential to the narrative, and they are part of the film's achievement. This course begins with the idea that, at least in films, the category "human" is very complex. It explores some of the ways that certain films have depicted the "humanness" of people, animals, and even objects. It also considers how the inhuman has operated in cinema-for example, in films that depict monsters. As the example above shows, at the heart of these questions are the issues that shape identity in everyday human experience: race, gender, sexuality, and bodily constitution (body type, sex role conformity, "ability," etc.).

FILM 320 Seeing Time: Science/Fiction & Film 4 CREDITS
This class will explore the nature of cinema as a visual medium. How do images mean? What problems of interpretation are raised by images? What insights are available exclusively through images, and what are the limitations of images? How is a moving image different from a still one? How have historical and technological factors (including the emergence of digital culture) affected our consumption of moving images? In order to answer these questions, we will read closely selected theoreticians of images and film, such as Plato, Walter Benjamin, C.S. Peirce, Andre Bazin, and others. We will analyze how selected films exemplify answers to these questions, but also how selected films such as Blowup and Mulholland Drive attempt to understand their own nature as visual artifacts. The class, therefore, will also address the issue of meta-cinema, cinema about cinema. Additionally, we will focus on films portraying science, science fiction, and fiction portrayals of time travel, the passage of time, and philosophical understandings of time as an experience, conceptual construct, and/or scientific fourth dimension. Films may include profanity, violence, and/or sexually explicit images.

FILM 323 Creative Writing: Screenwriting 3 CREDITS
A course that focuses on writing film scripts, stressing effective narrative, dialogue and character development. Coursework includes viewing films as well as writing and analyzing scripts. Same as ENGL 323.

FILM 345 Video Production 4 CREDITS
Covers the basics of video production and editing. Topics include storyboarding, camera operation, sound, lighting and editing, as well as a wide variety of film and video genres including narrative, documentary, and experimental.
### Course Descriptions

**FILM 401 Directed Studies**  
1 to 4 CREDITS  
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Film Studies Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**FILM 440 Internship**  
1 to 8 CREDITS  
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a href="https://westminstercollege.edu/internships/">a</a>

**FILM 2045 Commercial Film Production**  
4 CREDITS  
Exchange Program SLCC

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<tr>
<th>FINC 405A Investment Strategies and Applications</th>
<th>2 CREDITS</th>
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<td>This course meets for two hours in Fall semester and two hours in Spring semester. Students in this course will be managing the D.A. Davidson Student Investment Fund for the academic year. The course will give students experience preparing industry/sector analyses, research and using various investment styles, making stock selections, monitoring portfolio selections, preparing performance reports and portfolio re-balancing. The class is designed to expose students to employment opportunities in investment research and management. The course will include materials designed to help students prepare for the Level 1 exam for the Chartered Financial Analyst professional designation.</td>
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**FINC 300 Business Finance**  
3 CREDITS  
Business Finance introduces students to basic financial concepts and their application to business situations. The course will develop an understanding of the methods used to analyze and manage the financial performance of a firm. Topics include: a review of accounting, financial ratio analysis, time value of money, asset valuation methods, fundamentals of capital budgeting, the relationship between risk and return and the cost of capital.

**FINC 305 Investments and Analysis**  
4 CREDITS  
A survey of the organization and regulation of security markets, security analysis and valuation, and principles of portfolio management from the perspective of the individual investor.

**FINC 309 Concepts and Applications of Corporate Finance**  
4 CREDITS  
A case analysis approach of financial management theory with special emphasis on capital budgeting, capital markets and long-term financing.

**FINC 310 Financial Institutions, Banking**  
2 CREDITS  
This course provides an understanding of financial institutions and their interactions in the economy. It explores Utah’s unique and growing industrial banking industry. It provides an understanding of why these institutions are formed, how they function, and their unique characteristics.

**FINC 401 Directed Studies**  
1 to 4 CREDITS  
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Finance Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**FINC 410 Raising Money for New Business**  
2 CREDITS  
This course is for business and non-business majors interested in starting a new business. We will review the different sources of funds for a new business and the standard documentation needed to receive funding. We will also familiarize students with the concepts, issues and techniques of starting a new business.

**FINC 412 Special Topics in Finance**  
2 to 4 CREDITS  
Topics relevant to Finance students will be offered periodically under this title.

**FINC 435 International Finance**  
4 CREDITS  
The primary focus of this course is the understanding and application of the concepts of corporate finance, financial markets, and investment in an international context. Students will analyze economic, political, cultural, religious, and demographic factors that impact country financial risk. Specific topics include the international flow of funds, exchange rate determination, managing currency exposure, global investing, political/financial risk analysis, and international capital budgeting from a global perspective.

**FINC 493 Business Forecasting**  
4 CREDITS  
This course is designed to introduce students to advanced statistical forecasting procedures. The course addresses the process of assessing the need for forecasting, choice of forecasting tools, evaluation of the forecast and how to present results to management. Topics include exploratory data analysis and graphing techniques, data transformations and smoothing multivariate regression models, simultaneous system estimation, and time series analysis.

**FREN 110 French I**  
4 CREDITS  
A novice introduction to the written and spoken structures of the language. Cultural appreciation also emphasized.

**FREN 111 French II**  
4 CREDITS  
Continued development of listening, speaking, reading and writing skills, as well as cultural appreciation.

**FREN 220 French III**  
4 CREDITS  
An intermediate conversation/composition course with some emphasis on grammar.

**FREN 221 French IV**  
4 CREDITS  
Students will view various French movies which have been chosen because of their historical, cultural, or linguistic importance. All of these movies will have English or French subtitles and will become the subject of “Intermediate” conversations and written compositions in French. Assignments will integrate grammar review, vocabulary, and the study of idiomatic expressions.

**FREN 300 Special Topics in French**  
1 to 4 CREDITS  
This changing-topics course provides a variety of on-campus special interest French language courses, as well as May Term travel courses. Recent courses have included Conversational French, Cinma en Classe de Franais, and French Gastronomy.

**FREN 320 Advanced French I**  
4 CREDITS  
Continuation of advanced conversation/composition with emphasis on French literature and culture. Some review of intermediate and advanced grammar.

**FREN 321 Advanced French II**  
4 CREDITS  
Continuation of advanced conversation/composition with emphasis on French literature and culture. Some review of intermediate and advanced grammar.
**FREN 370 Survey of Literature** 4 CREDITS

The reading of representative French masterpieces to provide an understanding of the major literary and intellectual developments in French civilization. Analyses of the works enlighten problems of translation, critical approaches, and aesthetic principles.

**FREN 387 Undergraduate Teaching** 1 to 2 CREDITS

Advanced students work as teaching assistants in FREN 110-111. A maximum of two credit hours of FREN 387 may be applied toward the major or minor. This course is repeatable for credit.

**FREN 401 Directed Studies** 1 to 4 CREDITS

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the French Program. Requires consent of instructor and school dean. Recommended for advanced students only. This course is repeatable for credit.

**FREN 440 Internship** 1 to 8 CREDITS

Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a href="https://westminstercollege.edu/internships">internships</a>

**(GEOL)**

**GEOL 107 Geology of the American West** 4 CREDITS

This class uses case studies in Western North America to introduce students to the field of geology. Through investigations of the Pacific Northwest, the Colorado Plateau, the Wyoming Craton, and the Wasatch Mountains, students will learn the theories and concepts that geologists use to understand our entire planet. Be warned: this class will change the way you see the world. (WCore: WCSAM, QE)

**GEOL 111 National Parks Geology** 4 CREDITS

Many of America's National Parks were designated because of their geologic beauty and history. This course will examine geologic principles and concepts through the lens of National Park Service units, as they often represent the most exquisite examples of geologic phenomena. Geology within national parks tells a story of the evolution of North America, from mountain building, to volcanism, to historic inland seas and giant beasts of an earlier geologic age. (WCore: WCSAM, QE)

**GEOL 201 Earth Materials I: Mineralogy & Lab** 4 CREDITS

In this integrated lecture-lab course, students learn how minerals are formed in various geologic environments, how to identify minerals using diagnostic properties, and how minerals are relevant to societal needs. Students will use chemical principles to understand mineral formation and appearance from the atomic to outcrop scales. Lab exercises allow students to practice identification skills of mineral samples and will allow students to explore the world of minerals using polarizing light microscopes.

**GEOL 205 Climate Science and Solutions** 4 CREDITS

A study of the earth as a dynamic system focusing on the human dimensions of global change. (WCore: EWRLD)

**GEOL 210 Historical Geology** 4 CREDITS

This course traces the history of the Earth from its fiery origins to its current state. Along the way students will learn about the major geological, environmental, and biological changes that have sculpted the planet we all know and love.

**GEOL 214 Sedimentology and Stratigraphy** 4 CREDITS

This course takes an in-depth look at how geologists use sedimentary rocks to interpret the changing nature of the earth's surficial environment. This class utilizes actualistic experiments and field studies in addition to traditional lectures and discussions. Topics include the physical nature of sediment and sedimentary environments (shelf, terrestrial, and carbonate); naming clastic and chemical sedimentary rocks; dating, correlation, and magnetostratigraphy; biostratigraphy and biogeography; and sequence stratigraphy. Includes a 2-hour weekly lab.

**GEOL 230 Dinosaur Paleobiology** 4 CREDITS

They say you can't get blood from a stone, but paleontologists often try to do exactly that. With nothing but a few fossilized fragments, paleontologists reconstruct not just the anatomy of extinct creatures, but also their physiology, behavior, ecology, and life histories. This class will use dinosaurs as an extended case study to explore how paleontologists make claims about the lives of long dead creatures, and about how understanding those creatures' lives can lead to additional insights about the history of the earth and the dynamics of evolution. (WCore: WCSAM)

**GEOL 260 Geoliteracy** 2 CREDITS

This course serves prospective geology majors and minors with an overview of the field from the perspective of working geologists. Topics to be covered will include, but not be limited to, an overview of geological subdisciplines, reading the scholarly literature, careers in geology, and communicating geological information to a variety of audiences.

**GEOL 300 Special Topics in Geology** 1 to 4 CREDITS

Topics of interest and importance not covered by regularly scheduled courses.

**GEOL 301 Earth Materials II: Petrology** 4 CREDITS

This integrated lecture-lab class serves as an introduction to the types of igneous and metamorphic rocks and the geologic processes that create them. Emphasis is placed on the identification of rocks from hand samples and thin sections. Students will explore rocks from world-class locations such as Yellowstone, providing opportunities to link observations and processes to the broader regional geology.

**GEOL 310 Structural Geology and Tectonics** 4 CREDITS

This course studies the fate and evolution of the solid parts of the earth after initial rock formation has occurred. Students in this class will learn about the forces that bend, break and shape rock as well as the origin of those forces from tectonic processes.

**GEOL 315 Principles of Paleontology** 4 CREDITS

This course introduces the organisms that compose the fossil record as well as the methods that paleontologists use to reconstruct the life of the past. Topics include modes of preservation, classification and the species problem, biases of the fossil record, phylogenetic reconstructions, functional morphology, paleoecology, morphometric analyses, evolutionary developmental biology, evolutionary trends, and critical intervals in the history of life.

**GEOL 320 Volcanology** 3 CREDITS

Volcanoes are one of Earth's most powerful geologic phenomena, causing disruption on local and global scales, with potentially cataclysmic consequences. This course will survey different eruption styles, magma production and differentiation, associated hazards, mitigation techniques, and volcanoes throughout our Solar System. Modern and historical case studies will be used to demonstrate successes and failures associated with geologic hazards.

**GEOL 325 Oil and Water** 4 CREDITS

This course focuses on natural resources within the state of Utah, and how these resources affect people and places locally, regionally, and globally. Four principle resources will be examined: oil, water, coal, and mineable resources (primarily uranium, copper, and silver). Students will learn the geology behind each resource, extraction and refining methods, laws and policies pertaining to resource development, and impacts (both positive and negative) of the resources on people, places, and the world. (WCore: EWRLD)

**GEOL 350 Geological Research Methods** 1 to 4 CREDITS

Geological research method courses combine abbreviated classroom time with extended day, weekend or semester break field excursions to allow students the opportunity to collect their own samples, make their own maps, or in other ways put into practice the concepts that they have learned in the classroom.

**GEOL 360 Field Geology** 6 CREDITS

This course, preferably taken in the summer before senior year, is the opportunity for students to put their skills into practice. After an initial week of in-class instruction on field methods, students will get in the vans for the ultimate in experiential learning. At various field locales around Utah and Colorado, students will gain experience mapping, measuring sections, and creating stratigraphic columns. (WCore: SC)
**Course Descriptions**

**GNDR 415**  
Geobiology  
3 CREDITS  
Geobiology uses the tools of biology and biochemistry to study the long term interactions between the Earth and life. Students will learn the significance and uses of global chemical cycles, the use of biomarkers in geology, mechanisms of biomineralization, how metabolism affects geochemistry, and will explore the history of the Earth from a completely new perspective.

**GNDR 425**  
Geophysics  
4 CREDITS  
This class will act as a capstone class for students with a particular interest in the physical evolution of the earth. Topics to be covered may include the dynamics of the earth's interior, the generation and evolution of the earth's magnetic field, gravimetry as a tool for geologic exploration, rotation of the earth's core and the flow of heat in the mantle.

**GNDR 430**  
Undergraduate Research  
1 to 4 CREDITS  
Students complete a research project and learn the process of scientific inquiry through hypothesis testing. One credit hour equates to a minimum of four hours of research each week. Requires consent of the instructor.

**GNDR 440**  
Internship  
1 to 8 CREDITS  
This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 -a@https://westminstercollege.org/internships/?a=

**GNDR 101**  
Gender, Sex, and Identity  
4 CREDITS  
The central aim of this course is to foster critical thinking about gender and how the concept of gender structures relationships of power around us every day. This means that we will think about, write about, and talk about questions related to what gender is, how it affects us, and how it can change. Throughout this course, we will draw on several different disciplines, such as sociology, philosophy, literature, and political science, to develop a multifaceted understanding of how gender structures our lives. We will also look at specific topics related to the intersections of race and gender, sexual identity, gender inequality, and the flexibility of gender categories. (WCore: WCAFH, DE)

**GNDR 131**  
Philosophy of Gender and Power  
4 CREDITS  
The term “feminist” has almost as many meanings as it has both advocates and detractors. For some, the “feminism” means a radical shift in language, politics, and economics. For some, the term simply means equality. And still for others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves “feminist”) argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of “feminism” but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCore: DE)

**GNDR 319**  
American Women's History  
4 CREDITS  
An overview of the economic, social, and political roles women have played in American history, from the colonial period to today. Investigates women's work in the household and market economies, women and the family, and women's legal and civil rights and liabilities across time. Offered alternate years.

**GNDR 320**  
Gender, Stories, and Migration  
4 CREDITS  
Increased migration is a nearly present feature in the news and politics. Although women comprise about half of all migrants, discussions of gender and sexuality are generally absent in the analyses, even as they are highlighted in the press and in the way we talk about migration. This course will use stories-understood broadly-to explore migration, specifically through the lens of gender studies and the uneven impact of migration on women. (WCore: EWRLD)

**GNDR 325**  
Human Trafficking  
4 CREDITS  
This course will provide cross-disciplinary understanding of different forms of slavery and their current prevalence in the United States and throughout the world (as sex-trafficking, forced labor, child soldiers, and similar). We will identify connections between historical slavery and modern-day practices of human trafficking, focusing on issues of economics, power, human rights, abolition, and legislation on both local and global levels. Our readings will include first-person narratives, abolition materials, scholarly articles, case studies, and government reports and legislation. We will also watch several documentaries and follow prominent anti-slaying campaigns. A substantial component of the course will be devoted to civic engagement, allowing us to conduct research in the community and get involved in local organizations that emphasize prevention and protection. The ultimate goal will be to apply academic research and service learning to problem-solving in a critically informed and socially responsible fashion. (WCore: EW)

**GNDR 339**  
Queer Theory and Posthumanism  
4 CREDITS  
Humanism is the belief that reason provides the best tools for solving the problems of the world. It has dominated political and literary thought at least since the seventeenth century. It is the foundation of human rights discourse, of many theories of democracy, and of the prevailing models of social justice. Nonetheless, humanism has its detractors, and the last several decades have seen the rise of “posthumanism,” which seeks to challenge humanism's dominant position in political and social thought. Some critics suspect that humanism unconsciously upholds the racism, misogyny, and homophobia of the texts that established its terms in the 18th, 19th, and 20th centuries. Others are motivated by the challenges to reason represented by psychoanalysis, Marxism, and radical feminism. Queer Theory is among the most important posthumanist discourses in the United States, though not all queer theorists are posthumanists. This course investigates how queer theorists have attacked and defended humanism, and also explores queer theory's relationship to other posthumanist discourses. Authors to be considered may include Michel Foucault, Eve Kosofsky Sedgwick, Donna Haraway, Lauren Berlant, Leo Bersani, Jasbir Puar, Lee Edelman, Jacques Derrida, Giorgio Agamben, and Joan Copjec. This course fulfills the Theory requirement for English majors.

**GNDR 345**  
Sociology of Sexualities  
4 CREDITS  
This course examines sexuality from an historical, social, and interpersonal perspective. Students will study the history of sexuality research in the United States along with the major sexual revolutions. The sociological perspective will be used to understand contemporary issues around sexuality, including transgender rights, sexual orientations, modern-day sexual scripts, the sexual double standard, and the medicalization of sexuality.

**GNDR 350**  
Gender in Society  
4 CREDITS  
This course exposes students to the problematic concept of “gender”, including the many ways in which society’s organizations reinforce and shape gender relations, and the ways in which gender shapes our identity, relationships, and the division of labor in society. Using a feminist perspective and drawing on international authors, this course will focus on the concept of “gender” at the individual, interactional, and institutional levels. (WCore: DE)
GNDR 360  Race, Gender, Class, and the Media  4 CREDITS
This course explores and challenges how issues and individuals, groups, and populations are presented in the media. Students will analyze the portrayals of race, ethnicity, gender (including gender identity), sexual orientation, age, ability and socioeconomic class in entertainment and news media.

GNDR 400  Senior Project/Thesis  3 CREDITS
Serves as the capstone course for the GNDR minor. Students undertake self-directed project or thesis that integrates concepts learned in gender studies courses with those learned in the student's major area of study. Project completed with a supervisory committee of two (at least one must be a gender studies faculty member). Prerequisite: completion of 20 hours of Gender Studies courses including GNDR 100. Note: Students whose major requires a senior project or thesis will not be expected to complete a second project or thesis. One thesis or project can count for both a major requirement and a gender studies requirement if students (1) select topics relevant to both gender studies and their majors and (2) work with a faculty advisor who teaches gender studies courses.

GNDR 401  Directed Studies  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Gender Studies program. This course is repeatable for credit.

GNDR 440  Internship  1 to 8 CREDITS
In order to emphasize the importance of experiential learning, this course offers students opportunities to integrate classroom knowledge with practical experience related to gender studies. Students must have junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Workshop, and consent of Program Chair and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a href="https://westminstercollege.edu/internships/">a</a>

(HIST)

HIST 102  Alien Encounters in History  4 CREDITS
People often make the judgment that since the past has influenced our own world, the people of the past must somehow be "like us" in fundamental ways. This course will seek to undermine that judgment by arguing that we are fundamentally different from people in the past and that in understanding these differences, we can more freely choose our futures. Our field of inquiry will be European History in the centuries that include the Ancient World through the Renaissance. In particular, we will examine the ways in which Europeans (a definition that evolves over time) define themselves through encountering and interacting with "alien" cultures. Examples: What's the difference between civilized people and barbarians? How do the people on both sides of the Crusades misunderstand each other? How do the Khan and the Pope try to negotiate their communication? These are a few of the "alien" encounters that we may study. (WCore: WCFAH and WE)

HIST 111  Patterns of Global Immigration  4 CREDITS
This course looks at the recent history of global immigration patterns in the context of modern world history, paying particular attention to the last century, or so, of migration. The course focuses on immigrant experiences in the US and Europe but it also closely examines global circumstances that affect who becomes an immigrant and why. Students will explore immigration through a variety of writing assignments that focus on the historical and contemporary influences shaping the immigration experience in many parts of the world. (WCore: WCFAH, WE)

HIST 120  The Story of America  4 CREDITS
This class will serve as an introduction to American history from the colonial period to the present day. We will seek to answer some fundamental questions: How did we get here? How did we go from a handful of small, not very important British colonies to the richest and most powerful nation on earth? How free have Americans been, who has wielded power, and how has that changed over time? How do historians construct their versions of the past? (WCore: WCFAH, DE)

HIST 123  Citizenship and Voting in Europe  4 CREDITS
This course examines the struggle for citizenship and its attendant benefits in European History. The course will follow this focus by selectively looking at European history from the Renaissance through WWII. Approximately two weeks of the course will be developed to a service learning project related to individuals seeking citizenship and/or voter registration here in Salt Lake City. We will look at how the current local issues relating to obtaining citizen rights affect our understanding of the issues that have aided and impeded citizenship in history. (WCore: WCFAH, WE)

HIST 124  Film and Memory  4 CREDITS
This course analyzes the intersection between film culture and the past by placing memory at the center of analysis. In other words, it explores how different genres of film, from war dramas to science fiction, shape the way communities remember the past and imagine the future. We will explore the representation of diverse societies and people groups in a variety of global films, focusing especially on the film industries of post-1945 Germany(s), the Soviet Union/Russia, Japan, and China/ Hong Kong. This course will consider how historical narratives shape how visions of the future reflect historical realities (new ideas about science, nuclear war, space exploration). We will examine how different actors—production companies, directors, studios, and the state—attempt to craft national narratives and contribute to community identity through different genres. (WCore, WCSBS, RE)

HIST 200  Special Topics in History  1 to 4 CREDITS
Special topics focusing on shifting regional and thematic studies. Courses classified under the HIST 200 designation are taught on a rotating basis.

HIST 202  America's Best Idea  4 CREDITS
In 1872 the U.S. Congress declared the Yellowstone region the world's first "national park." In 1916 Congress created the National Park Service, "which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." Today the Park Service manages over "units" with nearly 30 different designations - including national parks, monuments, historical parks, military parks, preserves, recreation areas, seashores, parkways, lakeshores, and reserves - and nations around the world have created their own versions of "national parks." This course will investigate the "national park" idea and its implications for present and future human history. Why has this been called "America's best idea?" What have been the implications of national park designation for Native Americans? For wildlife? For American history and culture? How do historians answer such questions? (WCore: WCFAH, WE)

HIST 204  Truth and Reconciliation  4 CREDITS
This course explores past and present attempts to achieve "Truth and Reconciliation" in the wake of violent and traumatic historical events. We will examine comparative examples of Truth and Reconciliation processes in places like South Africa, United States, Canada, Chile, and Greensboro, South Carolina. We will also compare these processes with artistic and grassroots ways to come to terms with the past as well as international war tribunals. By closely analyzing the way individuals and governments create public memory about shared experiences and historical events, we will raise questions about the complex nature of seeking truth and studying history, and the tension between the pursuit of reconciliation and the desire for justice. This course has an oral history component. (WCore: WCSBS, WE)

HIST 206  Homelands and Contested Spaces  4 CREDITS
Focusing on the methods, processes and outcomes of empire in what are usually referred to as "settler states," this course explores the United States, Australia, and South Africa (among others) from circa 1600 to the present. It compels students to grapple with the complex origins, realities and legacies of what we commonly know today as reservations and homelands. Questions of primary concern in this course are: How and why did these spaces come to be? How and why were they maintained (or not maintained)? Why did certain populations accept or reject the creations of these spaces (and why to these spaces come to be? How and why were they maintained (or not maintained)? Why did certain populations accept or reject the creations of these spaces (and why these responses change over time)? How do the ancestors of settlers and indigenous populations see and experience these spaces today? The course places a heavy emphasis on critical reading, film interpretation, and research. (WCore: WCFAH, DE)

HIST 214  Vietnam and America  4 CREDITS
This course explores the tangled history of America's involvement in Vietnam, the war's impacts on the people of both nations, and the war's global legacy. We will emphasize the reasons, meanings, and outcomes of the war from the perspectives of the participants: Vietnamese, Viet Cong, American soldiers, northern and southern; U.S. civilians, policy makers, and soldiers, pro- and anti- war, participants, observers, and protesters around the world. This course fulfills the WCore Research Emphasis. You will learn and practice history-specific
research, discussion, and writing skills in a variety of assignments, including weekly reflective journals and crafting short "vignettes" and a longer research paper based on primary and secondary sources that you find, evaluate, analyze, and communicate to your classmates. (WCore: WCBS, RE)

HIST 230 Global Coffee Cultures 4 CREDITS
This course educates students on the international histories of and ethical considerations attached to labor, political economics, environment, and gender related to global coffee cultures, both the consumption and production sides. Students will critically engage with these historical and contemporary issues pervasive in global coffee communities through primary and secondary texts, film, and an occasional field trip to local roasters and/or cafes. Coffee will be served during each class period. (WCore: EWRLD)

HIST 240 Making History 3 CREDITS
This course is an introduction to skills and methods for history students through practical exercises. Students will learn how to frame appropriate historical research questions, find sources in archives, interpret historical works, and craft their own historical essays. The skills learned in this course will be fundamental to the research and writing expected in upper-division history classes, especially the two-semester thesis sequence (390/490).

HIST 242 Fielding History 3 CREDITS
This course gives students real-world field experience in historical research. The course will be a companion to History 240, Making History. It will include an on-campus classroom component of 2 hours and a combination of weekend-long field trips to historical research libraries and sites (e.g., the Topaz internment camp, Mountain Meadows, Utah Historical Society, Bear River Massacre site, Family Research Library).

HIST 300 Special Topics in History 1 to 4 CREDITS
Special topics focusing on shifting regional and thematic studies. Courses classified under the HIST 300 designation are taught on a rotating basis.

HIST 307 Comparative Revolutions 4 CREDITS
From the Atlantic Revolutions of the late eighteenth century to the Marxist revolutions that swept the globe in the twentieth century, this seminar is a critical examination of conflicts of liberation, decolonization, and radical imagination. We will explore how people reacted to political, economic, religious, and social injustices often violently in search of better futures. We will also examine the contradictions and tensions of many revolutionary movements and the legacy of revolution in political and artistic life in places like France, Russia, Vietnam, China, and Cuba. (World History category)

HIST 308 Supernatural Europe 4 CREDITS
Belief in magic in medieval and early modern Europe was nearly universal. From priests to scholars to millers to merchants, the supernatural was central to understanding the world. This course will use the framework of the supernatural-belief in magical beings, in spiritual or occult forces, in magic-to investigate European society and culture. We will study how views of the supernatural changed as a result of societal transformations and upheavals, including the Black Death, the Reformation, the Scientific Revolution, industrialization, and the wars of the twentieth century. (World History category)

HIST 313 U. S. History Since 1945 4 CREDITS
Focuses on the emergence of the United States as a global power, the domestic repercussions of that status, and the social issues that have captivated Americans since 1945. (Americas History category)

HIST 316 Slavery, Civil War, Legacy 4 CREDITS
Examines U.S. history in its most violent and divisive period. Emphases include the experience of enslaved African Americans; the growth of the anti-slavery movement; the division of the nation; the military course of the Civil War; the results of the war; the failed experiment of Reconstruction; and economics, politics and society in the Gilded Age. (Americas History category)

HIST 317 The U.S. As a World Power, 1890-1945 4 CREDITS
Explores the metamorphosis of the United States from a provincial, continental power to an industrialized and urbanized world power. Emphases include the Industrial Revolution and its impact on foreign policy; the Spanish-American War and the acquisition of empire; the growing power of the executive branch; the Progressive Era; the 1920s; the Depression; and U.S. participation in two world wars. (Americas History category)

HIST 319 American Women's History 4 CREDITS
An overview of the economic, social, and political roles women have played in American history, from the colonial period to today. Investigates women's work in the household and market economies, women and the family, and women's legal and civil rights and liabilities across time. (Americas History category)

HIST 320 Environmental History of the United,States 4 CREDITS
An exploration of how men and women have thought about and acted upon the land in what is now the United States from before the European exploration to the present day, including how the land and its resources shaped how people live, how the ways that people view the land changed over time, and how people have changed the earth and some of the consequences of those changes. (Americas History category)

HIST 324 Global Cold War 4 CREDITS
The Cold War, a global political, and frequently, militaristic struggle from around 1947 to 1991, is often centered on contests between the Soviet Union and the United States. This course will complicate the view that the world was divided between two powers and ideologies by considering the legacy the Cold War had on societies in places such as eastern and central Europe, Southeast Asia, Latin America, and parts of Africa. We will closely examine how crises of the Cold War were often weaponized during the Cold War—how music, art, popular literature, and sports could be used as a source of ideological inspiration, as a form of resistance and protest, and as propaganda. This course will also investigate how cultural developments were shaped by Cold War politics and the threat of nuclear war. Through case studies and oral history interviews, students will explore to what extent cultural forms (whether jazz music or Olympics sports) have the capacity to express communist or democratic capitalist ideologies. (World History category)

HIST 325 The Native West 4 CREDITS
This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 331, ENVI 332, and HIST 202). Native peoples inhabited all of the American West; today’s Native nations exercise sovereignty over fragments of their former territory. This course investigates the “Native history” of some of the West, based upon the Expeditions itinerary. For example, Blackfeet were displaced from Glacier and Seepeetche from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Native nations and investigate their roles in land-use issues. For example, the Klamath Reservation was “terminated” in the 1950s, but some Klamath peoples successfully regained their legal tribal status and have asserted their rights to water and fish under nineteenth century treaties. Other potential Native Nation site visits include Fort Hall, Crow, Flathead, Colville, Burns Paiute, Pyramid Lake, and Hopi. Students will hear from Native peoples, public lands managers, scholars, and activists along our route. They will research Native history in primary and secondary sources, keep reflective journals, write short reflective papers, prepare questions for oral histories of guest lecturers/speakers, and present oral history research and re-enactments as well as other writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD) (Americas History category)

HIST 327 History of the Holocaust 4 CREDITS
The horrors of the events that became known as the Holocaust, or Shoah—the murder of more than six million Jews and five million or more non-Jewish people: Roma, homosexuals, disabled people, political prisoners, Jehovah's Witnesses—continue to haunt human memory. The legacy of the Holocaust continually appears in media and film, in novels, and in political and historical debates. In this course, we will confront some of the most challenging questions and topics that come out of this history: why were most people bystanders? What was the role of Christian anti-Semitism in the destruction of Jews? What motivated ordinary people to murder their neighbors? We will also place the Shoah in a global context by exploring its connections to colonialism, racism, ableism, and other genocides. We will listen to oral histories and testimonies to better understand the lived experiences of those who survived. This course will culminate in a final project that contributes to contemporary understandings of the Holocaust's significance. (World History category)

HIST 328 Death on Display 4 CREDITS
Death, considered by some cultures as taboo, has a long history of exhibition, different types of institutions—churches, art museums, science and natural history museums, and ethnographic museums—have exhibited death to the class as well as post their writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD) (Americas History category)
first-hand how human remains, funerary objects, and photography exhibit and narrate death. This course also examines debates surrounding the repatriation and reburial of human remains, changing attitudes toward death and dying, and the social meaning of funerary ritual. (World History category)

HIST 329  Culture & Society in East Asia  4 CREDITS
The twenty-first century has often been referred to as the “Pacific Century.” East Asia has become a focal point of economics, technology, politics, and popular culture. How did East Asian societies go from devastation, occupation, revolution, and dictatorship to global prominence? The course takes this question as a starting point and investigates the distinctive historical transformations of postwar Japan, China, and South Korea using the lens of popular culture, including film, literature, manga, anime, sports, social media, gaming, music, and new technologies. We will explore how popular cultural phenomena, whether Cold War Olympic sports or K-pop stars, intertwined with politics, economics, religion, and historical memory. This interdisciplinary approach to East Asian history and society will provide a richer understanding of the complex and dynamic cultures of China, Japan, and Korea. Our examination will take us beyond generalizations and stereotypes to think in critical and informed ways about East Asia and its place in the world. (World History category)

HIST 330  Middle Eastern History  4 CREDITS
An inquiry into Middle Eastern history from the early civilizations to our own day. The course deals with conflicts as well as quests that have created peace; developments in the three monotheistic religions and their cultures (with an emphasis on Islam); late 20th-Century issues. (World History category)

HIST 340  Latin American History: Discovery,The Americas  4 CREDITS
Surveys the Latin American experience from pre-Columbian society through independence, and emphasizes the recurring themes of authoritarianism and exploitation. (Americas History category)

HIST 341  Latin American History: Revolution  4 CREDITS
Surveys Latin American history from Independence (1810) to the contemporary period, focusing on revolution as a solution to the chronic instability, poverty, and dependency that plagued the Latin American nations. (Americas History category)

HIST 365  Utah and the West  4 CREDITS
A survey of the history of Utah and its place in the region. Includes the native inhabitants, the early explorers, the arrival of the Mormons and non-Mormons, the relationship to the federal government, statehood, and the development of Utah in the 20th century. (Americas History category)

HIST 390  Research Seminar in History  3 CREDITS
A required seminar for senior history majors, which combines historiography and research, resulting in the production of a senior thesis based on original research. Prerequisite: History major or minor or consent of instructor.

HIST 401  Directed Studies  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the History Program. Requires consent of instructor and school dean. This course is repeatable for credit.

HIST 440  Internship  1 to 8 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

HIST 490  Research Seminar in History  3 CREDITS
A required seminar for history majors, continuing the work begun in HIST 390. (WCore: SC)

(HON)

HON 201  Welcome to Thinking I  4 CREDITS
This course guides students through the transition to college-level work by engaging primary texts in literature, history, and philosophy from around the world and across epochs. Organized each year by a theme—e.g., authority and freedom, other worlds, friendship, crossing borders—the class helps students learn to develop their own views of the works assigned through deep analysis, to convey abstract or complex ideas through written or oral expression, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors seminars, the rest of college, and life outside the classroom.

HON 202  Welcome to Thinking II  4 CREDITS
This course guides students through the transition to college-level work by engaging primary texts in literature, history, and philosophy from around the world and across epochs. Organized each year by a theme—e.g., authority and freedom, other worlds, friendship, crossing borders—the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors seminars, the rest of college, and life outside the classroom.

HON 203  Welcome to Thinking III  4 CREDITS
This seminar guides students who have entered the Honors program by lateral entry admission through the transition to Honors by engaging primary texts in literature, history, and philosophy from around the world and across epochs. Organized each term by a theme—e.g., authority and freedom, other worlds, friendship, crossing borders—the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors seminars, the rest of college, and life outside the classroom.

HON 211  Global Welfare and Justice  4 CREDITS
Economic inequality continues to increase throughout the world, putting more human beings in poverty. The 21st century poses a significant challenge therefore to politically and economically institutions to deal with poverty and justify with this increasing economic inequality-as-poverty. This course explores the political and economic literature on distributive and economic justice, from classical sources to more contemporary sources such as liberalism, Marxism, feminism and cosmopolitanism, to better understand how we might eradicate poverty and economic inequalities through just institutional changes in the 21st century.

HON 212  Arts and Performance  4 CREDITS
Using a multi-disciplinary approach that emphasizes direct artistic experiences, this course explores the what and the why of both arts and performance. As in the creation of art itself, this seminar engenders curiosity, considers context, welcomes risk-taking, and fosters an environment that leads to openness and depth of connection. Primary sources include the political and economic literature on distributive and economic justice, from classical sources to more contemporary sources such as liberalism, Marxism, feminism and cosmopolitanism, to better understand how we might eradicate poverty and economic inequalities through just institutional changes in the 21st century.

HON 213  Environment and the Space of Art  4 CREDITS
This course explores the intersection of art and the environment across a broad understanding of each sphere. Faculty and students will explore primary texts and experiences that lend an understanding to our place within the arts (visual, literary, sound, performative) and environment (natural, constructed, scientific). Topics might include, for example, unexpected nature, ecosystems and creativity, environmental and cultural change, and the collateral ideas formed between art and nature. The state of Utah and the surrounding regions provide a remarkable backdrop for exploring

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these topics through field trips and study. Other learning activities—writing, conversation, and reflection—will offer students myriad ways to appreciate our place in environments and the space of art.

HON 221 Science as Knowledge 4 CREDITS
When we hear someone say “That’s not science,” it sounds inherently dismissive. In this interdisciplinary seminar, we will discuss the special status often given to scientific knowledge relative to other forms of knowledge and explore the ways in which that status might help or hinder our ability to actually understand our universe. We will build on this discussion to critically evaluate the notions of certainty, authority, and progress that are often intertwined with scientific knowledge, as well as the degree to which scientific knowledge reflects the culture that develops it.

HON 222 Science, Power, and Diversity 4 CREDITS
This seminar explores the relationship between scientific knowledge and power, especially as this relationship intersects with issues of diversity. Students will engage with major ideas and texts from the last century in the contemporary philosophy of science, science and cultural studies, and the natural and physical sciences. Epistemological and ethical issues in the production and dissemination of science knowledge are discussed, as are issues of race, gender, culture, and justice pertaining to science in society. Students will gain critical perspectives on popular contemporary scientific discourse by analyzing ideas from primary source texts, critical accounts of science, and scientific journalism.

HON 231 Human Culture and Behavior 4 CREDITS
Why do people do the things they do as individuals, groups, or as a society? How does our culture and society shape human behavior? How does our behavior shape society? Are the answers to be found in genetics, socioeconomic status, gender, culture, and/or elsewhere? This seminar explores the intersection of human culture and behavior via the methods and perspectives of a variety of social science disciplines. The course examines topics as diverse as violence, law and crime, sexuality and sexual identity, and gender and racial injustice.

HON 232 Data/Society/Decision-Making 4 CREDITS
We are surrounded by data. Even when we’re unaware of it, data informs key systems upon which we rely: transportation, politics, computing, medicine, and commerce, just to name a few. In this course, we seek to develop an understanding of the nature of data—what it is, how it is gathered and stored, what it purports to measure, and what it actually measures. Quantitative tools are developed to analyze data while simultaneously exploring the value and limitations of such analysis. The ultimate goal is to connect data to the process of making decisions, with examples from a variety of fields used to illustrate its successes and failures.

HON 300 Special Topics in Honors 1 to 4 CREDITS
These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., “Reading & Writing the City” or “Humanitarian Law,” but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be crosslisted with these seminars. Offered Fall, Spring and May Term.

HON 400 Special Topics 1 to 4 CREDITS
These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., “Reading & Writing the City” or “Humanitarian Law,” but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be crosslisted with these seminars. Offered on occasion.

HON 401 Directed Studies in Honors 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Honors Program and for student-initiated, interdisciplinary research projects. Prerequisite: consent of instructor(s), Honors College dean, and school dean.

HON 402 Senior Project/Thesis 3 CREDITS
A self-directed project or thesis that covers a topic in the student’s major discipline or of an interdisciplinary nature and therefore not covered under a single discipline-specific thesis course. Project completed with a supervisory committee of at least two faculty members: one as a lead sponsor/mentor and one or more as second reader(s). At least one of the sponsors or readers must be an Honors Program faculty member. Prerequisite: senior standing and consent of instructors and Honors College dean.

HON 403 Capstone Conversations 0 to 1 CREDITS
This course provides a capstone experience that challenges students to reflect on the process of creating independent scholarship in an interdisciplinary learning context. Faculty and students will examine the diverse set of skills required to produce high quality independent scholarship, from the generation of project ideas, to project planning and implementation, to the presentation of their work in a variety of potential formats. At each meeting, students will discuss their progress and approaches to handling upcoming challenges on their independent capstone projects, receiving support, feedback, and input from their peers in other disciplines. In particular, cross-disciplinary conversations will encourage students to draw inspiration from colleagues in other fields and see how their research might have applicability to those fields. The capstone seminar will culminate with the presentation of their project to the Honors and College communities. This course is repeatable for credit.

HON 440 Internship 1 to 4 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

(HPW)

HPW 300B First Aid/CPR/AED for Schools and Comm 1 CREDIT
This course is repeatable for credit.

HPW 300M Sustainable Sustenance 2 CREDITS
No single lifestyle choice has a more immediate, lasting and significant impact on the environment than our dietary choices. This course examines the ways in which conscious eating makes a personal and global difference. Through research, discussion, shared meals, and practical meal preparation, we will explore how to transform our diets for personal, community, and planetary health. We will be sharing eight meals together. All dietary preferences welcome. Course fee is $95.

HPW 300N Tools for Creating Lifelong Wellness 2 CREDITS
This class will teach students how to define and apply physical, mental and emotional wellness in their lives. We will take an in-depth look into what wellness is on a micro and macro level. Additionally, we will discover wellness as a process and goal for self-exploration and as a tool for enhancing the communities in which we live. Through study, discussion and hands-on practice, each participant will develop their own plan for lifelong wellbeing.

HPW 301 First Aid/CPR/AED for Schools and Comm 1 CREDIT
This course helps program participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. The courses in this program teach skills that participants need to know to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over. This class offers a choice of first aid, CPR, and AED courses to meet the various training needs of a diverse audience. This class has an associated class fee.

HPW 302M Swim Instructor Certification 2 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

HPW 303M Sustainable Sustenance 2 CREDITS
No single lifestyle choice has a more immediate, lasting and significant impact on the environment than our dietary choices. This course examines the ways in which conscious eating makes a personal and global difference. Through research, discussion, shared meals, and practical meal preparation, we will explore how to transform our diets for personal, community, and planetary health. We will be sharing eight meals together. All dietary preferences welcome. Course fee is $95.

HPW 304M Tools for Creating Lifelong Wellness 2 CREDITS
This class will teach students how to define and apply physical, mental and emotional wellness in their lives. We will take an in-depth look into what wellness is on a micro and macro level. Additionally, we will discover wellness as a process and goal for self-exploration and as a tool for enhancing the communities in which we live. Through study, discussion and hands-on practice, each participant will develop their own plan for lifelong wellbeing.

HPW 305M Strength Training 1 CREDIT
This course serves as an introduction to progressive resistance training on machines and free weights and development of an individualized strength training program. Safety, etiquette, and proper technique are emphasized. This course is repeatable for credit.

HPW 400 Senior Project/Thesis 3 CREDITS
A self-directed project or thesis that covers a topic in the student’s major discipline or of an interdisciplinary nature and therefore not covered under a single discipline-specific thesis course. Project completed with a supervisory committee of at least two faculty members: one as a lead sponsor/mentor and one or more as second reader(s). At least one of the sponsors or readers must be an Honors Program faculty member. Prerequisite: senior standing and consent of instructors and Honors College dean.
HPW 156 Exploring Wasatch Mountain Paths 2 CREDITS
Students will utilize the power of nature to explore their inner selves through hiking, snowshoeing, and cross country skiing in the Wasatch-Cache National Forest, Millcreek, Big Cottonwood and Little Cottonwood Canyons. Hikes and snowshoeing will include paths to a variety of lakes or peaks, generally gaining 2,000 vertical feet over 3 miles, and cross-country skiing will take place at several different venues. Our mountain journeys will focus on increasing overall well-being--physical, mental, psychological and spiritual--through meeting the physical challenge in these inspirational settings.

HPW 215 Flexibility for Life and Sport 1 CREDIT
Students become more educated in the area of flexibility and stretching and gain knowledge in how it can benefit their fitness regimen and daily lives. The course enables students to learn the knowledge and skills necessary to help maintain flexibility levels and increase flexibility. Flexibility for Life and Sport is adaptable to meet the various needs and limitations of course participants. This course is repeatable for credit.

HPW 220 Yoga for Wellness 2 CREDITS
This course is designed to help students discover the benefits of regular yoga practice and develop a personal practice that can be continued beyond this class. Students will study the history and philosophy of yoga and the practical skills of pose work. Most classes will be devoted to understanding beneficial moving and breathing principles. Students will be encouraged to expand their practice beyond the mat, and bring increased awareness into their lives. Reading and reflective journaling will assist this process. Students will be guided to adapt yoga poses to their needs on a daily basis. Relaxation is part of the daily curriculum; as students strengthen their ability to fully rest, learning is absorbed and students become better students. Students will be required to develop a plan for their personal yoga practice. This course is repeatable for credit.

HPW 226 Beginning-Intermediate Ballet 2 CREDITS
Emphasis for this course is on understanding correct ballet terminology, movement, body placement, muscle development, and flexibility. This class focuses on strength, flexibility, coordination, alignment and basic ballet fundamentals. Students will learn names of positions and dance movements, as they move through barre, dancing center work and dance progressions which include basic turns, jumps and leaps. Students will also learn the general history of ballet and how it is relevant for today.

HPW 230 Beginning Dance and Movement 2 CREDITS
An introduction to the basic elements of movement and dance. Explores body alignment, core support, weight, momentum, movement quality, connectivity, and more in relation to time, space, and energy. The class is structured as a series of dance sequences and designed to carry over into every day practice.

HPW 235 Belly Dance Basics 1 CREDIT
Uses Middle Eastern dance in a low impact cardio workout to stretch and strengthen muscles, especially core. It can help improve posture and increase concentration while having fun. This class encourages lifetime health and wellness.

HPW 250 Wellness for Life 2 CREDITS
This course empowers students to adopt healthy lifestyles. Concepts presented explore the mind, body, and spirit. Covering all areas of wellness: emotional, spiritual, physical, intellectual, and social encouraging students to make wise decisions about their health.

HPW 255 Foundations of Sports Management 4 CREDITS
This course provides an overview of general principles and practices of the sport industry, covering all facets of sport management, including leadership, sociology, marketing, legal aspects, finance and governance, in both professional and amateur sports settings. Discussion may involve necessary professional skills and attitudes of sports managers, as well as the manner in which the globalization of sport continues to affect the sport management professions. Students learn and understand those unique aspects of sport management that distinguish it from other management fields. Students gain an increased awareness of various career opportunities in the sport industry.

HPW 260 Psychological Aspects of Performance and Well-Being 2 CREDITS
This course is designed to provide a deeper understanding of the development and application of theories in “positive psychology,” and practical application techniques that apply to students, managers, athletes, and others, in an effort to maximize potential in individuals and inspire optimal living. Participants will read inspirational and informative literature, learn and practice mental training techniques, and examine their perception of the world and their “self” on a deep level. Through reflective assignments and life-specific projects, the course provides an opportunity to make profound positive personal change. Furthermore, with continued engagement in positive and meaningful living, people are able to influence and guide the institutions and world in which they function.

HPW 300 Special Topics in HPW 1 to 4 CREDITS
The exploration of issues, problems, and innovations in Human Performance and Wellness. Prerequisites will vary with course content.

HPW 301 Lifeguard Certification 2 CREDITS
Lifeguarding Certification teaches participants the knowledge and skills needed to prevent and respond to aquatic emergencies. The course content and activities prepare participants to recognize and respond quickly and effectively to emergencies and to prevent drowning and injuries. Upon successful completion of the requirements of the course, the student will receive American Red Cross Lifeguarding and First Aid certification along with CPR/AED for lifeguard certification. This class has an associated class fee.

HPW 315 Meditation As Environmental Study 2 CREDITS
This is an experiential course in mindful awareness practice, also known as “insight meditation” or “vipassana.” The practice of meditation has much in common with appreciation of and advocacy for the natural environment. Meditation practice both inspires and is inspired by our relationships to the natural environment. From the Gaia principle to Gandhian civil disobedience, nature inspires activism and creative problem solving, as much as it offers solace and comfort to a body, mind, and spirit wearied by “fighting the good fight.” In-class meditation instruction, practice, and discussion will focus on the relationships between various meditative experiences and issues of the natural environment, supplemented by weekly readings. Sitting, walking, mantra, visualization, and other meditation tactics will be covered.

HPW 320 Pilates for Wellness 2 CREDITS
This course helps students discover the benefits of regular Pilates practice and develop a personal practice that can be continued beyond this class. Students will learn the history behind Pilates and its practical application to daily movement and living. The Pilates principles and muscle functions for the exercises will be addressed. Students will have assigned reading and will learn names and variations of exercises, proper alignment, breath and form associated with each exercise. A journal is required to keep track of experience and progress. This course is repeatable for credit.

HPW 325 Introduction to Athletic Training 3 CREDITS
This course examines the athletic trainer’s role in sports medicine, mechanisms of athletic injuries, tissue response to injury, and introductory techniques of the assessment and evaluation of athletic injuries and emergency procedures. Further topics include blood-borne pathogens, general illnesses common to athletes, and dermatological conditions. Course
methodology includes lecture, discussion, and hands-on application. A course fee of $10 is required for athletic training supplies.

**HPW 345 Sports Law and Ethics** 4 CREDITS
This course provides a focused overview of legal principles and ethical issues in sports, touching on all levels including recreational, secondary school, collegiate and professional sports. It covers the different fields of law and the broad issues involved in sports law, such as contract, labor law, tort, antitrust laws, the athlete/agent relationship, intellectual property, risk management, and development of relationships between leagues, teams, athletes, agents, television, media, advertisers and fans. The course also covers the necessity and practice of ethical decision-making in the sports environment. Prerequisite: HPW 255

**HPW 350 Nutrition for HPW** 2 CREDITS
This course focuses on nutrient metabolism, nutrition science, and exercise physiology as it applies to sports performance, exercise, and health. Topics may include the following: the role of carbohydrates, protein, lipids, water, and vitamins and minerals in human nutrition; the relationship of nutrition to maintenance of health and prevention of disease; or the role of nutrition in weight control, exercise and sport.

**HPW 360 College Athletic Administration** 4 CREDITS
This course will address the unique and focused area of collegiate athletic administration, which allows students to apply knowledge from their previous courses and address topics such as Title IX compliance, fundraising, NCAA regulations, university communications, and other applicable areas. Administration topics will be discussed, such as budgeting, human resource management, facilities, and legal issues.

**HPW 370 Advanced Scuba** 1 CREDIT
Advanced Scuba Diving is designed to introduce students to advanced SCUBA techniques which will allow students to both explore more difficult terrain and to learn advanced safety procedures. Through home study, class sessions and pool sessions, students will learn about five advanced areas of diving. Successful completion of the five learning modules and training dives will certify the student as a PADI advanced Open Water Diver which is a prestigious certification that is recognized internationally. Completion of this advanced training will allow a student if they choose to move forward in their dive training to learn rescue diving techniques.

**HPW 401 Directed Studies** 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered. This course is repeatable for credit.

**HPW 440 Sports Management Internship** 1 to 6 CREDITS
Students receive credit for meeting pre-arranged objectives while working for a company or non-profit organization. Internships give students the opportunity to compare their understanding of classroom material with current best practices in the Sports Environment, specifically in an area of Sports Management. Academic credit is variable, based on the number of hours completed for the internship. Final course grade is based on the internship supervisor’s evaluation of student performance and completion of assigned coursework. NOTE: A minimum of 2 total internship credits are required for graduation but they may be completed in separate semesters. This course is repeatable for credit. Prerequisites: Completion of majority of core curriculum for Sports Management Major. Junior or senior standing, and signed approval from the Sports Management Program Director/Academic Advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

**INTR**

**INTR 200A Exploring Student Leadership** 0 to 1 CREDITS
The Exploring Student Leadership class is an opportunity for Resident Advisors and Griffin Orientation Leaders to delve deeper into the intricacies of their student leadership positions. Students will evaluate and develop leadership competencies, critically examine a variety of leadership topics and apply this information to leadership roles of a student ambassador or resident advisor. Students will also examine their own and others’ social identities and global perspectives and expand their knowledge of the Resident Advisor/Griffin Orientation Leader position in alignment with the college-wide learning goals through writing, discussion, activity and reflection.

**INTR 200F STEM Success Seminar** 2 CREDITS
In this class, students will be introduced to topics to prepare them for success in STEM fields. Seminars may include: Research Methods; Introduction to Specialized Equipment (e.g. LightScouter for high resolution DNA melting, Mass Spectrometer, Event Related Potentials neural net, etc.); Introduction to Specialized Computer Programs (e.g. SPSS); Maintaining a Lab Notebook; Ethics in Research; Careers in Science; Study Skills; Reading Scientific Literature; Finding the Help You Need; and Preparing a Poster Presentation. TBD

**INTR 200G Peer Mentors for Executive Functioning** 0 to 2 CREDITS
This course is for students interested in training as peer mentors for students who struggle with executive functioning. The course will introduce you to the concept of executive functioning, how it operates in college-age students, and how certain brain conditions might heighten it. Completing this course will make you eligible to work as a paid peer mentor for Disability Services. Students will complete readings, listen to guest speakers, and develop a “toolbox” of interventions to use. Offered for variable credit and CR/NC only.

**INTR 499E Study Abroad Placeholder** 12 to 16 CREDITS
Students can participate in a fall or spring semester study abroad program and earn 12-16 credits towards major or minor requirements. Participation in an approved study abroad program also fulfills the Engaging the World/WCore requirement.

**INTR 100 College Success** 1 CREDIT
This first semester course provides a general orientation to Westminster resources, policies, and procedures as well as an opportunity to meet other new students, staff and faculty. Students are introduced to college offices and services, explore major and career options, develop college success skills, and participate in a class service project. Each class section focuses on a special interest topic.

**INTR 110 Leadership for Social Change** 1 CREDIT
Throughout the course, students will examine a variety of topics and their application to leadership. Leadership will also be framed within the context of fostering positive social change (community service). Classes will be activity and group discussion focused. This theory-to-practice class will give you a great start to making a big impact on campus and beyond!

**INTR 130 S-Cubed Seminar I** 0 to 1 CREDITS
This course will use mini-projects to engage students in the excitement of computer science, physics, and mathematics. Possible mini-project topics include: algorithms that changed the world, fractals, and building an FM transmitter. Students will also explore career opportunities in these fields with frequent guest speakers and discussions about internships and summer research opportunities. This course is graded on a credit/no credit basis.

**INTR 135 S-Cubed Seminar II** 0 to 1 CREDITS
This course will use mini-projects to engage students in the excitement of computer science, physics, and mathematics. Possible mini-project topics include: algorithms that changed the world, fractals, and building an FM transmitter. Students will also explore career opportunities in these fields with frequent guest speakers and discussions about internships and summer research opportunities. This course is graded on a credit/no credit basis.

**INTR 140 Success in College and Beyond** 2 CREDITS
This course goes beyond a general orientation to Westminster resources, policies, and procedures by focusing on the skills, behaviors, and resources essential to success in college and beyond. Students will develop an understanding of what it means to be successful learners and will develop a personal plan to achieve academic success.

**INTR 300 Special Topics-Interdisciplinary Studies** 1 to 4 CREDITS
Topics of interest and importance not covered by regularly scheduled courses.

**INTR 305 Citizen Diplomacy** 4 CREDITS
This course will utilize Citizen Diplomacy to discover and identify perspectives that inform global challenges. Students will explore their identities as world citizens and compare and contrast them with those of people from their own and other countries, ages, and social locations. They will attend Utah Council for Citizen Diplomacy (UCCD) lectures and have direct discussions with International Visitor Leadership Program participants, “the U.S. Department of State's premier professional exchange program” sponsored locally by
INTR 307  Advanced Global Studies  4 CREDITS

The course on Advanced Interdisciplinary Global Studies (Advanced IGS) endows students with the tools and opportunities to develop and present their findings. (WCore: EWRLD)

INTR 450  The Myriad Internship  1 to 4 CREDITS

This online internship course teaches students how to evaluate and select submissions for the Westminster literary journal, The Myriad—an online academic journal featuring cross disciplinary works by Westminster students. It is published annually in April. In this course, students will learn the skills to evaluate academic submissions and learn the mechanisms of running an online journal. The deadline for submission to The Myriad is Jan 25. The responsibility of this class (taught in the spring) is to evaluate and select submissions for publication as well as to design the layout for the website. Students do not need prior experience in design and editing to enroll in the course. The Myriad has an in-house designer. Students enrolled in the course will simply contribute with design ideas in addition to evaluating and selecting submissions.

(JAPN)

JAPN 110  Japanese I  4 CREDITS

An introduction to Japanese writing systems, the sounds of Japanese (the spoken language), and basic reading. Cultural topics as well as business protocol are also emphasized.

JAPN 220  Japanese III  4 CREDITS

This is an intermediate, second year Japanese class that intensifies the study of writing, speaking, and reading skills. Continued emphasis on cultural topics, particularly business protocol.

JAPN 221  Japanese IV  4 CREDITS

Students will acquire the skill to speak Japanese in the normal flow for a few minutes. Students will also improve reading and writing kanji, learn more of Japanese culture and business practice, and cultivate friendship among students and with Japanese people.

JAPN 300  Special Topics in Japanese  1 to 4 CREDITS

Topics of interest and importance not covered by regularly scheduled courses. May be listed as "JAPN 220 Japanese III" and/or "JAPN 221 Japanese IV".

(JUST)

JUST 221  Community Justice  3 CREDITS

This course is an experimental and philosophical exploration of the present and past glocal interrelationships among subordination, power, culture, society, education, and transformation. Through service learning experiences at Granite Park Junior High, readings, discussions, guest lectures, and sustained guided reflections throughout the semester, students will learn to critically analyze how history, power, privilege, economics, and discrimination shape and limit cultural, personal, and societal perspectives and schooling practices. They will learn respectfully insights on the cultural diversity of other people and their underlying subordination due to educational power structures. Students will develop perspectives on ethical and power relations as skills to help solve real life problems while advocating for social justice, equity, and inclusion and considering ways to transform education. Students will study policy and politics that influence social injustices based on race, ethnicity, socio-cultmial and gender characteristics. (WCore: EWRLD)

JUST 300  Special Topics in Justice Studies  1 to 4 CREDITS

The exploration of issues, problems, and innovations in justice studies.
JUST 305  Intersectoral Activisms  4 CREDITS
Intersectionality has become an important way to talk about oppression, social location, and identity in feminist theory. In this course, we will explore the possibilities and limitations of intersectionality in terms that extend beyond talk: Does intersectionality help people and communities connect theory with practice, research with action? In what ways? To what extent? Through close analyses of primary texts, ethnographies, art, music, and film, we will engage with the work of activists and social justice movements where intersectionality emerges as a conceptual tool and a methodology to pursue social transformation. We will critically explore how intersectionality supports efforts to analyze and to address systemic structures of oppression. With particular attention to historical and global contexts that highlight intellectual and activist perspectives from marginalized communities, we will gain a nuanced understanding of intersectionality and its development.

JUST 310  Law and Society  4 CREDITS
This course explores the relationship between the legal system, law, and current controversial issues in society as they relate to race, ethnicity, class, and gender. Students will learn to analyze contemporary American legal issues using the theories of Durkheim, Marx, and Weber in addition to critical legal studies and critical race theory. (WCore: DE)

JUST 315  Global Ethics and Justice  4 CREDITS
How do we define and uphold justice in a globalizing world? Gender/sexuality, race/ethnicity, genocide, self-determination, environmental concerns, class, and participatory rights become the concrete realities of global justice. Drawing on interdisciplinary perspectives, the course challenges students to reflect on core problems such corporate governance, global distributive justice, the ethics of making and sustaining peace, and legal dimensions of ethics. Students will reflect on the rights, responsibilities, and challenges of global citizenship. Do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? Moral cosmopolitanism attempts to determine the best way to redistribute resources needed for a good life. We will examine critically a cosmopolitan distributive justice proposal, the so-called 2030 Agenda for Sustainable Development. We will consider critiques of this cosmopolitanism from the perspective of both nationalist and decolonial thinking, as well as from the feminist and environmentalist perspectives. We will examine various positions on global poverty including arguments from beneficence, distributive justice, harm, and the Capabilities. How do we define and uphold justice in a globalizing world? Gender/sexuality, race/ethnicity, genocide, self-determination, environmental concerns, class, and participatory rights become the concrete realities of global justice. Drawing on interdisciplinary perspectives, the course challenges students to reflect on core problems such corporate governance, global distributive justice, the ethics of making and sustaining peace, and legal dimensions of ethics. Students will reflect on the rights, responsibilities, and challenges of global citizenship. Do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? Moral cosmopolitanism attempts to determine the best way to redistribute resources needed for a good life. We will examine critically a cosmopolitan distributive justice proposal, the so-called 2030 Agenda for Sustainable Development. We will consider critiques of this cosmopolitanism from the perspective of both nationalist and decolonial thinking, as well as from the feminist and environmentalist perspectives. We will examine various positions on global poverty including arguments from beneficence, distributive justice, harm, and the Capabilities. Approach. In pursuing the latter analysis, we attend to the 2030 Agenda, the follow up to the Millenium Development Goals (2000-2015). Framing our examination of global poverty will be the question: Is there a human (basic) right not to be impoverished? Approach. In pursuing the latter analysis, we attend to the 2030 Agenda, the follow up to the Millenium Development Goals (2000-2015). Framing our examination of global poverty will be the question: Is there a human (basic) right not to be impoverished?

JUST 318  Humanitarian Justice  4 CREDITS
This course addresses the historical transformation of, and contemporary controversies concerning humanitarian law and politics, human rights, humanitarian intervention, and human security in a global context. In order to explore these fields, we will focus on several thematic, methodological, and issues of concern such as debates concerning the historical and personal émergence of humanitarian law, the different theoretical, cultural, and ideological perspectives on human rights, the controversies over humanitarian intervention, and the contestations regarding the emerging framework of human security. In order to illustrate these fields and issues, we will explore historical accounts, Western and non-Western, environmental perspectives, gendered perspectives, and various contesting theoretical and ideological stances in the contemporary legal, political, diplomatic, and policy spheres regarding humanitarian law, human rights, humanitarian intervention, and human security. (WCore: EWRLD)

JUST 324  Gender, Work, and Justice  4 CREDITS
Feminist economic social justice is a way of rethinking economics, rather than just an approach to make gender inequalities visible. This course focuses on women's experiences with work and justice around the world to ask questions about household economies, carework, the gender wage gap, occupational segregation, and gender and globalization. We will also explore the emergence of the solidarity economy - diverse practices and institutions, and the social movements and networks that advocate for them, that address and seek to transform exploitation under capitalist economics.

JUST 325  Justice in Everyday Life  4 CREDITS
Though social justice practices can seem set apart - rallies, marches, protests, movements - in this course, we will engage both text-based and experiential-learning opportunities to examine concepts of justice in everyday life. With attention to marginalized voices and experiences around the world, we will consider social justice as global praxis: reflection and action to acquire critical awareness about structures that connect people in systems of inequality. Students will develop critical and creative thinking skills and apply them to questions about how we do and should live our lives.

JUST 344  Environmental Justice  4 CREDITS
This course provides an upper-division intensive reading and critique of environmental justice materials. An emerging national environmental justice movement has created frameworks for combating the inequitably distributed health risks of advanced industrial society. This course links disparate impact, unequal protection, and environmental discrimination in relation to issues of class, gender and race. Topics relate societal practices as they affect environmental racism, future generations, nonhuman life, and global/non-Western societies.

JUST 350  Criminal Law  4 CREDITS
Critical examination that focuses on the structure, elements, and behavior of the criminal law. In-depth examination of criminal procedure and evidence, including jurisdiction, police powers of search and seizure, the right to counsel and pre-trial and trial procedures. Brief survey of the system of rules and standards by means of which the admissibility of evidence is determined. Close examination of the Constitution and its impact on federal and state criminal statutes, procedure, and evidence is accomplished through the analysis of case law.

JUST 365  Economic Justice  4 CREDITS
The importance of economic justice stems from the scarcity of resources: how should society allocate resources to achieve the social good? Invariably, questions of justice involve tradeoffs between fairness and efficiency. Such questions are inextricably related to religion, class, gender, poverty, ethnicity, sexual orientation, and so on. The course examines the concept of justice from the points of view of pre-market economies, classical liberalism, neo-classical economics, heterodox economics, Kenneth Arrow, John Rawls, Amartya Sen, among others. Same as ECON/PHIL 365.

JUST 401  Directed Studies  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Justice Studies Program. Requires consent of instructor and school dean. This course is repeatable for credit.

JUST 420  Punishment  4 CREDITS
This course analyzes forms of punishment; how and why they have changed. This course is interdisciplinary in nature, incorporating discussions of the philosophical, historical, and social aspects of punishment.

JUST 440  Internship  1 to 6 CREDITS
Student placement in agencies or professional practices. Relevant research project required. Weekly seminar meetings with instructor to review agency progress. Prerequisite: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of program director and Career Resource Center internship coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is final upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>
Students select, research, analyze, and discuss a topic or problem. The results of each student's project will be written as a senior thesis and presented for a discussion in a seminar setting. Required for all majors in their senior year. (WCore: SC)

(LATN)

LATN 110 Latin I 4 CREDITS
An introduction to the basic grammar principles: verb conjugations, noun declensions, adjective/ adverb agreement, pronouns, active/passive voices, and the subjunctive.

LATN 111 Latin II 4 CREDITS
A continuation of the study of verbs and verb conjugations, adverbs, relative clauses, the gerund, gerundive, and participle, and the dative case. An introduction to readings from the authors of the Golden Age of Latin literature, such as Caesar, Virgil, and Horace.

LATN 200 Special Topics in Latin 1 to 4 CREDITS
Topics of interest and importance not covered by regularly scheduled courses.

LATN 300 Special Topics in Latin 1 to 4 CREDITS
Topics of interest and importance not covered by regularly scheduled courses.

LATN 401 Directed Studies 1 to 4 CREDITS
A tutorial-based course used only for student- initiated proposals for intensive individual study of topics not otherwise offered in the Language Program. Requires consent of the instructor and school dean. This course is repeatable for credit.

(LGCY)

LGCY 100 Legacy Scholars I 0 to 2 CREDITS
This course is part of the Legacy Scholars Program which will ensure that participating students achieve social and academic integration. With an emphasis on lived experience, first-generation and traditionally underrepresented students will learn academic success strategies, will understand their social identities to successfully navigate college, and will participate in the social fabric of Westminster. This course also provides a general orientation to Westminster’s resources. Students are introduced to college offices and services, explore major and career options, and develop college success skills. Students will also be introduced to the College-Wide Learning Goals and institution’s mission and commitment to diversity, equity, and inclusion.

LGCY 200 Legacy Scholars II 0 to 2 CREDITS
This course is part of the Legacy Scholars Program, a program designed to ensure academic and social integration for 4-year students. Through this course, students will expand their development of skills in leadership, collaboration, diversity understanding, and community engaged learning. We will focus on furthering our understanding of our own personal identity. We will take that understanding and integrate it into the community to better understand our own roles and responsibilities within our local community. This will be done through working collaboratively with local first generation and/or underrepresented high school students in serving as mentors to support their efforts to achieve higher education.

LGCY 300 Legacy Scholars III 0 to 1 CREDITS
This course will continue to strengthen the collegiate experience of our Legacy students by helping them to find their place at Westminster College; develop academic, self-management, professionalism, and critical thinking skills; engage in graduate school and career exploration; and experience diversity, inclusion, and a global perspective. The course was created with the vision of expanding institutional support for first-generation students and to serve as a bridge as they acclimate to their campus environment and explore graduate and career opportunities.

LGCY 400 Legacy Scholars IV 0 to 1 CREDITS
This course will continue to strengthen the collegiate experience of Legacy students by strengthening their understanding of identity, develop academic, self-management, professionalism, and critical thinking skills. Students in this course will understand how issues of power, privilege, and oppression inform issues like policy, laws, values, and culture. Students in this course will develop a transition plan for post-graduation - be it graduate school or entering the workforce.

(MACC)

MACC 602U Information Ethics 2 CREDITS
This course focuses on the ethical decisions accountants face during the recording, reporting and auditing of financial information and the legal environment in which business operates. Particular emphasis will be placed on the professional responsibilities assumed by CPAs and other professional accountants. This graduate course is available only for early entrants to the MACc program.

MACC ELEC Placeholder Elective Course 2 CREDITS
Use this placeholder course to plan a MACC elective.

(MATH)

MATH 101 Fundamentals of Algebra 4 CREDITS
This course, which uses active, inquiry based learning, will help students become more comfortable with the fundamentals of algebra through the study of mathematical models and their applications in real-life situations. This course will prepare students for future mathematics classes such as MATH 144, Functions Modeling Change.

MATH 144 Functions Modeling Change 4 CREDITS
Mathematical models are representations that approximate real-world systems. This course introduces students to important classes of models (linear, quadratic, exponential, logarithmic, and trigonometric) that are commonly used to describe phenomena across many disciplines. Students will develop algebraic skills in the service of modeling, solving, and forecasting.

MATH 200 Special Topics 1 to 4 CREDITS
Prerequisite: consent of mathematics faculty. Offered on sufficient demand.

MATH 201 Calculus I 4 CREDITS
Functions, graphs and limits. Differential calculus of algebraic, trigonometric, exponential, and logarithmic functions with applications to geometry, the physical and life sciences, and economics.

MATH 202 Calculus II 4 CREDITS
Integral calculus of algebraic, trigonometric, exponential, and logarithmic functions with applications to geometry, the physical and life sciences, and economics. Sequences and series. Taylor's theorem.

MATH 203 Multivariate Calculus 4 CREDITS
Vectors in n-space, differential calculus in several variables, vector fields, integration and its applications in several variables, line, surface, volume, and flux integrals. Green's, Stokes', and the divergence theorems.

MATH 210 Discrete Mathematics 4 CREDITS
Discrete mathematics is an "introduction to proof" course. We will learn basic proof techniques such as direct proof, proof by induction, proof by contradiction, and proof by contrapositive and apply them to "discrete" mathematical objects like sets, sequences, and graphs. We'll also study combinatorics, propositional logic, and functions and relations. We hope to help you learn to communicate mathematics effectively and to explore what happens in a discrete world.

MATH 215 Probability and Statistics 4 CREDITS
This course will introduce you to the study of probability and statistics with applications to the physical, life sciences, and economics.

MATH 300 Special Topics in Mathematics 1 to 4 CREDITS
Special courses offered when there is sufficient demand.

MATH 308 Putnam Seminar 1 CREDIT
Preparation for the William Lowell Putnam Mathematical competition. May be taken twice for credit.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 310</td>
<td>Probability and Statistics</td>
<td>4</td>
<td>Introduction to probability theory including combinatorial analysis, conditional probability, discrete and continuous random variables, and sampling theory.</td>
</tr>
<tr>
<td>MATH 311</td>
<td>Linear Algebra II</td>
<td>4</td>
<td>Rigorous treatment of general vector spaces, linear transformations, eigenvalues and eigenvectors building on the material in Linear Algebra.</td>
</tr>
<tr>
<td>MATH 312</td>
<td>Abstract Algebra</td>
<td>4</td>
<td>Abstract algebra develops a language and system for studying mathematical objects and the algebraic relationships between them. For example, numbers and arithmetical operations are seen as special cases of more general structures called groups, rings, and fields. This is a rigorous, proof-based course. It is strongly recommended that students take one or more upper-division math courses and have junior or senior standing before registering for Abstract Algebra.</td>
</tr>
<tr>
<td>MATH 314</td>
<td>Foundations of Geometry</td>
<td>4</td>
<td>Modern axiomatic development of plane geometry and related systems. Includes investigation of finite geometry and hyperbolic geometry.</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Advanced Calculus</td>
<td>4</td>
<td>Advanced Calculus begins with an axiomatic foundation for the real number system and proves theorems that form the basis of calculus. Topics include point-set topology of the real numbers, a treatment of limits for sequences and functions, continuity, and differentiability. This is a rigorous, proof-based course. It is strongly recommended that students take one or more upper-division math courses and have junior or senior standing before registering for Advanced Calculus.</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Complex Analysis</td>
<td>4</td>
<td>Functions of one complex variable, analyticity, Cauchy-Riemann equations, derivatives and integrals of complex functions, complex series, and residue theory.</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Topology</td>
<td>4</td>
<td>An introduction to topology. Topics include open and closed sets, continuity, compactness, quotient spaces, and product spaces. Applications of topology may include metric topology, knot theory, classification of surfaces, and the fundamental group.</td>
</tr>
<tr>
<td>MATH 362</td>
<td>Topics in Applied Mathematics</td>
<td>4</td>
<td>A range of applied mathematics topics building on a foundation of linear algebra, differential equations, and discrete mathematics. Possible topics include optimization, numerical analysis, algorithm analysis and design, algorithms on graphs and trees, math modeling, dynamical systems, and statistical learning theory. May be taken for credit more than once with instructor's approval.</td>
</tr>
<tr>
<td>MATH 363</td>
<td>Differential Equations</td>
<td>4</td>
<td>Differential equations are used to describe phenomena that involve change. This course includes solutions of first- and second-order differential equations with a focus on analytic, numerical, and qualitative analysis of systems of linear and non-linear differential equations. Other topics may include Laplace transforms, power series methods, Fourier series methods, and topics from partial differential equations. Applications may be drawn from physics, chemistry, biology, and the social sciences.</td>
</tr>
<tr>
<td>MATH 370</td>
<td>Machine Learning</td>
<td>4</td>
<td>Machine learning is the study of algorithms that use data to make predictions. Such algorithms are at the heart of diverse applications like pattern recognition, spam filtering, web searching, data mining, and artificial intelligence. This course deals with the theory and application of machine learning techniques, including such topics as perceptrons, hyperplane classification and regression, decision trees, support vector machines as Lagrangian duals, conjugate gradient descent, backpropagation training for artificial neural networks, and linear and quadratic optimization.</td>
</tr>
<tr>
<td>MATH 387</td>
<td>Undergraduate Teaching</td>
<td>1</td>
<td>For teaching assistants in lower division mathematics problem-solving courses. A maximum of two credit hours of MATH 387 may be applied toward the major or minor. Requires consent of program director. This course is repeatable for credit.</td>
</tr>
<tr>
<td>MATH 401</td>
<td>Directed Studies</td>
<td>1-4</td>
<td>A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Mathematics Program. Requires junior or senior standing and consent of instructor and school dean. This course is repeatable for credit.</td>
</tr>
<tr>
<td>MATH 440</td>
<td>Internship</td>
<td>1-8</td>
<td>Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 &lt;a&gt;<a href="https://westminstercollege.edu/internships">https://westminstercollege.edu/internships</a>&lt;/a&gt;</td>
</tr>
<tr>
<td>MATH 485</td>
<td>Senior Seminar</td>
<td>2</td>
<td>This class will collaboratively review the core areas of undergraduate mathematics and build a more complete and integrated view of mathematics. All students will be required to take the Mathematics ETS exam at the conclusion of the course. Teaching and academic majors must register for the Senior Seminar during the spring semester of their senior year. Students who will be student teaching during that semester may take it the previous year. Prerequisites: Senior standing and graduation expected by the following December or permission of the instructor. Offered every Spring semester. (WCore: SC)</td>
</tr>
<tr>
<td>MGMT 412A</td>
<td>Rational and Creative Decision Making</td>
<td>2</td>
<td>Introduces the rational decision-making process and applies it to individual decision-making and organizational decision-making. A number of techniques are discussed and applied that promote creativity in the decision-making process. Both qualitative and quantitative techniques are used, and barriers to effective decision-making are discussed. This course is open to all majors.</td>
</tr>
<tr>
<td>MGMT 412C</td>
<td>Citizen Diplomacy</td>
<td>4</td>
<td>This course will utilize Citizen Diplomacy to discover and identify perspectives that inform global challenges. Students will explore their identities as world citizens and compare and contrast them with those of people from their own and other countries, ages, and social locations. They will attend Utah Council for Citizen Diplomacy (UCCD) lectures and have direct discussions with International Visitor Leadership Program participants, “the U.S. Department of State’s premier professional exchange program” sponsored locally by UCCD. Students will design and implement a survey focused on the world’s major challenges, reflect upon the data and recommend topics for future UCCD speakers. They will conduct research focused on a global challenge and present their findings. (WCore: EWRLD)</td>
</tr>
<tr>
<td>MGMT 412D</td>
<td>Mindful Leadership</td>
<td>2</td>
<td>The key to creating environments where individuals thrive lies in a leader’s ability to connect their mind with their heart in a way that increases the ability to focus, see clearly, enhance creativity, and bring out the best in others. The path to this ability is through the practice of mindful leadership. Recent neuroscience research has demonstrated mindful leadership develops a person’s ability to focus, better understand issues and opportunities, connect with others, and motivate ourselves and others. This class will teach the fundamentals of leadership as well as the key principles of mindfulness, bringing these concepts together to practice ways to improve leadership capability through the practice of mindfulness.</td>
</tr>
<tr>
<td>MGMT 412I</td>
<td>Effective Business Writing</td>
<td>2</td>
<td>In this course students will learn business writing. Topics include preparing documents for a variety of business audiences (e.g., customers, managers, employees, board members), designing and organizing business documents, using several business writing formats (e.g., reports, memos, letters), using appropriate tone and correct grammar, and increasing conciseness. In the course, students will have many opportunities to write business documents, receive feedback from the instructor and their peers, and revise their documents based on the feedback they receive.</td>
</tr>
</tbody>
</table>
MGMT 412II Lectures in Entrepreneurship 2 CREDITS
This course brings successful entrepreneurs from the community into the classroom. Each entrepreneur will discuss critical issues relevant to his or her business: developing the idea, validating the concept, planning the venture, raising funds, building a team, launching the company, sales and marketing, customer service, growing the business, and the keys to success. Students will relate the key principles taught to each entrepreneur to research and theory they have learned in other courses, and then apply what they have learned to the creation of new ventures.

MGMT 412K Exploring Organizational Culture 2 CREDITS
Every organization has a culture. This course can either enable or hinder organizational success. In this course, we will work with a number of tools, case studies and host guest lecturers to help you understand and assess an organization's culture and identify areas for improvement; think strategically about the possibilities of organizational culture change: identify specific action steps you can and should take to move your current or future organization along the journey of being a high-performing organizational culture, and reflect upon which organizational cultures may be a good fit for you. This course will include a discussion of Bill and Vieve Gore, their personal journey and an examination of the genesis and development of W.L. Gore & Associate's culture and how other organizations are now focusing on culture as a fundamental element.

MGMT 412L Negotiation and Persuasion 2 CREDITS
Negotiation and Persuasion is the art and science of securing an agreement between two or more independent parties. Through understanding the behavior evidenced in competitive and / or conflict situations, students will develop negotiation and persuasion skills which will prove to be valuable asset in all areas of life. This course is designed to help students better understand the theory, processes, and practices of negotiation, conflict resolution, and relationship management so that they will be more effective at negotiating and persuading in a wide variety of situations.

MGMT 411 Managing Growth 2 CREDITS
Launching a new venture requires special ways of thinking and acting. But, with those, you have just begun. Leading a startup through a period of rapid growth requires a highly developed set of skills. In this course, you will learn the leadership skills, the financial discipline, the recruiting and hiring practices, and the performance management practices you must develop in order to successfully navigate this stage of growth of a startup.

MGMT 412 Special Topics in Management 1 to 4 CREDITS
This series of courses explores threats and opportunities related to legislative, cultural, economic, and technological considerations in business today and their impact on current and long-term decisions. Prerequisites vary with course context.

MGMT 311 Business Model Development 2 CREDITS
Going from an idea for a new business to its actual startup is a process. In this course you will learn a repeatable process for turning an idea into a viable business. You will repeatedly test your burgeoning idea in the marketplace through a process known as customer discovery. You will learn how to design and build a minimal viable product as quickly and inexpensively as possible. You will learn to articulate your business model through oral pitches, by producing a promotional video, and by writing a business plan and executive summary.

MGMT 315 Write and Present With Impact 4 CREDITS
This course will utilize practices of high performing organizational culture to inform increased understanding and application of engagement with colleagues, clients, customers, suppliers and others.

MGMT 400 Global Business Strategy 4 CREDITS
Effective management and marketing of international business begins with understanding intercultural relations. The main purpose of this course is to understand cross cultural communication, develop marketing strategies and tactics for global markets and develop strategic management plans to manage employees and other resources in global markets.

MGMT 401 Directed Study 1 to 4 CREDITS
A tutorial-based course used only for student- initiated proposals for intensive individual study of topics not otherwise offered in the Management Program. Requires junior or senior standing and consent of instructor and school dean. This course is repeatable for credit.

MGMT 433 Organizational Behavior 4 CREDITS
This course explores the theories and develops the skill sets related to organizational behavior. The material focuses on 3 areas: understanding the individual, understanding teams, and understanding organizations as a whole social system.

MGMT 450 Advanced Strategic Planning 4 CREDITS
This course examines how firms gain a sustainable competitive advantage. Fundamentally, the course addresses three core questions: 1. What determines the overall profitability of a business? 2. Why do some companies fail, while others succeed? 3. What, if anything, can managers do about it? The course demonstrates that for firms to be successful, the strategy must permeate all departments and functional areas. As such, this course integrates knowledge and skills gained from studies in the functional areas of business (e.g., marketing, organizational behavior, finance, accounting). The course also focuses on corporate strategy - how firms create value with multiple business units. These issues will help students understand and cope with issues they will face in the business world. Students acquire tools, insights, frameworks, and experience that will aid them in helping organizations achieve success. (WCore: SC)

MGMT 460 Org Change, Advanced Management 4 CREDITS
A comprehensive look at the change process in organizations. This course is an extension of strategic management concepts with the focus on the implementation of strategy rather than the formulation of strategy. The emphasis is on developing an understanding of multiple change models instead of focusing on a single model. This approach demands a systems perspective and the assumption that change is continuous. In addition, characteristics of successful and unsuccessful change are discussed. The overall objective of the course is to develop an understanding of the complexity of managing organizational change. Prerequisites: MGMT 305 or MGMT 433.
Entrepreneurs face two major constraints as they seek to market their new businesses. Both time and money are scarce. Fortunately, recent advances in social media marketing have brought a number of tools to the aid of startups. However, competition for customers' attention is fierce. This course will introduce you to the tools and best practices needed to market your startup in today's crowded and rapidly changing marketplace.

Entrepreneurial Marketing  2 CREDITS

Every organization has a culture. This culture can either enable or hinder organizational success. This course will help you analyze and assess an organization's culture, identify areas for improvement and develop plans for cultural change. The course will also have you identify the kinds of organizational cultures most suited to your personality preferences and aspirations.

(MKTG)

What Great Brands Do  2 CREDITS

This course will examine what successful companies do that distinguishes their brands. Strategic brand building is critical today as competition intensifies and consumers are savvier than ever. Company reality and brand image must be aligned. The focus of this course examines how to build an integrative brand strategy using eight principles.

Digital Marketing  4 CREDITS

This is an introductory, hands-on, survey course in digital marketing. The course addresses web design, web analytics, search engine optimization, paid search, online advertising, email marketing, social media marketing, and mobile marketing.

Marketing Mistakes  2 CREDITS

This course will examine classic and current marketing mistakes to discover what can be learned and applied/ transferred to other situations and companies. This course will demonstrate that learning from marketing mistakes can be utilized for better decision making and strategies for organizations. A variety of firms, industries, and mistakes will be explored.

Week on Wall Street and Madison Ave  4 CREDITS

This course provides a unique opportunity for students to learn about the financing and marketing of non-profit and for profit Global organizations. Students will learn first-hand the relevant global financing and marketing issues facing the organizations they visit. The will gain new perspectives as they immerse themselves in the fast-paced, worldwide nexus of finance and advertising - New York City. Students will live the "New York experience" through a variety of cultural events, tours of historic/famous sites, and participating in various other activities. The course will require a fee for travel expenses.

Iconic Brands  2 CREDITS

This course is will examine what defines an iconic brand, what can be learned from iconic brands and implications from iconic status. The focus of this course examines iconic brands in a variety of industries from automotive to fashion to sports and technology. Analysis of the brands will help reveal the implications of iconic status with regard to market share leadership, profitability and other success indicators.

Sports Marketing  2 CREDITS

This course is an introduction of sport marketing principles and their application to professional sports. Students will learn about the influence of sports on social, cultural and business.

Principles of Marketing  3 CREDITS

An introduction to the terminology, concepts and activities that comprise marketing. Emphasizes product, price, distribution and promotional decisions marketing managers make that are crucial to the success of an organization.

Professional Selling  4 CREDITS

An analysis of current models of professional selling procedures. Emphasizes the practical application of procedures to sell successfully. Role-playing is used extensively to apply the practical knowledge to selling situations.

Entrepreneurial Marketing  2 CREDITS

This course covers advanced concepts of music technology including: acoustics, audio editing, MIDI production, recording, mixing, mastering, live

(MUSC)

Summer Song  1 CREDIT

This course is a practical overview of how to navigate a singing career, designed for singers who are beginning their college music studies. We will explore topics that every singer needs to know, from how to memorize music to effective communication in the professional world. We will tackle audition skills, summer programs, and how to build confidence and control nerves.

Westminster Strings Camp  2 CREDITS

Intensive music camp which offers private lessons, lectures about string instruments, masterclasses, and concerts where each students performs a solo piece in addition to an ensemble piece. Students will work on technique, sound production, and musicianship.

Gillmor Summer Chamber Music Camp  2 CREDITS

The Summer Chamber Music Camp at Westminster College is made possible by the Florence J. Gillmor Foundation, which underwrites full scholarships for participants. It is an instrumental counterpart to the SummerSong Camp for singers. Two college credits available for qualifying (rising) high school juniors and seniors upon completion of week-long camp in which they learn chamber ensemble rehearsal techniques and new repertoire, preparing them for entry into Westminster College's music program upon matriculation.

Summersong  2 CREDITS

The Westminster College voice program is thrilled to announce the Summersong music festival for young singers and pianists. Thanks to the generous sponsorship of the Florence J. Gillmor Foundation, 25 high school-age students will receive a full scholarship for a week-long immersion in the art of singing, which covers all tuition, fees, food (lunch and snacks provided every day) and the camp t-shirt. Activities include private voice lessons and coachings, master classes, workshops, acting classes, rehearsals, (optional) evening events and a final showcase recital.
sound, live-streaming, and live performance. Students will make active use of the recording booth and music tech lab to complete projects for class.

MUSC 103  Basic Keyboarding  2 CREDITS
This is a keyboard proficiency, pre-theory course designed strictly for music majors and minors with little or no piano background-the pre-requisite for MUSC 171. This course satisfies the Piano Proficiency Requirement for music majors and minors.

MUSC 104  Fundamentals of Music Theory  2 CREDITS
This course is an introduction to music notation and theory for music majors and minors with little or no background in this area. Required for those incoming first-year students who are directed into this course via a music theory diagnostic test administered prior to the beginning of their first semester.

MUSC 121  Piano Class  2 CREDITS
This course is an introduction to the piano for non-music students with little or no background in piano. Basic keyboard-related skills and knowledge, and very basic concepts of music theory are covered. This course satisfies the Piano Proficiency Requirement for music majors and minors.

MUSC 122  Guitar Class  2 CREDITS
This course is an introduction to the guitar as a classical instrument. It is designed for both novices and those who have experience playing non-classical styles on the guitar. For beginners who wish to take private classical guitar lessons, it is a pre-requisite. Classical technique and standard notation are integral components to the course.

MUSC 171  Music Theory I  3 CREDITS
This is an introduction to the fundamentals of music theory for music majors and minors, featuring the study of melodic, rhythmic, and harmonic elements of music (within the Western tonal system). Prerequisite: MUSC 108 or piano proficiency documented through other means. Co-requisite: MUSC 181.

MUSC 181  Aural Skills I  2 CREDITS
This course is a lab experience designed to challenge students to improve their basic musical skills in the areas of rhythm, sight-singing, intervallic and harmonic ear training, and fluency in rhythmic and melodic dictation. These skills are essential if music is to be learned efficiently and accurately, and if it is to be performed competently.

MUSC 191  Private Lessons  1 to 2 CREDITS
A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A $150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

MUSC 192  Private Lessons  1 to 2 CREDITS
A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 192 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A $150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

MUSC 203  World Music, World Perspectives  3 CREDITS
This course is a selective survey of the music of the indigenous and migrant populations of Africa, India, China, Southeast Asia, Indonesia, the Middle East, Central and South America, and North America. In this course we will examine the ways that music functions within these cultures. We will examine the music itself, the people who make it, the instruments they use, and the complex ideas, behaviors, and processes that are involved in the production of this music. (WCore: EWRLD)

MUSC 225  Jazz Improvisation  3 CREDITS
This course will cover basic concepts of jazz improvisation for instrumentalists and vocalists from theoretical and stylistic perspectives. Students will utilize these concepts in class on their instruments and also learn about similarities between jazz improvisation and improvisation in other musical genres.

MUSC 271  Music Theory II  3 CREDITS
This is a continuation of the study of diatonic music theory, featuring the study of functional harmony, music analysis, and four-part writing. Composition will be heavily integrated.

MUSC 281  Aural Skills II  2 CREDITS
This course is a continuation of Aural Skills I, designed to develop proficiency in singing prepared melodies, melodies at sight, rhythm patterns, and in accurately notating rhythm, melodic, and harmonic dictation.

MUSC 291  Private Lessons  1 to 2 CREDITS
A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A $150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

MUSC 292  Private Lessons  1 to 2 CREDITS
A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A $150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

MUSC 300  Special Topics in Music  1 to 3 CREDITS
Significant topics are explored in any of the many sub-disciplines of music. Examples of such courses include: Songwriting, Conducting, Beethoven's Nine Symphonies, The English Madrigal Style and Performance. Prerequisites will vary with course content.

MUSC 301  Choral Conducting  2 CREDITS
In this course, students will learn techniques necessary for the successful conducting of a choir. Conducting (i.e. metrical) patterns, cuing, non-verbal communication of musical interpretation, score analysis, the relationship between conductor and musicians, and rehearsal techniques will be covered in detail. Course activities--inside and outside class--will include required reading, assigned listening, conducting practice, video-taped practice, live performance, and both peer and instructor evaluations.

MUSC 302  Instrumental Conducting  2 CREDITS
In this course, students will learn techniques necessary for the successful conducting of instrumental ensembles such as concert bands and chamber orchestras. Baton patterns, cuing, non-verbal communication of musical interpretation, score analysis, the relationship between conductor and musicians, and rehearsal techniques will be covered in detail. Course activities--inside and outside class--will include required reading, assigned listening, baton practice, video-taped practice, live performance, and both peer and instructor evaluations.

MUSC 303  Vocal Pedagogy  2 CREDITS
This class will include a thorough study of the physiological, acoustical and scientific aspects of vocal production; the establishing of a standard for bel canto (beautiful singing); and an exploration of what bel canto means in scientific aspects of vocal production; the establishing of a standard for bel canto (beautiful singing); and an exploration of what bel canto means in
MUSC 311 English and Italian Diction for Singers 2 CREDITS
This is a fundamental course designed to help student singers acquire knowledge and understanding of the International Phonetic Alphabet, the correct pronunciation of English and Italian consonants and vowels, the diction rules for singing classical music in these two languages, and translation skills involving both.

MUSC 312 French and German Diction for Singers 2 CREDITS
This course builds on the skills gained in MUSC 201 (English and Italian Diction for Singers), using knowledge of IPA to acquaint student singers with the correct pronunciation of French and German consonants and vowels, the diction rules for singing classical music in these two languages, and translation skills involving both.

MUSC 315 Westminster Community Choir 1 CREDIT
Enrollment is open to all Westminster College students, faculty, and staff. This group typically performs twice a semester on campus, and explores sacred and secular repertoire in a variety of classical, traditional, folk, and popular styles. May be repeated for credit. Upper-division credit given beginning with third semester. Placement audition required. This course is repeatable for credit.

MUSC 320 Vocal Literature Survey 2 CREDITS
This course will provide a comprehensive overview of the wealth of vocal literature that comprises the standard repertoire of the classical canon. Through historical and stylistic analysis, students will be exposed to most important compositions in the genres of opera, oratorio, and art song, a vast repertoire spanning more than four centuries and multiple nations. Study will be combined with performance as part of the coursework.

MUSC 325 Westminster Jazz Ensemble 1 CREDIT
This ensemble is actively trained in the art of jazz improvisation and typically performs at least once a semester. Students may participate in this ensemble with instruments of their choice; the instrumental make-up of the group changes from semester to semester, depending on the instruments students bring. May be repeated for credit. Upper-division credit given beginning with third semester. Audition required. This course is repeatable for credit.

MUSC 330 Collaborative Piano I 2 CREDITS
This course provides instruction in the art of accompanying singers, learning specific techniques to support and enhance the musical and vocal needs of singers. Other topics of the class include an in-depth study of significant composers and literature for voice and piano from Italian art songs, Schubert’s Lieder to Debussy’s mélodie, sight-reading, and musical theatre piano accompaniment. Pianists will perform and work with singers throughout the semester.

MUSC 332 Collaborative Piano II 2 CREDITS
This course provides a guided framework for pianists to learn the art of playing with instrumentalists ranging from violinists to brass players. Other topics include repertoire exploration of landmark pieces from the 18th century to the present day where the piano plays an equal role with another instrument. Pianists will perform and work with instrumentalists and faculty throughout the semester.

MUSC 335 Westminster Chamber Orchestra 1 to 3 CREDITS
This ensemble is designed especially for string, woodwind, and brass players. A spectrum of classical styles is typically offered in the course of a year, but most repertoire is taken from the late eighteenth and early nineteenth centuries. May be repeated for credit. Upper-division credit earned beginning with third semester. Audition required. This course is repeatable for credit.

MUSC 340 Music Composition 3 CREDITS
Creating music is a reflection of one’s musical thinking and is an essential and important aspect of a healthy musical ecosystem. This course helps to improve students’ musical creativity through creation of original music and thorough study of existing works and techniques used to compose music in concert, jazz, and popular styles. Students will also develop their own approach to the “create - critique - revise” cycle by presenting their own work to peers and faculty and learning how to integrate external criticism into their own creative process. In addition to regular presentation of their own work, students will be encouraged to present analyses of existing works n class and will produce analytical papers describing salient musical characteristics of important compositions from the repertoire. A thorough understanding of basic classical or jazz theory is required for enrollment in this course as well as a mastery of music fundamentals.

MUSC 341 Piano Literature I 2 CREDITS
This course provides an in-depth examination of solo keyboard music from the era of the clavichord and harpsichord to the evolution of the fortepiano and the modern piano. Listening, analysis, and some performing of the great keyboard works written during the late Renaissance through Beethoven.

MUSC 342 Piano Literature II 2 CREDITS
This course provides an in-depth examination of the solo piano works written from Schubert to the present day.

MUSC 343 Piano Pedagogy 2 CREDITS
This course is designed to explore various methodologies and best practices on how to teach piano. Interactive workshops for students will include: learning how to teach child and adult students at the beginner and intermediate level, how to set up a private teaching studio, and small research projects examining various popular method books.

MUSC 345 Westminster Chamber Singers 1 to 4 CREDITS
This is Westminster College’s elite choir, generally made up of 20-24 trained singers. It typically appears in concert on campus twice a semester, but also performs extensively off campus, sometimes on tour in and out of state. A variety of classical, traditional, and folk styles are explored. May be repeated for credit. Upper-division credit given beginning with third semester. Audition required. This course is repeatable for credit.

MUSC 346 Westminster Opera Studio 1 CREDIT
This course takes students through the entire process of learning a role for an opera, musical or operetta -- from operetta -- from casting and preparation to rehearsal and performance, culminating in a fully staged performance. Course work includes daily improvisations, movement and act exercises, analysis of performances, discussions of expectations and demands at the professional level, and cultivation of singer-specific rehearsal and performance techniques. Successful collaboration is a major factor in the final performance. Previous vocal training ideal. May be repeated for credit. Upper-division credit earned beginning with third semester. Audition required. This course is repeatable for credit.

MUSC 351 Music Theory I 3 CREDITS
This course is a continuation of Music Theory II and involves the study of harmonic functions of the 18th and 19th centuries, with topics including secondary functions, chromatic harmony, and formal structures. Some composition involved. Intended for music majors or highly motivated music minors.

MUSC 352 Music Theory II 3 CREDITS
This is the second semester of a three-semester, upper-division music history sequence for majors and minors covering the period from about 1890 to the present day. The course involves reading, writing and a close look at a large volume of repertoire through thoughtful listening and score analysis.

MUSC 353 Music Theory III 3 CREDITS
This is the first semester of a three-semester, upper-division music history sequence for majors and minors covering the period from antiquity to about 1750. The course involves reading, writing and a close look at a large volume of repertoire through thoughtful listening and score analysis.

MUSC 354 Music Theory IV 3 CREDITS
This is the final semester of a three-semester, upper-division music history sequence for majors and minors covering the period from approximately 1750 to 1890. The course involves reading, writing and a close look at a large volume of repertoire through thoughtful listening and score analysis.

MUSC 355 Music Theory V 3 CREDITS
This course provides an in-depth examination of solo keyboard music from the era of the clavichord and harpsichord to the evolution of the fortepiano and the modern piano. Listening, analysis, and some performing of the great keyboard works written during the late Renaissance through Beethoven.

MUSC 356 Music Theory VI 3 CREDITS
This course is designed to explore various methodologies and best practices on how to teach piano. Interactive workshops for students will include: learning how to teach child and adult students at the beginner and intermediate level, how to set up a private teaching studio, and small research projects examining various popular method books.

MUSC 357 Music History I 3 CREDITS
This is the first semester of a three-semester, upper-division music history sequence for majors and minors covering the period from about 1890 to the present day. The course involves reading, writing and a close look at a large volume of repertoire through thoughtful listening and score analysis.

MUSC 358 Music History II 3 CREDITS
This is the second semester of a three-semester, upper-division music history sequence for majors and minors covering the period from approximately 1750 to 1890. The course involves reading, writing and a close look at a large volume of repertoire through thoughtful listening and score analysis.

MUSC 359 Music History III 3 CREDITS
This is the final semester of a three-semester, upper-division music history sequence for majors and minors covering the period from about 1890 to the present day. The course involves reading, writing and a close look at a large volume of repertoire through thoughtful listening and score analysis.

MUSC 375 Westminster Percussion Ensemble 1 CREDIT
This class provides an opportunity to investigate rhythm and a wide variety of interesting percussion instruments and tone colors in the social setting of a performing ensemble. At least one performance will be given on campus every semester, involving everyone in the class. Beginners and more experienced players are welcome. May be repeated for credit. Upper-division credit earned beginning with third semester. No audition required at this time.

MUSC 376 Westminster Community Choir 1 CREDIT
Enrollment is open to all Westminster College students, faculty, and staff. This group typically performs twice a semester on campus, and explores sacred and secular repertoire in a variety of classical, traditional, folk, and popular styles. May be repeated for credit. Upper-division credit given beginning with third semester. Placement audition required. This course is repeatable for credit.

MUSC 380 Form and Analysis 3 CREDITS
A key component to the understanding of musical composition is the ability to accurately describe the forms of individual movements. This course will delve into the formal construction of works within the Western classical tradition— from simple binary forms to complex sonata forms. This course will not only
help students understand the details of compositional planning in the works of the great composers, but will also guide them in coming up with formal plans for their own compositions.

MUSC 381 Aural Skills III 2 CREDITS

This course is a continuation of Aural Skills II, designed to develop proficiency in singing more complex prepared melodies, melodies at sight, rhythmic patterns, and in accurately notating rhythmic, melodic, and harmonic dictation.

MUSC 382 Counterpoint 3 CREDITS

This course is designed to teach students the intricate compositional craft of composing polyphonic music in both modal (16th century) and tonal (18th century) styles. Students will familiarize themselves with representative works by composers such as Palestrina, Lassus, Victoria, J.S. Bach, Handel, and later composers. They will examine the works to gain an understanding of the conventions of the contrapunctal style. They will learn species counterpoint and later write modal and tonal polyphonic pieces such as a two-part invention and fugue.

MUSC 385 Westminster Chamber Players 1 CREDIT

This class provides Westminster music students-music majors, minors, and otherwise—with an opportunity to join a small group of musicians (2-10 players) in studying and performing great music written specifically for small groups with one player per part. Class time will take the form of the professor coaching each group separately with all groups present. May be repeated for credit. Upper-division credit earned beginning with third semester. Audition required. This course is repeatable for credit.

MUSC 391 Private Lessons 1 to 2 CREDITS

A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A $150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

MUSC 392 Private Lessons 1 to 2 CREDITS

A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A $150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

MUSC 395 SugarTown Acappella 1 CREDIT

A wide variety of popular styles will be cultivated—from barbershop and sweet adeline traditions to more contemporary pieces. All students enrolled are strongly advised (in some cases required) to concurrently take one or more of the following: voice lessons, piano lessons, Music Theory I and Aural Skills I. May be repeated for credit. Upper-division credit earned beginning with third semester. Audition required. This course is repeatable for credit.

MUSC 401 Directed Studies 1 to 4 CREDITS

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Music Program. Requires consent of instructor and school dean. This course is repeatable for credit.

MUSC 410 Music Technology I 3 CREDITS

This hands-on course will cover many of the core principles of music technology, including acoustics, recording, mixing, mastering, and distribution of audio, MIDI programming and more.

MUSC 411 Electronic Music 3 CREDITS

This course will cover the history, theory, analysis, and technique of electronic music while focusing on the creation of original student compositions. Students are required to complete two original concert music electronic compositions and a public performance of one of these compositions will be given as a class at the end of the semester. In addition to working on four compositions, students will be asked to read articles or textbook chapters as well as listen to different musical works utilizing electronics in some fashion. Classroom time will be divided between student composition updates, lectures, hands-on lab work, and discussions of the reading and listening. There will be a number of in-class projects throughout the semester as well as an analytical paper describing salient musical attributes of a fixed-media electronic composition. Techniques used in this course will be directly transferrable to composing commercial music, music production, improvisation, and concert music composition. A basic understanding of classical or jazz theory is required for enrollment in this course as well as a mastery of music fundamentals. In addition, a passing grade in Music Technology I is required.

MUSC 415 Arranging, Instrumentation, & Orchestration 3 CREDITS

This course serves as an introduction to arranging, instrumentation, and orchestration. Through practical, project-based assignments, close study of existing works, and targeted readings, students will learn how to arrange and orchestrate original or existing music for small and large popular, jazz, and concert ensembles. In addition, individual instruments will be studied to ensure that student’s arrangements and orchestrations are effective as well as playable. Students will be required to complete a number of short projects throughout the semester, arrange and orchestrate one larger project, and write an analytical essay describing effective arranging and orchestration techniques in an existing musical composition. A thorough understanding of basic classical or jazz theory is required for enrollment in this course as well as a master of music fundamentals.

MUSC 420 Senior Recital 2 CREDITS

This is the capstone project for music performance minors, a 30-45 minute solo recital to be given on campus in the recital hall during the final semester of private lessons or a semester following the final semester of lessons. This credit hour will be earned in the same manner as that of private lessons, but with the specific goal of a performance determining the nature and intensity of training. (WCore: SC)

MUSC 421 Senior Project 2 CREDITS

This is the capstone course for music majors who are completing the Bachelor of Arts degree without a performance emphasis. This project can address any number of subjects—musical or connected to music in at least one major way—and it may take any number of different forms, though both subject and form must be worked out and agreed upon by the student and at least one music faculty member. (WCore: SC)

MUSC 440 Internship 1 to 8 CREDITS

Offers students the opportunity to integrate class room knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships/</a>

MUSC 471 Music Theory IV 3 CREDITS

This course is a continuation of Music Theory III, with a focus on extended tonal harmony and an introduction to post-tonal harmony and compositional and analytical techniques. Intended for music majors or highly motivated music minors.

MUSC 481 Aural Skills IV 2 CREDITS

This course is a continuation of Aural Skills III, designed to develop proficiency in singing increasingly chromatic prepared melodies, melodies at sight, complex rhythmic patterns, and in accurately notating rhythmic, melodic, contrapuntal, and harmonic dictation.

MUSC 491 Private Lessons 1 to 2 CREDITS

A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC
NEURO 400B  Big Claims, Bad Science, Oh My!  4 CREDITS
Why do some experiments and studies fail to replicate in the sciences? This course will explore, using an interdisciplinary approach, reproducibility crises, advances, and perspectives affecting research in the behavioral and neural sciences, with a focus on past and recent research in areas of psychology, neuroscience, and biology. Students will learn about high-profile examples of failures to replicate research results that have important consequences for assumptions about human behavior (e.g., what varies across time, context, and within or between individuals), the efficacy of drug and medical treatments (e.g., clinical trials involving cancer research), and, how failures to replicate are shaping new research practices, scientific methods, as well as debates about the accuracy and generalizability of research results. Students will learn how to evaluate replication-oriented research, design and conduct replication experiments and studies, and, propose a replication project that addresses modern reproducibility practices and techniques as a way to integrate their learning and apply course content and skills. This course is recommended for anyone interested in learning about current issues and trends in scientific training and research that are reshaping what we think we know about people, behavior, and health.

NEURO 408L  Cognitive Neuroscience Lab  0 CREDITS
In this laboratory section that must be taken with Cognitive Neuroscience (NEURO 408) students will design experiments appropriate for use with the methods of cognitive neuroscience.

NEURO 117  Yep, Brains Are Cool!  4 CREDITS
In this course we will explore a variety of topics important to anyone who owns and uses a brain. In particular, we will focus on brain development in late adolescence and emerging adulthood, and will use our brains to understand how we research brains. The course will be framed around a central question - “How do we know that?” We will look at current research on brain development during the transition to young adulthood, examine strengths and weaknesses of methods used to conduct that research, and discuss the practical application of such knowledge to the students’ own lives. In addition we will discuss the ways in which said research has been used to shape parenting and educational practices as well as public policy over the past decade. (WCore: WCSAM, RE)

NEURO 120  Genetics of Human Behavior  4 CREDITS
Have you ever wondered how much your genes affect who you are? This course is an exploration of the role of genetic inheritance on human behavior. We will focus on modern genetic analysis and the molecular techniques used to study both common normal human behaviors and diseases. Lab exercises, data analysis, and case studies will be integrated throughout to familiarize students with the process and methods of science. (WCore: WCSAM, QE)

NEURO 205  Introduction to Brain and Behavior  4 CREDITS
This class will serve as an introductory course for students interested in the biological bases of human behavior. Topics will include an overview of central nervous system structure, function, and development, and will also include an introduction to emotional and cognitive processing in the brain. This course serves as a prerequisite for NEURO/PSYC 306, 402, and 408.

NEURO 302  Research Methods in Neuroscience  4 CREDITS
Students will be introduced to neuroscience research methods from varying levels of analysis (molecular/cellular, systems, human) as well as the fundamentals of hypothesis testing and experimental design. An emphasis on research design and reading and writing empirical literature is included.

NEURO 305  Human Brain Development  4 CREDITS
This course explores human brain development from conception through death. The course focuses on anatomical changes and related changes in behavior, as well as potential genetic and environmental influences on brain development. In addition, we will learn about research addressing methods to foster healthy brain development.

NEURO 306  Behavioral Neuroscience  4 CREDITS
Behavioral Neuroscience explores the ways that organisms perceive and behave in the world. The course emphasizes neuronal function, circuits, sensory and perception, learning and memory, social behaviors, and the evolution of behavior - in organisms ranging from humans to praying mantises. We will have topical lectures and discussions of modern behavioral research to help students understand the fundamental principles of behavioral physiology. Lab course is required.

NEURO 401  Directed Studies  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Psychology Program. Requires consent of instructor and school dean. This course is repeatable for credit.

NEURO 402  Behavioral Endocrinology  4 CREDITS
This course explores the role of hormones in complex behaviors. Topics covered include biological contributions to reproductive, parenting, aggressive, and stress related behaviors in both animals and humans.

NEURO 403  Cellular Neuroscience and Lab  4 CREDITS
The focus of this course is molecular and cellular neurobiology, including neuronal differentiation, cell structure, function, and connectivity. We will focus on how neurons are made, communicate, and are connected into circuits. Model systems used to study neuroscience will be introduced and we will use primary literature throughout. The laboratory will include research projects that are designed and carried out by the students.

NEURO 408  Cognitive Neuroscience  4 CREDITS
Cognitive neuroscience, as a field, seeks to discover how the brain enables the mind and embraces methods and knowledge from such fields as physiological psychology, neuropsychology, neuroscience and cognitive psychology, along with multiple techniques of neuroimaging, to attempt an understanding of human brain processes. Brain activity involved in such higher level processes as language, memory, and executive functions is explored via a review of current literature. Students will participate in (and design) experiments appropriate for use with the methods of cognitive neuroscience. In addition, students will gain experience using EEG equipment to study brain function.

NEURO 409  Advanced Topics Neuroscience  2 CREDITS
This course explores current topics in neuroscience across a variety of levels of analysis from molecular/cellular through behavioral. Students read current literature and propose research experiments incorporating multiple levels of analysis. (WCore: SC)

NEURO 430  Independent Thesis Research  2 CREDITS
Students undertake an independent research project or a substantive portion of an ongoing research project and learn all aspects of scientific inquiry. One credit hour equates to three hours per week in the laboratory. This course may be taken for no more than two semesters. A research proposal and permission of a faculty mentor is required. (WCore: SC)

NEURO 434  Social Neuroscience  4 CREDITS
How is the brain involved in social processes and behavior, and how do our interactions with other people modify and shape the brain? In this course, students will learn about the interdisciplinary field of social neuroscience, the study of the neural bases of social behavior. This course will emphasize basic brain structures, functions, and mechanisms and processes implemented in social interactions, and how social behavior is shaped by biology and experience. Topics will include brain scanning technologies and methods, behavioral research methodologies, self and other representations in the brain, self-regulation, intergroup perceptions, emotion, motivation, attraction
and interpersonal relationships, aggression, social rejection, and prosocial behavior.

NEURO 440 Internship 1 to 8 CREDITS
Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

NEURO 487 Undergraduate Teaching 1 CREDIT
Provides an opportunity for teaching experience. This course is graded on a credit/no credit basis. Permission of program director required. This course is repeatable for credit.

(NURS)

NURS 300J Directed Studies in Nursing Leadership 1 to 4 CREDITS
This course will provide students the opportunity to pursue in-depth independent study of an area in nursing leadership. Students must, in consultation and with the guidance of a faculty member, develop a project proposal indicating the objectives, scope and dissemination of the project prior to beginning the project. The completed project must display the student’s abilities as an effective writer as well as the thorough familiarity with the selected topic area. For the RNBS program

NURS 101 Aging Matters: Social Gerontology 4 CREDITS
The goal of this course is to prepare students to describe the complexity and diversity of older adults, explore ways to work effectively with older adults and promote healthy aging. Students will examine aspects of aging within historical, cultural, physical, mental, emotional, social, spiritual, economic and interpersonal contexts. The impact of an increased aging population on society and how society cares for the aging population will be a central theme of the course. (WCore: WCSBS)

NURS 108 Healthy, Sustainable Nutrition 4 CREDITS
The course includes the foundations of human dietary requirements, the basics of macronutrients and micronutrients, and nutritional needs across the lifespan needed for a pre-health occupation prerequisite. The primary prevention of the chronic diseases of first world populations, versus the needs of those of the third world will be compared and contrasted for the purposes of exploring complex issues of nutrition, food, health and environmental sustainability. Grounded in concepts of nutrition science and human ecology, the course will explore the impact of food production and consumption on human health and the environment. Deep learning is achieved through involvement in hands-on activities and assignments. Prerequisites: none. (WCore: WCSAM)

NURS 109 Sociology, Wellness, and Healthcare 4 CREDITS
Students are challenged to think critically about the sociology of health and healthcare. Questions students will analyze are: 1) how social forces affect health, illness, and healthcare; 2) how society views the meaning and experience of illness with an emphasis on mental illness; 3) the social distribution of healthcare in the United States; 4) the social meaning of health care systems and technologies; 5) the sociology of differing healthcare practitioners and practices. Additionally, students will explore how sociology can affect healthcare around the world. Finally, through case studies students will examine ethical dilemmas in healthcare and the politics underpinning those dilemmas. (WCore: WCSBS)

NURS 210 Nutrition 3 CREDITS
An introductory study of nutritional principles applicable to people throughout the lifespan, in both health and illness. Students learn nutritional assessment and the impact of personal and sociocultural factors on nutritional status. Dietary implications during critical developmental periods and pathologic conditions are discussed. Students analyze their own diets, discuss and experience therapeutic diets, and explore the process of making lifestyle changes related to nutrition.

NURS 280 Pathophysiology 3 CREDITS
Provides students with knowledge of pathophysiologic processes and environmental factors that influence or alter an individual’s health. Prerequisites: BIOL 103, 104; CHEM 103, 201; concurrent enrollment in BIOL 111.

NURS 300 Special Topics in Nursing 2 to 4 CREDITS
Special topics in healthcare offer students the opportunity to explore further an identified area of interest that will enhance their healthcare practice. There are a variety of options a student may pursue to complete this requirement. (Generally, courses from Westminster with a NURS or PUBH designation are appropriate.) The course description will vary depending on what the student chooses for this requirement. Multiple courses are offered during May term. Additional courses, identified by the student and approved by the faculty, may fulfill this requirement.

NURS 310 Vulnerable Populations 3 CREDITS
This course will look at the vulnerable populations from two approaches. One approach will be to study the vulnerable individual and the other will be to examine vulnerable populations through an aggregate lens. Some, but not all, populations that will be discussed include: homelessness, immigrants and refugees, and incarcerated individuals. Additionally, the student will explore a vulnerable population of his/her own choosing and applying the concepts learned in the course to that population. (WCore: DE)

NURS 311 Foundations of Nursing Practice I 4 CREDITS
This course focuses on an introduction to nursing practice including the nursing process, clinical skills, and the roles and responsibilities of the professional nurse. Students apply theoretical principles, collect and analyze data, develop health assessment skills, provide nursing interventions, and document findings. Focus is on health and promoting the health of individuals and communities at large. Prerequisite: NURS 280.

NURS 313 Foundations Nursing I Practice Practicum 5 CREDITS
Clinical component for Foundations of Nursing Practice I.

NURS 314 Community Mental Health Nursing 4 CREDITS
This course focuses on community and mental health nursing concepts. There are two areas of focus for this course. The first is the development of and understanding of mental health alterations in clients with mental illness. Emphasis is placed on common psychiatric disorders and treatments with related nursing diagnoses, nursing interventions, and the overall conceptual models of psychiatric nursing care. The second area of focus is on community health nursing concepts with an emphasis on community and family assessment, health promotion, and planning for the health of communities, families, and individuals across the lifespan. (WCore: EWRLD)

NURS 315 Communication Skills for Nurses 2 CREDITS
The course focuses on therapeutic communication skills and the techniques used to produce positive nurse-client relationships with diverse populations across the lifespan. In addition, the students will develop skills as they relate to inter- and intra- professional communication and collaboration to produce positive working relationships in the practice setting.

NURS 325 Environmental Health Nursing Perspective 4 CREDITS
In this course the RN student will focus on an understanding of environmental health as it relates to nursing practice. Principles of national and global environmental health concepts will be addressed through the major topics in the environmental health field. This course is two-fold: One part of the course will cover key areas of environmental health to instill awareness about the topic. Additionally, the student will earn a certificate from FEMA by completing the Community Emergency Response Training (CERT). In the second part of this course, nursing students will apply environmental health principles to their current area of employment, and utilize the concepts to enhance their practice. This will be accomplished through an understanding of how to protect self in nursing practice, the ANA’s position on environmental health, and how to complete an exposure history on a patient or client. All of the concepts learned in this course will culminate in a learning project that will involve an in-depth understanding of a current environmental issue.

NURS 330 Foundations of Nursing Practice II 4 CREDITS
This course focuses on the comprehension, application, and analysis of concepts of health, illness and nursing care across the lifespan in acute care and community settings. Emphasis is placed on
the etiology, clinical evaluation and use of evidence-based nursing interventions to manage specific health problems related to cardiovascular, hemotologic, gastrointestinal, pulmonary, endocrine, renal, musculoskeletal, and neurologic systems. Skills and techniques required to care for clients across the lifespan with commonly occurring disease are included.

NURS 331  Foundations Nurs Practice II Practicum 6 CREDITS
Clinical component for Foundations of Nursing Practice II.

NURS 370  Nursing Scholarly Inquiry & Informatics 3 CREDITS
This course provides students with the conceptual basis for understanding nursing theory and the research process. Students experience broad exposure to nursing theorists and the application of theory to practice. Students analyze nursing research and evaluate findings for application in evidence-based nursing practice. Students will be introduced to an overview of informatics topics that relate to the delivery of safe and quality patient nursing care for a variety of healthcare settings. (WCORE: SC)

NURS 380  Dimensions of Nursing 3 CREDITS
This course is designed for RN students as a bridge to the organizing framework of the curriculum and to professional nursing. The philosophy of nursing, historical evolution of nursing, and implications for the future along with professional nursing competencies are emphasized. Processes and values guiding professional practice are discussed, as well as the expanded ethical role of the professional nurse within the health care delivery system. Finally, the concepts of communication, teaching, learning, and diversity will be examined. All concepts learned in this class will be examined and applied through the lens of the student's current nursing practice.

NURS 385  Teaching, Mentoring, Health Promotion, Promotion in Nursing 4 CREDITS
This course will prepare the RN student with teaching and presentation skills appropriate to the nurse's teaching-coaching role. Principles of adult teaching/learning, characteristics of learners, barriers to teaching/learning, learning theory, assessment and evaluation of teaching/learning, instructional methods, and instructional materials will be addressed. Students will evaluate the most current evidence based teaching-learning practices as well as demonstrate sources of health information. The aforementioned concepts will be demonstrated through a service-learning project that will be disseminated to a community agency as well as to academic peers followed by peer evaluation.

NURS 391  Nursing Theory and Research 4 CREDITS
This course will prepare the RN student to explore nursing theory and the research process. This course is two-fold: One part of the course will focus on research ethics and students will earn a certificate on Protecting Human Research Subjects. The second part of the course will focus on the application of research findings at their place of employment. The student will gain the confidence and the skills needed to function as a novice nurse who is a designer, manager and evaluator of nursing interventions, and treatment. The application of patient care will be accomplished with the active engagement of patients, their families and interprofessional collaboration.

NURS 401  Directed Studies 1 to 4 CREDITS
A tutorial-based course used only for student- initiated proposals for intensive individual study of topics not otherwise offered in the Nursing Program. This course is repeatable for credit.

NURS 406  Nursing Pharmacology 4 CREDITS
This course will explore the study of pharmacology and how it relates to the nursing process and the role of the baccalaureate prepared registered nurse generalist. Principles of pharmacology will be discussed including drugs and the body, dosage calculations, chemotherapeutic and anti-infective agents, drugs acting on the immune, nervous, endocrine, reproductive, cardiovascular, renal, respiratory, and gastrointestinal systems. Students will gain greater understanding of potential drug complications and interactions to administer medications safely and properly across the lifespan.

NURS 410  Nursing Leadership Capstone RN-BS 6 CREDITS
In this course the RN student will have an opportunity to demonstrate competency skills, and knowledge gained through previous course work and service learning. An important aspect of this course, and a central concept throughout this program, is nursing leadership. The student will have three opportunities to demonstrate their new knowledge of expanded nursing leadership. First, using discussion format students will provide peers with content on assigned topics such as problem solving, change, conflict, organizational assessment, and legal and ethical aspects of practice. Overall the quality of health care practices will be examined. Second, students will continue with a service learning activity that they developed in NURS 385 (Teaching, Mentoring, and Health Promotion). Finally, the student will complete a capstone and management experience at an agency or organization that is different from where they currently practice in order to diversify their nursing background. (WCORE: SC)

NURS 414  Foundations of Nursing Practice III 4 CREDITS
This course focuses on the application, analysis and synthesis of concepts of health, illness and nursing care across the lifespan in community and acute care settings, including hospital intensive care units. Emphasis is placed on assessment, nursing diagnosis, and implementation of evidence-based nursing interventions in the holistic management of clients with specific health problems. Students will learn to collaborate with medical, surgical, and allied health practitioners to maximize the wellness of clients with complex, acute and chronic illness. Prerequisites: NURS 315, NURS 330, NURS 331, and NURS 420.

NURS 415  Found Nursing Practice III Practicum 4 CREDITS
Clinical component for Foundations of Nursing Practice III.

NURS 417  Transitional Care Nursing Practicum 2 CREDITS
Clinical component for Transitional Care Nursing.

NURS 418  Transitional Care Nursing 3 CREDITS
This course focuses on transitional periods across the lifespan. It emphasizes the application of nursing care during periods of birth, death, and transitions of health. Emphasis will be placed on safety, the coordination and continuity of patient care, prevention and avoidance of complications, appropriate nursing interventions, and treatment. The application of patient care will be accomplished with the active engagement of patients, their families and interprofessional collaboration.

NURS 419  Leadership in Nursing 2 CREDITS
This course integrates the nursing process with the concepts of leadership, management, and organizational theory. The role of nursing in monitoring and ensuring the quality of health care practices is examined. Emphasis will be placed on issues of leadership, management, power, change, motivation, conflict, group dynamics and interfacing of autonomous, dependent and interdependent nursing functions in current and future health care delivery systems. This course emphasizes that all nurses are leaders to clients, families, team members and the public. Prerequisites: Requires all third semester nursing courses including NURS 370, NURS 414, NURS 415, and NURS 418.

NURS 420  Nursing Pharmacology II 2 CREDITS
This class will build on the knowledge gained in Nursing Pharmacology I and focus on specific pharmacological agents used in patient care across the lifespan. Health prevention and promotion as it relates to pharmacology will be addressed, exploring topics such as immunizations, vitamins, complementary therapies, and herbal preparations. Pharmacotherapeutics will be addressed using a body systems approach to assist the student in understanding treatment for specific disease processes including medication classification, administration, side effects, and avoidance of potential complications. Prerequisites: NURS 320, NURS 330, NURS 331, and NURS 370 Scholarly Inquiry & Informatics.

NURS 425  Ethics in Professional Nursing 2 CREDITS
This course is designed to give an overview of the evolution of nursing ethics and the impact that nursing ethics has on the professional baccalaureate prepared nurse. Focus will be placed on the moral principles and ethical perspectives (justice vs. care) that are important to nursing. The implications of traditional and contemporary ethical theories for nursing will also be explored. Students will explore topics such as autonomy, rights, confidentiality, accountability and responsibility. The student will develop clinical reasoning and proficiency in patient management and evaluation through assignments in a variety of patient care settings. Working closely with staff and faculty, the student will gain the confidence and the skills needed to function as a novice nurse who is a designer, manager and coordinator of care.
NURS 431 Capstone Synthesis 2 CREDITS
Weekly seminar provides an opportunity for the analysis, synthesis, refinement and integration of nursing knowledge. This course provides activities and discussion that facilitate the student’s transition to professional nursing practice. The student will build clinical reasoning and develop beginning proficiency in patient management and evaluation through assignments in a variety of patient care settings. Working closely with staff and faculty, the student will gain the confidence and the skills needed to function as a novice nurse who is a designer, manager and coordinator of care. (WCore: SC)

NURS 450 Older Adults in the Community 4 CREDITS
In this course the RN student will focus on the physical, mental, emotional, social, and spiritual aspects of aging. Through the evidence based practice concepts learned in NURS 390 and the teaching mentoring concepts learned through NURS 385, students will assess the health patterns of an older adult in the community to identify the environmental factors impacting the community-dwelling older adult. The student will acquire knowledge about diverse community resources available for older adults in the community. To coincide with NURS 385, students will continue with a focus on health promotion relevant to their older adult in the community. (WCore: QE)

NURS 470 Culture, Health, and Illness 5 CREDITS
This course explores cultural diversity and its influence on healthcare and disparate health outcomes. Students will be exposed to topics such as: the nursing population's impact on health care disparities, health disparities and inequities in minorities, HIV and AIDS, ethnicities, religion, and the gay, lesbian, and transgender community. While students explore those topics they will seek out best practices along with integrative modalities treating underprivileged and minority populations. Other topics that will be addressed will be global health, and principles of genetics and genetic influence on health. Finally, students will be exposed a culture of their choice in an in depth level and use evidence-based practice to shared best practices related to caring for and treating their culture of choice. (WCore: EWRLD)

OEL 100A Explorations in OEL Discipline 2 CREDITS
In this course, students will have an opportunity to explore a specific discipline (for example, mountaineering, canoeing) to learn about key concepts, historical events, figures, challenges, and opportunities pertaining to that discipline. Content delivery and completion of assignments for this course will be online and largely self-directed.

OEL 100B Art and Creativity in OEL 2 CREDITS
In this course, we will explore the connections between art, creativity, and outdoor education and leadership. Using literary, sound, visual, and performance arts, we will investigate both our personal relationship to art, how it impacts our relationship to place, and how these art forms have impacted the region in which we study. These explorations may include landscape and sense of place, personal and regional identities, education, activism, and cultural history. This course will highlight artists, collectives, and creatives whose histories have historically been underrepresented in outdoor education, which might include and is not limited to people of color, LGBTQ+, indigenous, undocumented, different abilities, low income, rural, womxn, and femmles. The learning activities in this course will involve reflection, group discussion, art projects, and creative writing.

OEL 100C Advocacy and Activism in OEL 2 CREDITS
In this course, we will explore the concepts of activism and advocacy as they pertain to social and political change in the outdoor community. We will discuss the idea of “leadership” as a process using the Social Change Model (SCM) (HERI, 1994). Each student will have an opportunity to conduct a deep dive on a topic related to outdoor recreation/education community (i.e. access, equity, environmental stewardship) by investigating activism and advocacy conducted by a specific change agent (individual or organization).

OEL 245A Wilderness First Responder 2 CREDITS
This course is the industry standard for wilderness medicine certifications for outdoor guides and leaders traveling for multiple days and/or in remote settings. Certification is dependent on testing and performance and participation in the course. Through this course, students will learn how to assess, treat, and prioritize illnesses and injuries in remote settings. Active engagement is required as students will participate in skills labs and simulations.

OEL 245B Wilderness First Responder (re-Cert) 1 CREDIT
This course is the industry standard for wilderness medicine certifications for outdoor guides and leaders traveling for multiple days and/or in remote settings. Certification is dependent on testing and performance and participation in the course. Through this course, students will learn how to assess, treat, and prioritize illnesses and injuries in remote settings. Active engagement is required as students will participate in skills labs and simulations. In order to attend the practical session students must study for and pass the pre-course exams.

OEL 110 Foundations and Techniques of OEL 4 CREDITS
This core course provides an introduction to and overview of experiential education and the sub-discipline of outdoor and adventure-based education. We will examine the history, philosophy, techniques, and ethics involved in this educational approach. We will specifically focus on the experiential learning cycle, constructivist approaches to teaching and learning, and understanding the nature of effective design and facilitation in outdoor settings. Throughout the course, students will observe, discuss, and practice planning, sequencing, facilitating, and processing of experiential education activities. Out-of-class requirements: 1/2 day on a Friday.

OEL 120 Outdoor Leadership 4 CREDITS
This course is designed for students with an interest in developing the outdoor leadership skills necessary to successfully lead participants in a wilderness setting. This is the introductory course for students pursuing the minor or major in Outdoor Education & Leadership. Students will learn the basics of wilderness camping and travel skills, and a range of leadership skills such as communication, judgment and decision-making, and how to manage a group in the field. Additionally, students will learn all aspects of planning and implementing an institutional outdoor trip. Classes are held both indoors and outdoors, including a required weekend backpacking trip.

OEL 150 Indoor Rock Climbing 2 CREDITS
Indoor Climbing teaches students with little to no climbing experience to climb smoothly and confidently. Students will learn to top rope and boulder, belay and tie-in, climb efficiently, and train for climbing. We will also discuss climbing equipment, culture and history. More advanced topics, such as belay and lead climbing, will be introduced and can be expanded upon for students interested in developing those skills. This class will provide a foundation for students to pursue indoor or outdoor climbing with the outdoor recreation program or independently.

OEL 151 Introduction to Outdoor Rock Climbing 2 CREDITS
Outdoor climbing is exhilarating, challenging, and an incredible way to explore the mountains. This course is designed for students with or without prior climbing experience who want to learn some of the technical and nontechnical aspects of rock climbing outdoors. Students will top rope, lead and boulder, learn to lead climb, as well as develop safety and judgment skills. The primary objective of the class is for students to broaden their knowledge and improve their level of climbing.

OEL 152 Women's Indoor Rock Climbing 2 CREDITS
Women's Indoor Rock Climbing teaches students with little to no climbing experience to climb smoothly and confidently. Students will learn to top rope and boulder, belay and tie-in, climb efficiently, and train for climbing. We will also discuss climbing equipment, culture and history. More advanced topics, such as anchor-building and lead climbing, will be introduced and can be expanded upon for students interested in developing those skills. This class will provide a foundation for students to pursue indoor or outdoor climbing with the outdoor recreation program or independently.

OEL 153 Indoor Rock Climbing Level II 2 CREDITS
Indoor Rock Climbing Level Two takes students with previous climbing experience to climb smoothly and confidently. Students will learn to top rope and boulder, belay and tie-in, climb efficiently, and train for climbing. We will also discuss climbing equipment, culture and history. More advanced topics, such as anchor-building and lead climbing, will be introduced and can be expanded upon for students interested in developing those skills. This class will provide a foundation for students to pursue indoor or outdoor climbing with the outdoor recreation program or independently.

OEL 154 Introduction to Route Setting 2 CREDITS
In this course students will learn to set routes on artificial climbing walls. Through studying climbing movement, climbing wall design, different holds and mastering the use of route setting tools students will set and critique boulder problems and climbing routes. The course will include both...
classroom time, time at the wall and exposure to outdoor climbing. Route setting safety, teaching climbing movement and climbing wall management will also be emphasised.

**OEL 155 Introduction to Canyoneering** 2 CREDITS

Students will finish this course with the ability to demonstrate competency in fundamental canyoneering skills in 3A Canyons, including basic associated knots, rappelling technique, anchor setup and removal, rope retrieval, safety in flash flood areas, map reading, travel techniques, knots, Leave No Trace skills, and associated safety skills. This will be accomplished through discussions, demonstrations, and practical, hands on learning. Additionally, students will demonstrate an increased understanding of issues related to management of National Forest administered public lands, such as those used in this class, as they relate to recreation and other uses.

**OEL 160 Introduction to Backcountry Touring** 2 CREDITS

This classroom- and field-based course will provide a comprehensive introduction to the activity of backcountry touring. Through two classroom meetings and three field days on the snow, we will examine topics such as equipment selection and use, terrain identification, weather and snowpack factors that lead to avalanche hazard, and group management when traveling near avalanche terrain. Previous downhill skiing or snowboarding experience is required. A general awareness of avalanches is recommended. Previous experience traveling on backcountry touring gear is not required.

**OEL 161 Backcountry Touring Level II** 2 CREDITS

Designed for students with some prior backcountry touring experience, this classroom- and field-based course is an opportunity to develop and apply more specialized backcountry touring skills. During two classroom meetings, students will focus on tour planning and the use of local avalanche advisories, while three days on the snow will be dedicated to conservative route-finding and group management in avalanche terrain. We will also spend time refining avalanche rescue techniques, as well as modeling various outdoor leadership skills when traveling in the backcountry. Previous backcountry skiing or splitboarding experience is required. Some form of avalanche hazard awareness is also required.

**OEL 162 Avalanche Level I** 2 CREDITS

This professional level course provides a foundation in avalanche knowledge, skills, and the requisite certification to pursue future professional avalanche training. The curriculum is organized around a systematic approach to sorting and prioritizing information in a complex environment. The course also provides a framework to make decisions in avalanche terrain based terrain, snowpack, weather, and human factors. Approximately half of the course is field based and half in the field.

**OEL 163 Snow Camping** 2 CREDITS

In this classroom- and field-based course, students will learn a variety of skills to allow for comfortable backcountry camping in snow. During two classroom meetings and a day trip, we will explore winter camping equipment, review the logistics of organizing winter camping trips, and learn about winter risk management concerns. On a 3-day/2-night trip, we will practice different winter camping techniques with regard to travel, cooking, shelters, and other general living skills. Students will be required to travel on uncompacted backcountry snow via snowshoe, backcountry ski, or splitboard. Previous backcountry skiing or splitboarding experience is highly recommended, although not required.

**OEL 164 Introduction to Mountaineering** 2 CREDITS

The mountaineering course is designed for students looking to develop the technical skills and leadership to climb, travel, and camp in the mountains. Students will learn to travel and climb on snow, technical systems for travel steep/ exposed terrain, glacier travel, rescue systems and procedures, hazard evaluation, navigation, and ability to live comfortably in the mountains. The course will include both classroom and field time. In addition students will explore the history and evolution of mountaineering, and use case studies to critique leadership and risk management decisions.

**OEL 165 Introduction to Ice Climbing** 2 CREDITS

Climbing frozen waterfalls is an exhilarating and challenging form of climbing that enables the climber to keep doing what they love, even in the middle of winter! The Ice Climbing Seminar is designed for students with some indoor or outdoor climbing experience who want to learn some of the technical and non-technical aspects of ice climbing. Students will become familiar with the unique gear and techniques related to ice climbing, they will topo probe, learn lead climbing concepts, and develop safety and judgment skills. The primary objective of the class is for students to broaden their knowledge and explore different types of terrain.

**OEL 166 Introduction to Alpine Climbing** 2 CREDITS

The Alpine Climbing course is designed for students with indoor/ outdoor climbing experience interested in beginning to climb in the alpine setting. Students will learn travel and risk management techniques in 3rd, 4th and 5th class terrain, artificial protection placement and anchor construction skills, various methods of decent, mountain weather observation and hazard evaluation. This course will include both classroom and field time. The primary objectives are to provide a foundation for students looking to transfer their climbing skills into the mountains, and to develop the ability to navigate technical mountain terrain.

**OEL 170 Introduction to Flyfishing** 2 CREDITS

This course will provide an introduction, exploration and application of the basic techniques of flyfishing and fly casting. Students will apply skills learned in classroom sessions on the river during 3 field-based sessions.

**OEL 171 Introduction to Whitewater Kayaking** 2 CREDITS

This course is an introduction to the fundamentals of whitewater kayaking. During this class students will learn the skills necessary for the challenging art of river running. We will begin by starting on flat water and eventually progressing to a three day weekend whitewater adventure!

**OEL 172 Introduction to Packrafting** 2 CREDITS

Students will explore the history and evolution of packrafting and will experience a packrafting trip that includes a combination of backpacking and paddling. Students will learn to use topographic maps, river flow data, and effective route planning techniques to create unique packrafting itineraries. Students will also learn to think critically about gear choices and care when planning for packrafting to ensure a safe and lightweight approach to packing. The course will include both classroom and field time.

**OEL 173 Teaching Practicum in OEL** 1 to 2 CREDITS

This course provides students with previous experience and proficiency in a specific technical outdoor skill to serve as a teaching assistant for a designated OEL skill course. Students will be required to attend seminars on teaching, facilitation, and instruction during the semester as well as actively participate and contribute to the skill course to which they are assigned. This course is repeatable for credit.

**OEL 201 Wilderness Education** 4 CREDITS

This is a field-based expedition-style course. Students will play a significant role in planning and implementing the expedition itself and will share ownership of and responsibility for course outcomes. Students will be highly involved in leadership, teaching, ration planning, assessment of group abilities, evaluation of goal progress, and group development. The course will include both classroom and field time. Students will also explore the concept of Wilderness through reading, reflection, and concrete experiences.

**OEL 202 Adventure Programming** 4 CREDITS

What does it take to be an effective outdoor instructor, and how can you build an effective outdoor program? These are the fundamental questions that this course seeks to answer. By using two textbooks to guide discussion and learning—Outdoor Program Administration: Principles & Practices and Effective Outdoor Program Design and Management—students will learn how human, educational, and outdoor skills form the cornerstone of effective program instruction and management. Students will also put these ideas to the test. With the help of instructors, students will plan a 2 week expedition.

**OEL 230 Instruction and Facilitation** 4 CREDITS

This course addresses the need for the student and future practitioner to understand and demonstrate the ability to integrate applied social psychological theory and effective group facilitation practices while using outdoor education-based activities. This course highlights the major impacts that facilitators have on both groups and individuals. Effective outdoor educators are trained to ensure that the lessons of adventure transfer into everyday lives. The course will emphasize the stages of group development, peer mediation, briefing/debriefing, and transference in field-based settings.

**OEL 240 Skills Practicum** 2 CREDITS

Working in concert with other courses in the immersion semester, the Skills Practicum affords students the opportunity to engage with a wide range of adventure activities, each providing unique site management challenges for instructors. Through observation, participation, practice, and reflection,
this course is designed to bring students to an advanced level of abilities to conduct outdoor education programs.

OEL 250  Desert Writing  3 CREDITS
In Desert Writing, students will explore creative writing and wilderness simultaneously. While hiking in the desert mountains, students will be given writing prompts and exercises to generate new work. While meeting in the classroom, students will workshop works-in-progress and study the craft of creative writing. By the end of the course, students will have developed a polished piece of writing. Students can work in the genre of their choice and are encouraged to write about a range of topics—they do not need to produce nature or wilderness writing.

OEL 251  Foundations of Adventure Therapy  3 CREDITS
In this course, discussion and experiential group activities will provide an introduction, exploration, and application of theoretical models, psychological frameworks, best practices and ethical considerations of Adventure Therapy (AT). Students will survey the major characteristics and tools utilized in AT and investigate how they are applied in the practice of AT. Students will design and implement an experiential activity that synthesizes all of the major tenants of AT. The course includes a 3-day, 2-night field-based trip that will allow students to experience and apply the principles and techniques of adventure therapy in an outdoor, wilderness-like setting.

OEL 252  Adventure Media  3 CREDITS
In this course students will explore the art of multimedia storytelling through video, photography, and social media in outdoor and adventure settings. Students will learn to gather content in outdoor settings, which includes managing resources and equipment to capture powerful images in challenging conditions. Students will focus on creating compelling stories, editing imagery, and using different platforms to showcase their work. The course will include classroom, lab, and time in the field.

OEL 253  Western Rivers: an Expedition  4 CREDITS
In this course students will examine the current state of rivers in the western United States. This field-based course will travel various waterways in the Colorado River watershed and experience the complex pressures on this resource first-hand. The course will examine western water history, water rights, western development, environmental legislation, and the impacts of climate change. Students can expect to travel on both free-flowing and dammed river sections, on foot, in boats and by vehicle. Students will learn the requisite river travel and backcountry skills to effectively navigate waterways, research and teach specific topics, and explore future solutions for this complex issue.

OEL 254  History of U.S. Outdoor Recreation  3 CREDITS
This survey course provides a historical overview of social, political, environmental, and cultural influences that have shaped the outdoor recreation and education industry in the United States since 1800. The course will focus on topics such as westward expansion, social movements, educational reform, and emerging trends. The course will emphasize multiple historical perspectives of outdoor and wilderness recreation in the U.S., including underrepresented groups.

OEL 255  Curriculum Design for Outdoor Education  3 CREDITS
This course introduces students to the intentional application of a variety of effective teaching practices applicable to a wide range of educational settings. Course materials will focus on formulating learning outcomes, planning lessons, backwards design, assessing student learning and scaffolding instruction for diverse students. Students will gain practical experience in developing and delivering lessons through peer teaching sessions that provide opportunities for reflection and refinement of their teaching practice. There are no prerequisites.

OEL 300  Special Topics in OEL  4 CREDITS
Special topics in Outdoor Education and Leadership.

OEL 301  Outdoor Program Management  4 CREDITS
This course studies the management of outdoor and adventure programs. Topics include the use of public and private lands, basic understanding of the impact of use on the natural environment, review of biological and physical science concepts relative to land use, care of the environment, permits, staffing, supervision of staff, staff training, personnel issues, certification, scheduling, budgeting, risk management, insurance, marketing, logistical planning, strategic planning, public policy, access to outdoor resources, and search and rescue.

OEL 351  Public Lands Policy  3 CREDITS
This course will be an overview of the history, policy changes, administration and current issues related to public-landed public lands. Specifically, the course will study the Department of Agriculture (Forest Service, National Resource Conservation Service), the Department of the Interior (National Park Service, Bureau of Land Management, Department of the Interior), US Fish and Wildlife Services, US Geological Survey, and the myriad of interest groups using public lands. With a historical and structural foundation students will analyze current events, current land use issues and the health and sustainability of our public lands. This class will include both classroom and field time.

OEL 352  Avalanche Ecology  3 CREDITS
This field-based course examines how the avalanche cycle is determined geologically and geomorphologically and, in turn, how avalanches affect surrounding ecological communities. Students will understand how to gather and collect snowpack data for the purpose of predicting the likelihood of avalanches. Further, students will engage the phenomenon through field studies on skis or snowboards, by gathering and analyzing snowpack and meteorology data, through lecture, and through first-hand accounts from avalanche survivors. In addition, this course examines the impact of avalanches on human activity in alpine terrain, from both historical and modern perspectives, and particularly on modern outdoor recreation.

OEL 353  Gender and Leadership  3 CREDITS
In this course students will explore historical and current issues related to gender and leadership. Today’s leadership climate has changed to some degree for women; however, women are still vastly underrepresented in higher leadership positions. This course will analyze the role gender plays and evaluate how and in what context gender impacts the constructs of leadership in a variety of contexts. These include: higher education, politics, and the corporate world; how the gender binary/continuum influences our conception of leadership; leadership and feminist theory; intersectionality; and an overview of some of the current research on gender and leadership. Students will explore leadership from a personal and political perspective; they will critically think about their definitions of leadership and experiences with leadership and deconstruct how gender has influenced their views. Stemming from a critical and feminist perspective, students will explore ways in how leadership can be more inclusive, participatory, and egalitarian.

OEL 401  Directed Study  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Outdoor Education and Leadership Program. The scale of the individual study, and the final product will determine the number of credits offered for the directed study. The directed study will ideally combine intensive study and experience with experts in the community or outdoor education field.

OEL 410  Seminar in Outdoor Educ and Leadership  4 CREDITS
In this capstone course students will integrate their experiences, research, gender, equity, practical application of outdoor education and leadership. The course will focus on contemporary issues and trends in the field with topics including social justice, public land management (federal, state, and local), ethics (environmental and virtue-based), practical application of research, options for further education in the field, and career opportunities. During the course, students will identify their individual context within outdoor education and leadership, and complete a comprehensive capstone project. The project requires students to research their area of interest, write a literature review, present their personal professional philosophy, and how they plan to contribute to the field based on their career goals and education. (WCore: SC)

OEL 440  Internship  1 to 8 CREDITS
Students receive credit for meeting pre-arranged learning objectives while working for a business, a non-profit, a government program or some other organization within outdoor recreation and education. The internship is critical for students’ hands-on experience in the outdoor field. Faculty will work closely with students to ensure a successful and supported professional learning opportunity that aligns with students’ goals. Discussion and reflection will be incorporated throughout the internship. Students must have junior or senior standing (for transfer students, at least 15 hours completed by Westminster or partner program), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of Program Chair and Career Center Internship Coordinator. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>
PHIL 300P  Harry and Buffy At the Abyss  2 CREDITS
Harry Potter (HP) and Buffy the Vampire Slayer (BtvS), acting in two different imagined worlds, are alike engaged in a battle against evil adversaries in order to save their respective worlds. This course is an extended comparison and contrast of HP and BtvS as agents of good and their opponents as agents of evil. Taking into account the importance of their friends in the battles against evil, we address the following questions, among others: why are friends and friendship an essential element of HP and BtvS battle against their evil opponents?; what sort of evil does each agent for the good confront and where does it come from?; Is evil or good in both storylines relative or absolute in nature?; and how close do HP and BtvS, and their friends, come to becoming what they so relentlessly oppose?

PHIL 301A  Philosophers: Nietzsche & Wittgenstein  3 CREDITS
A concentrated study of Nietzsche and Wittgenstein and the major themes of their important works.

PHIL 302G  Great Philosophers: Beauvoir  4 CREDITS
Simone de Beauvoir is a 20th century existential philosopher and novelist known for analyzing the oppression of women in foundational texts like The Second Sex, and for wide-ranging social and political theory. Her thought has spurred a great following among thinkers and activists in many fields. This seminar course will consider her major works.

PHIL 302H  Great Philosophers: American Women  4 CREDITS
Historically, philosophy has been seen as a largely male discipline. This misconception overlooks the rich contributions that women have made to the field. In this course, we will move beyond this oversight to look at work from women philosophers exclusively. In particular, we will read philosophy written by women throughout the Americas. We will read about, discuss, and write about a variety of philosophical topics, including, but not restricted to, metaphysics, ethics, and the self. Moreover, we will explore how these topics are situated within issues of various American identities and genders.

PHIL 302I  Great Philosophers: hooks  4 CREDITS
A concentrated study of one or two related philosophers and the major themes of their important works.

PHIL 302J  Great Philosophers: Angela Davis  4 CREDITS
Angela Davis is a contemporary American Philosopher, Marxist, and political activist. She has long fought for the rights of African American prisoners, and was herself unjustly jailed for conspiracy. We will read from Angela Davis: An Autobiography, Women, Race and Class, Are Prisons Obsolete?, and The Meaning of Freedom and Other Difficult Dialogues.

PHIL 303  Thinking Well  4 CREDITS
Teaches the skills involved in clear thinking and intelligent reading applicable to all studies. Includes identification of fallacies in argumentation, a short treatment of deductive logic, and exercises in textual interpretation necessary for approaching the diverse genre of an educated person. An emphasis is placed on sound decision-making in life.

PHIL 129  Race, Power, and Privilege  4 CREDITS
No one lives as just an individual but rather all of us live within and interact with systems of identity, oppression, and privilege. Many people find solidarity, belonging, and pride in our relationships with categories such as race but these categories are also sites of oppression and privilege. In this course we will look at systems of racism and privilege contribute to how we define ourselves, how we are defined by society, and how the world we know is defined. We will do this from a philosophical perspective. This means that while we will occasionally discuss concrete issues such as affirmative action and equal pay laws we will concentrate on theories of oppression, privilege, intersectionality, and resistance. This means that we will do a lot of abstract thinking in this course. While the topics that will be investigated in this class are different than what you would find in most philosophy courses we will be learning how to think philosophically about important issues that are part of who we are. We will read a wide variety of sources written by living philosophers of race, some sources from philosophers working in the early twentieth century, as well as quite a bit of work from theorists working in literature and sociology. Looking at sources from these different periods and disciplines will highlight how concerns related to race and power change significantly over time, as well as reflecting that “Philosophy of Race” as a subfield is always interdisciplinary. Assignments and discussions will encourage students to complicate the ways they view their own identity.

PHIL 313  Philosophy of Gender and Power  4 CREDITS
The term “feminist” has almost as many meanings as it has both advocates and detractors. For some, the “feminism” means a radical shift in language, politics, and economics. For some, the term simply means equality. And still others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves “feminist”) argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of “feminism” but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCore: WCFHA, DE)

PHIL 304  Philosophy, Identity, and the Self  4 CREDITS
When we begin to look at the world philosophically, we begin to question the basic assumptions in our lives that we used to ignore. This forces us to start to live in our world with shaker scaffolding than before. However, while this can be uncomfortable and often downright annoying, it also allows us to reflect on what we truly find valuable and encourages to build more meaningful relationships with ourselves, our loved ones, and our world. Throughout this course, we will read philosophical reflections on five core questions in philosophy. Moreover, we will write about and discuss how these questions enter into our own lives and how the ideas of famous philosophers shake or stabilize our own scaffolding. (WCore: WCFH, WE)

PHIL 305  History of Philosophy I  4 CREDITS
A treatment of ancient and medieval philosophy.

PHIL 306  History of Philosophy II  4 CREDITS
A treatment of modern and contemporary philosophy.

PHIL 307  Philosophy of Love and Sex  4 CREDITS
Love and sexuality are two of the most crucial and complex aspects of our identities. Moreover, these concepts are often intertwined and sometimes pit one against another. In this class, we will examine different approaches to this topic from a wide selection of philosophical traditions. Furthermore, we will supplement traditional philosophical readings with analyses of artifacts from popular culture, such as music, movies, and television. All of this will prepare us to ask and respond to various questions, such as “what is love, what is sex, and how are they related?” “In what ways does who and how we love make us who we are?” “How is sexuality a personally and politically important construct?” and “How can love change the world?” (WCore: WCFH, WE)

PHIL 308  Poverty and Global Justice  3 CREDITS
Poverty is examined in this course as an ethical issue of the most pressing sort. Reviewing various ethical theories and conducting a survey of some of the most commonly used definitions of poverty, we focus on this question: what justifies, ethically, politically and economically, if at all, allowing so many human beings to remain mired in extreme conditions of deprivation (i.e. poverty that kills)? Arguably, we could act in such a way as to change such conditions to the benefit of the humans who are otherwise the victims of these unchanged, impoverished conditions. (WCore: WCFH)

PHIL 309  Ethical Issues in Health and Healthcare  4 CREDITS
The basic or human right to life enjoys widespread endorsement, though just what sort of life is considered a basic right may vary from one society to another. While exploring some of these varieties of the conception of “life” which all human beings putatively have a right to (and thus someone or other has a duty to support such a claim), we will focus in this course on the role which health and adequate health care play, anywhere, as necessities, for human beings who are trying to enjoy the substance of such a basic right to life. Other necessities for a substantive life as a matter of right will be discussed as well. (WCore: WCFH)

PHIL 310  Ethics of Diversity  4 CREDITS
In the context of philosophy, ethics is the study of moral decisions and moral actions. To put it more simply, the aim of this course is to ask the question “What ought I do?” Throughout this term, we will ask this question again and again, sometimes in the context of concrete decisions and sometimes in the context of more abstract theories of right and wrong. In the process, we
PHIL 303   Formal Logic   4 CREDITS
Introduction to modern sentential and predicate logic. The nature of deductive and inductive argument, truth, validity and soundness, and the relationship between formal expression and natural language, with an emphasis on the application of formal logic to the analysis of arguments in ordinary language.

PHIL 307   Environmental Ethics   4 CREDITS
An examination of moral issues resulting from human use of the natural environment. Focuses on future responsibility as it results from action in the present, an examination of traditional secular and religious conceptions of morality which may have contributed to the "environmental crisis," and a consideration of alternative views such as zoocentrism, biocentrism, ecocentrism, ecofeminism, the "land ethic," and ecojustice.

PHIL 311   Philosophy of Religion   4 CREDITS
Philosophical issues in religion, including the nature of God, religious belief, the problem of evil, the prospect of immortality, and religious experience and its interpretation. Particular attention paid to the relationship between science on the one hand and monotheistic religions and theologies on the other.

PHIL 312   Applied Ethics   4 CREDITS
Analysis of specific contemporary issues via moral lens. In some cases the course will focus on a specific field such as medicine, business, or sexual ethics; in other cases the course will focus on a range of fields or issues. Depending on the focus, this course may be taken as more than once for credit.

PHIL 330   Feminist Issues in Philosophy   4 CREDITS
Examines feminist theory, feminist criticism or feminist approaches to philosophical inquiry.

PHIL 365   Economic Justice   4 CREDITS
The importance of economic justice stems from the scarcity of resources: how should society allocate resources to achieve the social good? Invariably, questions of justice involve tradeoffs between fairness and efficiency. Such questions are inextricably related to religion, class, gender, poverty, ethnicity, sexual orientation, and so on. The course examines the concept of justice from the points of view of pre-market economies, classical liberalism, neo-classical economics, heterodox economics, Kenneth Arrow, John Rawls, Amartya Sen, among others. Same as JUST/PHIL 365.

PHIL 370   Philosophy and the Arts   4 CREDITS
Explores the interplay between Philosophy and various forms of art. Thematic variations include: Philosophy and Literature; Philosophy and Film; Philosophy and the Visual Arts; and Philosophy and Music.

PHIL 390   Thesis Research Preseminar in Philosophy   4 CREDITS
A required seminar for senior philosophy majors, focusing on research, analysis, and writing techniques aimed at a particular topic or question in philosophy, in preparation for the production of a senior thesis in PHIL 490. Majors and minors should take this class during the fall semester of their senior year. (WCore: SC)

PHIL 401   Directed Studies   1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Philosophy Program. Requires consent of instructor and school dean. This course is repeatable for credit.

PHIL 440   Internship   1 to 8 CREDITS
Offers students the opportunity to integrate class room knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

PHIL 490   Research Seminar in Philosophy   4 CREDITS
A required seminar for Philosophy majors, continuing the work begun in PHIL 390. Students produce a substantial piece of original scholarship in Philosophy. Philosophy majors should take this class during the spring semester of their senior year. (WCore: SC)

PHYS 151   Principles of Physics I and Lab   4 CREDITS
A one-year algebra and trigonometry-based introductory physics course using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws (energy, linear momentum, and angular momentum), rotational motion, and oscillations are studied during the first semester. In the second semester, topics in electricity, magnetism, dc circuits, thermodynamics, and geometric optics are covered. Recommended for life science and pre-med students.

PHYS 152   Principles of Physics II & Lab   4 CREDITS
A one-year algebra and trigonometry-based introductory physics course using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws (energy, linear momentum, and angular momentum), rotational motion, and oscillations are studied during the first semester. In the second semester, topics in electricity, magnetism, dc circuits, thermodynamics, and geometric optics are covered. Recommended for life science and pre-med students.

PHYS 211   Physics Scientists and Engineers I & Lab   4 CREDITS
A one-year calculus-based introductory physics course using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws (energy, linear momentum, and angular momentum), rotational motion, and oscillations are studied during the first semester. In the second semester topics in electricity, magnetism, dc circuits, thermodynamics, and chaos dynamics are covered. Recommended for physical science, mathematics, computer science, and 3-2 engineering students and for biology majors preparing for graduate study. Three two-hour sessions per week.

PHYS 212   Physics Scientists Engineers II & Lab   4 CREDITS
The physics 211/212 sequence is a one-year calculus-based introductory physics course using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws (energy, linear momentum, and angular momentum), rotational motion, and oscillations are studied during the first semester. In the second semester topics in electricity, magnetism, dc circuits, thermodynamics, and chaos dynamics are covered. Recommended for basic science, mathematics, computer science, and 3-2 engineering students and for biology majors preparing for graduate study. Three two-hour sessions per week.

PHYS 301   Introduction to Modern Physics   4 CREDITS
Elementary concepts of modern physics. Topics include: special relativity, elementary quantum theory, atomic and molecular spectra, X-rays, introduction to solid state, nuclear and laser physics. The curriculum will be problem-based with an integrated lab.

PHYS 305   Optics   4 CREDITS
This class is intended to give students a background in practical optics. Topics studied include lenses and mirrors, systems of lenses and mirrors and aberrations in lenses and mirrors, polarizers and filters, interference and diffraction. Ray diagrams and Fermat's Principle of least time are treated along with waves, and the electromagnetic basis for understanding polarization.

PHYS 309   Mathematical Methods for Physics   4 CREDITS
Specifically designed to introduce physical science students to the elements of mathematics that are useful in the upper division course work. This course is a prerequisite for most of the upper division physics classes and should be taken as early as possible.
PHYS 311 Analytical Mechanics 4 CREDITS
Intermediate problems in Newtonian mechanics, system of particles, dynamics of rigid bodies, gravitation, moving coordinate systems, mechanics of continuous media, Lagrangian and Hamiltonian dynamics, and the theory of small vibrations.

PHYS 315 Electronics and Electric Circuits 4 CREDITS
This is an integrated lab-lecture course in electronics and electric circuits for physics and engineering majors.

PHYS 370 Scientific Computing 4 CREDITS
An introduction to programming techniques that apply to a wide range of scientific disciplines. Topics include basic programming principles, equation solving, and model simulation. Students who have completed CMPT 201 may not take this course without instructor’s approval. Same as BIOL 370 and CHEM 370.

PHYS 401 Directed Studies 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Physics Program. Requires senior standing and consent of instructor and school dean. This course is repeatable for credit.

PHYS 410 Quantum Chemistry 4 CREDITS
A study of the basic principles of quantum mechanics and its application to atomic structure, molecular structure and spectroscopy. A laboratory section accompanies the lecture.

PHYS 411 Thermodynamics and Statistical Mechanics 4 CREDITS
A study of the theoretical macroscopic properties of matter. An introduction to statistical mechanics, chemical thermodynamics and kinetics with applications to gases, solutions, and phase and chemical equilibria. A laboratory section accompanies the lecture.

PHYS 425 Quantum Physics 4 CREDITS
Study of the mathematical fundamentals of quantum mechanics and its application to diverse non-chemical problems. Applications include quantization of problems, measurability, fundamental particles, scattering, operator algebra, representation theory, and more approximate methods.

PHYS 430 Undergraduate Research 1 to 4 CREDITS
Students undertake a portion of a research project and learn all aspects of scientific inquiry. One credit hour equates to three hours per week in the laboratory. This course may be taken one credit at a time.

PHYS 431 Electrodynamics 4 CREDITS
Fundamental theories of electricity and magnetism from the viewpoint of fields. Topics include electrostatic fields, Laplace’s and Poisson’s equations, magnetic fields, Maxwell’s equations, propagation of electromagnetic waves, and electromagnetic radiation.

PHYS 440 Internship 1 to 8 CREDITS
Offers students the opportunity to integrate class room knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

PHYS 487 Undergraduate Teaching 1 CREDIT
Provides an opportunity for teaching experience in lower-division lower-division laboratories by junior-and senior-level Physics majors. PHYS 487 may not be used as elective hours in the Physics majors or minors. This course is graded Credit/No Credit. Prerequisite: consent of program director.

PLSC 106 Explorations in Politics 4 CREDITS
This course explores contemporary political issues in the context of a diverse and globalized world. Issue areas explored may vary depending on political events at the time. (WCore: WCSR, WE)

PLSC 203 Courts, Law, and Social Justice 3 CREDITS
In this course, students use the tools of social science and legal analysis to understand and analyze the role of law and the courts in American society and politics. Students come away from this course with an appreciation for the role of law in American society, an ability to use the basic tools and principles of legal analysis, and a perspective on US courts that is informed by social science theory. (WCore: WCSR)

PLSC 300 Special Topics in Political Science 1 to 4 CREDITS
Courses may be taught as either workshops or seminars. Significant themes are explored in certain sub-disciplinary areas of political science. Recent offerings and/or suggested topics have included Conflict Management, Language and Politics, Politics of Federalism (State and Local Government), Topics in Political Thought, Political Issues Analysis, Politics of Argentina, Central Asian/Eurasian Politics, International Political Economy, and Methods of Political Analysis.

PLSC 306 Comparative Politics 4 CREDITS
This course explores how different institutions have an effect on issues of representation and diversity, empowerment and engagement, and efficiency and stability. We will analyze traditional political institutions (e.g. parliamentary, presidential and semi-presidential systems, various voting methods and different approaches to federalism). We will also consider broader conceptions of institutions through both local, citizen-centric practices (e.g. participatory budgeting and citizens’ assemblies) and citizen behavior (e.g. social movements and acts of civil disobedience). (WCore: EWRD)

PLSC 315 Theories of Global Politics 4 CREDITS
This course explores the different theories and approaches to the study and practice of International Relations and Global Politics. It employs a critical, intercultural, and global framework that enables participants to learn and understand the growing diversity of Western, Non-Western, feminist, and ecological perspectives on planetary affairs. The overall purpose of this course is to equip participants with the various theoretical compasses needed to creatively navigate and proactively participate in the emergent global polity. (WCore: EWRD)

PLSC 316 Issues in Global Politics 4 CREDITS
This course engages with key conversations in global politics, such as those surrounding political economy, education, healthcare, diversity, ecology and security. We will explore each of these areas alongside conceptions of social justice, inclusion and equity. Through a combination of textual analysis, class speakers and civic engagement events, this course enables students to explore political issues in theory and practice. (WCore: EWRD)

PLSC 327 Environmental Politics and Policy 4 CREDITS
Focuses on continuity and change in the politics of environmentalism within the United States. Includes an in-depth look at the Environmental Protection Agency as a means of examining institutional and public policy activities in the environmental arena, an overview of environmental legislation, and a consideration of pollution prevention strategies.

PLSC 348 Congress and the Presidency 4 CREDITS
An examination of the role of Congress and the presidency in government, and their effects on the entire political process. Includes a look at various approaches to the study of Congress and the presidency.

PLSC 355 Constitutional Law: Civil Liberties 4 CREDITS
Analysis of key civil liberties cases and the decision-making process followed by the Supreme Court. Overview of the impact of Supreme Court decisions on the political process and of the Court as a political institution.

PLSC 359 Law, Politics, and Bureaucracy 4 CREDITS
This course provides an in-depth examination of the historical, legal, and political environment within which US regulatory agencies operate. Case law and other primary source materials are used extensively.
PSYC 367  Democratic Theory and Practice  4 CREDITS
This course explores issues of political representation, civility, inclusion, engagement, diversity, and education at the heart of democracy. It examines texts from democratic theory alongside recent innovations in the practices and institutions of democracy around the globe.

PSYC 390  Research Methods  4 CREDITS
This course endows students with the skills needed to engage in fruitful political and justice research. In order to foster research competency, the course addresses Philosophy of Social Science Inquiry, Research Design, Critical Research Strategies, Qualitative Methods, and basic skills in interpreting quantitative data.

PSYC 401  Directed Studies  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in political science. Requires consent of instructor and school dean. This course is repeatable for credit.

PLSC 440  Internship  1 to 8 CREDITS
Offers students the opportunity to integrate class room knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

PSYC 490  Senior Capstone  4 CREDITS
A required course for all senior political studies majors. Students select, research, analyze, and discuss a political studies topic or problem. The results of each student's project will be written as a senior thesis and presented for discussion in a seminar setting. (Wcore: SC)

(PSYC)

PSYC 400B  Big Claims, Bad Science, Oh My!  4 CREDITS
Why do some experiments and studies fail to replicate in the sciences? This course will explore, using an interdisciplinary approach, reproducibility crises, advances, and perspectives affecting research in the behavioral and neural sciences, with a focus on past and recent research in areas of psychology, neuroscience, and biology. Students will learn about high-profile examples of failures to replicate research results that have important consequences for assumptions about human behavior (e.g., what varies across time, context, and within or between individuals), the efficacy of drug and medical treatments (e.g., clinical trials involving cancer research), and, how failures to replicate are shaping new research practices, scientific methods, as well as debates about the accuracy and generalizability of research results. Students will learn how to evaluate replication-oriented research, design and conduct replication experiments and studies, and, propose a replication project that addresses modern reproducibility practices and techniques as a way to integrate their learning and apply course content and skills. This course is recommended for anyone interested in learning about current issues and trends in scientific training and research that are reshaping what we think we know about people, behavior, and health.

PSYC 400F  Psychology of Objectification  4 CREDITS
Western society is rife with messages linking self-worth with physical appearance; this is a phenomenon encapsulated by Objectification Theory. Within a multicultural context, this course explores the process whereby sex and gender are internalized and operationalized in an individual’s experience and interactions. Students will learn how objectification occurs, as well as the resulting psychological consequences. By taking this course, students will increase understanding of all aspects of Objectification Theory, including original theory, primary research, and clinical practice.

PSYC 400K  The Science of Psychotherapy  4 CREDITS
Perceived by some as a nonscientific practice, there are thousands of controlled research studies that demonstrate the efficacy of psychotherapy as a systematic practice informed by psychological principles. Students will learn about therapeutic techniques, key research findings, and debates in the field as to why psychotherapy is effective. This course is ideal for students who want to attend graduate school in a helping profession. Prerequisites: PSYC 252, 390, junior or senior status, or consent of instructor.

PSYC 400N  Seminar in Social Influence  4 CREDITS
In this seminar, students will examine the many sources of social influence. These influences include, but are not limited to, the media, politics, persuasion, compliance, obedience, conformity, and culture. We will also take an in-depth look into some of the early social psychological studies that examined social influence. These include the Milgram obedience studies, the Stanford Prison study, and the Robber's Cave study. Students will participate in field experiences that will explore sources of social influence in our own society. Students who have taken the Psychology of Social Influence at the 300 level in the past should not take this course.

PSYC 105  Bust That Psych Myth  4 CREDITS
This course provides a foundation and hands-on experience in the scientific study of human emotion, cognition, and behavior. Through this exploration, the course presents students with opportunity to interact with course material in ways that help them understand the context of psychology as a behavioral science among other fields that focus on human behavior (both individual and group) culture, and society, and the context of psychology among other sciences. Other issues discussed will be myths about popular psychology, the effect those myths have on the general public, and how broader society's denial of research findings may be caused by deficits in scientific literacy. (Wcore: WCSAM, RE) This course is not intended for students who have already completed an introductory psychology course.

PSYC 203  Lifespan Developmental Psychology  4 CREDITS
The psychological study of human development from conception to death. Current theories, research, and social issues relevant to development are addressed.

PSYC 209  Cognitive Psychology and Lab  4 CREDITS
An investigation of how people interact with and think about others. Areas of focus include research methodology, person perception, attitudes, prejudice, interpersonal attraction, aggression, and group behavior.

PSYC 216  Social Psychology  4 CREDITS
An investigation of how people interact with and think about others. Areas of focus include research methodology, person perception, attitudes, prejudice, interpersonal attraction, aggression, and group behavior.

PSYC 250  Personality Theories  4 CREDITS
Exploration of the biological, psychological, cultural, and social factors affecting personality, including a survey of the major schools of thought of personality and personality development.

PSYC 255  Career Exploration  2 CREDITS
Students will engage in a process of self-assessment followed by informed exploration of multiple career options for which a psychology major forms a good foundation. Coursework includes skills and practice in writing cover letters and resumes for career-oriented jobs and statements of purpose for graduate programs.

PSYC 270  Thinking and Writing for Psychology  4 CREDITS
In this course, students will hone the foundational skills of argument-based thinking, scientific writing, and proper use of citation in APA style. These skills support students' career preparation and serve as a prerequisite for most upper division work in the major.

PSYC 301  Child Development  4 CREDITS
Physical, psychosocial, and cognitive development of the individual from birth through 12 years of age. Course includes discussion of current research in child development and an integration of course content with field experience at schools and/or community agencies that serve children.

PSYC 305  Adolescent Development  4 CREDITS
Physical, psychosocial, and cognitive development of the individual from puberty to adulthood. Common adolescent problems are considered from research and clinical perspectives. Course includes discussion of current research in adolescent development and an integration of course content with field experience at community agencies that serve adolescents. Required for secondary education majors.

PSYC 367  Democratic Theory and Practice  4 CREDITS
This course explores issues of political representation, civility, inclusion, engagement, diversity, and education at the heart of democracy. It examines texts from democratic theory alongside recent innovations in the practices and institutions of democracy around the globe.

PSYC 390  Research Methods  4 CREDITS
This course endows students with the skills needed to engage in fruitful political and justice research. In order to foster research competency, the course addresses Philosophy of Social Science Inquiry, Research Design, Critical Research Strategies, Qualitative Methods, and basic skills in interpreting quantitative data.

PSYC 401  Directed Studies  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in political science. Requires consent of instructor and school dean. This course is repeatable for credit.

PLSC 440  Internship  1 to 8 CREDITS
Offers students the opportunity to integrate class room knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

PSYC 490  Senior Capstone  4 CREDITS
A required course for all senior political studies majors. Students select, research, analyze, and discuss a political studies topic or problem. The results of each student's project will be written as a senior thesis and presented for discussion in a seminar setting. (Wcore: SC)

(PSYC)
**Course Descriptions**

**PSYC 315 Human Services Practicum**  
4 CREDITS  
Students will engage in a structured practicum experience at a local human services agency (any structured organization with a staff that provides direct service delivery to community members) in order to apply psychological principles, experience working with help-seekers and providers, understand the functioning of human service agencies in a sociocultural context, and explore cultural identities. (WCcore: EWRLD)

**PSYC 318 Health Psychology**  
4 CREDITS  
This course will serve as a general introduction to health psychology. The main goals of the course are (a) to provide an overview of substantive areas of basic research in health psychology, (b) to examine specific contributions of health psychology to understanding acute and chronic diseases, and (c) to illustrate how principles of health psychology may be applied to everyday life. We will become familiar with the biopsychosocial model of health, and begin thinking about health and illness from multiple perspectives, including that of the patient, the caregiver, the health professional, and of course, the scientist/researcher. We will learn not only the psychological approaches to studying health, but also the psychological aspects of being ill, caring for the ill, and the psychological dimensions of health promotion and self-care.

**PSYC 323 Service Learning in Psychology**  
4 CREDITS  
In this course, students will gain internship-like hands-on experience in the field: from initial ideas and preferences, to volunteering, to connecting experience with psychology concepts. Course topics will include how to use interests in psychology to find a place to volunteer, how to make contact with organizations of interest, how to connect volunteer experiences to past and/or present coursework for deeper understanding, how to be a successful volunteer, and how to understand and apply ideas from service learning as a discipline, including the ways service learning differs from volunteering by itself.

**PSYC 325 Multicultural Psychology**  
4 CREDITS  
A general introduction to multicultural psychology. The main goals of the course are to help students (a) gain a greater self-awareness of their own cultural heritage, (b) identify personal cultural attitudes, values, and beliefs about diverse populations, (c) become knowledgeable about people who make up U.S. society and the global society, and (d) be aware of hidden biases and discriminations prevalent in the current society. We will become familiar with dimensions of culture, dimensions of worldview, cultural identity development models, and sociopolitical issues of psychology. We will learn not only the issues of individual psychology among diverse populations, but also the social psychological aspects related to the cross-cultural encounter in the society.

**PSYC 334 Psychology of Masculinities**  
4 CREDITS  
This course examines males' diverse experiences as boys/men and public discourses about men and masculinities. The major goal of this course is to examine how the gendered social order influences men's actions and the way men perceive themselves, other men, women, and social situations. We will also consider how masculinities are produced in various physical/societal contexts of psychopathology.

**PSYC 335 Psychology of Women**  
4 CREDITS  
An overview of major theories of women's development, applications of feminist theory, gender-related research and women's health issues across the life span. Psychological issues important to women during childhood, adolescence, adulthood and old age are discussed, such as gender role acquisition, pay inequities in the work force, adjustment to menopause and violence against women. Focus is given to research on women in relation to the early social psychological studies that examined social influence. These include the Milgram obedience studies, the Stanford Prison study, and the Robber's Cave study. Students will participate in field experiences that will explore sources of social influence in our own society.

**PSYC 340 Psychology Field Experience**  
1 to 8 CREDITS  
This course offers students the opportunity to integrate academic learning in psychological science with practical, hands-on experience in the field, working with an organization, institute, company, laboratory, school, university, or other professional association. This field experience is recommended for students that have 2 demonstrated academic achievement in the major, effective communication skills, and interest in working with students that wish to gain experience outside the classroom to further educational and career goals. An average of 3 hours of volunteer time per week is required to earn 1-credit hour toward program requirements. A maximum of 5-credit hours can be earned for fulfilling elective hour requirements in the psychology major. Requirements: Sophomore standing (for transfer students, at least 15 credit hours completed at Westminster or with faculty advisor and department approval); a minimum 2.5 GPA; faculty advisor and department approval; and, completion and approval of a field placement application from the Career Center. This course is repeatable for credit.

**PSYC 345 Learning, Memory, and Motivation**  
4 CREDITS  
The class will emphasize applications of key concepts, models, and strategies related to different theories of learning. These will include behaviorist, cognitive, and socio-cultural perspectives. Students will examine frameworks, issues of transfer, social and cultural influences, as well as motivation and engagement. By looking at a variety of theories, we can identify a range of tools that may be useful in understanding learning and teaching in a variety of settings. My goal is that you are able to design and implement powerful learning experiences by the end of the course. Another facet of the course will focus on learning and memory. Therefore, we will examine the findings from laboratory research to gain a better understanding of the structure and organization of memory. Topics will include working memory, encoding and retrieval processes, implicit memory and multiple memory systems, reconstructive processes in memory, and developmental changes in memory.

**PSYC 356 Sources of Social Influence**  
4 CREDITS  
This course will examine the many sources of social influence. These include, but are not limited to the media, politics, persuasion, compliance, obedience, conformity, and culture. We will also take an in-depth look into some of the early social psychological studies that examined social influence. These include the Milgram obedience studies, the Stanford Prison study, and the Robber's Cave study. Students will participate in field experiences that will explore sources of social influence in our own society.

**PSYC 358 Methods of Counseling**  
4 CREDITS  
Counseling is one of the most visible forms of applied psychology and the purpose of this course is to unveil the mystery behind the curtain of therapy. Students will learn and practice introductory counseling methods that are informed by psychological science and multicultural inclusion. This course is ideal for students who want to attend graduate school in a helping profession.

**PSYC 362 Psychological Disorders**  
4 CREDITS  
This course will provide an overview of psychological disorders, including diagnosis, etiology, typical treatment approaches. Drawing from clinical research in mental health, students will discuss the relative treatment efficacy of various intervention strategies. Students will explore the cultural and societal contexts of psychopathology.

**PSYC 363 Exploring Addictions**  
4 CREDITS  
This course provides students with the opportunity to explore the many issues related to the process of addiction. The course will focus on etiological, assessment, treatment, and legal issues with regard to drug use. Students will also have the opportunity to learn about community resources and fellowship meetings.

**PSYC 364 Psychiatric Services**  
4 CREDITS  
This course is ideal for students that wish to pursue one or a combination of learning activities in order to further their studies and goals in the major. Three options are available: (1) Students can gain in-depth study of a particular research topic or area of the field by developing an intensive plan of study, through readings and a literature review, of a particular research topic that is of interest, and, that isn't offered as part of the undergraduate curriculum; (2) Serve as an undergraduate Research Assistant (RA) on a faculty supervised project; and/or (3) Serve as a Course Assistant, aiding a faculty member with the teaching or other instructional aspects of a course. Each option requires faculty advisor, department, and dean approval, and the student must outline a list of learning outcomes, responsibilities, and a timeline for completing all required work for the experience. Depending on which option is pursued, students are required to write a substantial research paper or present other evidence of what was accomplished and learned from the experience (e.g., participating in a poster session or presentation as part of the annual Westminster Undergraduate Research Fair, presenting at a regional or national conference or other professional event). A maximum of 5 credit hours can be earned to fulfill elective requirements of the major. This course is repeatable for credit.

**PSYC 388 Environmental Psychology**  
4 CREDITS  
This course, students will explore theory and research on select topics pertaining to human-environment interactions from a psychological perspective. Through assigned readings, discussions, experiential activities,
group projects, occasional lectures, and multi-media presentations students will learn about how people are influenced by and shape their physical surroundings, both in natural and built environments. Students will gain a broad exposure to classic and contemporary topics environmental psychologists study, including: how individuals think about and navigate physical spaces, how urban design and architecture influences behavior, why some individuals are more environmentally proactive than others, whether time spent in natural settings has restorative benefits for health and well-being, and how personal space, territoriality, crowding, and privacy concerns affect how we interact with other people in everyday situations.

**PSYC 390 Quantitative Research Methods 4 CREDITS**

A survey of scientific research methods used to investigate diverse aspects of human cognition, emotion, and behavior in the field of psychological science. Topics include experimental (causal) and non-experimental research designs (correlational, survey-based, and observational methods), basic descriptive and inferential statistics, data collection and analysis, and ethical issues surrounding research on human populations in laboratory and field settings. Assignments include developing and conducting experiments and studies to demonstrate understanding and applications of behavioral science research, gaining familiarity with data analysis approaches using statistical programs, and interpreting and communicating research findings. Development of an independent research proposal is also an important component of the course. Prerequisites: PSYC 105 or WCSAM/WCSBS 120 and DATA 220. PSYC 270 is also a prerequisite for students who began at Westminster Fall 2014 or later.

**PSYC 415 History and Systems of Psychology 4 CREDITS**

The influence of great individuals and societal change on the evolution of psychology. A survey of how psychology grew from its ancient roots into a modern science. Especially useful for seniors or students considering graduate training. This course is recommended to students who may pursue graduate studies in psychology.

**PSYC 430 Independent Research Thesis 2 to 4 CREDITS**

Students undertake a portion of a research project and learn aspects of scientific inquiry appropriate to the field of psychology. Students write sections of an APA-style research paper appropriate to the scope of the project conducted. Prior planning with and permission of a faculty mentor is required. Requires senior standing, a declared major in psychology, and consent of instructor.

**PSYC 431 Community Placement Thesis 2 to 4 CREDITS**

Students develop a thesis topic through experience volunteering in the field. The placement experience culminates in an APA-style theoretical paper that includes an extensive literature review and analysis of thesis statement based on literature and field experience. Requires prior planning with and permission of a faculty mentor. Requires senior standing, a declared major in psychology, and consent of instructor.

**PSYC 434 Social Neuroscience 4 CREDITS**

How is the brain involved in social processes and behavior, and how do our interactions with other people modify and shape the brain? In this course, students will learn about the interdisciplinary field of social neuroscience, the study of the neural bases of social behavior. This course will emphasize basic brain structures, functions, and mechanisms and processes implemented in social interactions, and how social behavior is shaped by biology and experience. Topics will include brain scanning technologies and methods, behavioral research methodologies, self and other representations in the brain, self-regulation, intergroup perceptions, emotion, motivation, attraction and interpersonal relationships, aggression, social rejection, and prosocial behavior.

**PUBH 101 Introduction to Public Health 3 CREDITS**

The course will familiarize students with the various, multidisciplinary aspects of public health, including the history of public health, overview of public health professions, basics of epidemiology, health information and communication, health policy and law, health promotion, overview of infectious and chronic diseases, access to healthcare, health care systems, and disaster preparedness and management.

**PUBH 190 Public Health Seminar I 1 CREDIT**

The art and science of public health is constantly changing, with new public health issues emerging on a daily basis, as well as new and novel methods of addressing these issues. This course will cover a variety of topics relating to contemporary issues in public. Topics related to the practice of the public health professional will also be covered. Topics such as leadership, systems thinking, public health competencies, professionalism, and continuing education will be covered in this class.

**PUBH 210 Infectious and Chronic Diseases 3 CREDITS**

The course will review the major organisms that cause infectious disease with special focus on emerging and re-emerging infectious agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems.

**PUBH 240 Applied Health Quantitative Method Public Health 4 CREDITS**

This course is an introduction to selected important topics in biostatistical concepts and reasoning. This course represents an introduction to the field, provides a survey of data and data types and covers the basic tools for the collection, analysis and presentation of data in all areas of public health. It provides examples of data used to evaluate public health decisions, programs and policy. Specific topics include general principles of study design; tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and review of methods for comparison of discrete and continuous data including ANOVA, t-test, correlation and regression.

**PUBH 250 Global Health 4 CREDITS**

The course will introduce students to public health concepts related to global health, the role of globalization in the spread of illness, the link between socioeconomic factors and health, the role of politics and governments in health, key diseases and conditions in global health, the role of culture and social factors in health, and key organizations and their role in global health.

**PUBH 300 Special Topics in Public Health 1 to 4 CREDITS**

Covers special topics normally not offered in regular Public Health curriculum.

**PUBH 310 Social and Behavioral Science in Public Health 4 CREDITS**

The course will cover the basic theoretical underpinnings of human behavior, both at the individual and population levels. Utilizing this framework, this course will analyze the social and behavioral determinants to health, such as culture, socioeconomic class, gender, etc. Finally, these theories will be applied to various real-world settings, from schools to mass communications to special-needs populations.

**PUBH 320 Environmental Health 4 CREDITS**

This course will cover health issues, scientific understanding of causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems.

**PUBH 330 Health Promotion and Education 3 CREDITS**

This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, lifestyle, environmental and genetic factors that predispose to both infectious and chronic disease. Individual diseases will also be discussed, reviewing basics of epidemiology, diagnosis, clinical features and treatment for the disease. Finally, a broader overview of the ecology of disease will be discussed, such as the epidemiologic and demographic transition; the emergence and re-emergence of diseases once thought to be controlled; the challenges of preventing, controlling and treating chronic diseases; and the increasing evidence showing the link between infectious agents and chronic diseases.
Course Descriptions

PUBH 340  Health Policy  3 CREDITS
Policy decisions shape our healthcare landscape. The US spends the highest percent GDP on healthcare in the industrial world, but this does not translate into high quality care or health outcome measures. In fact, over 50 million people in the US have no health insurance. People without health insurance (public or private) tend to forgo or delay care, ultimately seeking medical intervention when conditions are more advanced and the medical necessity (and difficult) to treat. This course will examine how health care policy is created and adopted in the US, with a focus on Utah. Students will learn the ins and outs of policy, advocacy, lobbying, and the impact policy decisions have on the public and on the medical system. Topics include national and Utah health reform, issues for vulnerable populations, public programs, the health insurance industry, and effective advocacy. The class will be a "hands-on" approach to learning policy, structured around Utah's legislative session. Students will be expected to attend relevant committee hearings, caucuses, coalition meetings, and legislative debate at Utah's Capitol complex during Utah's legislative session. Students will follow proposed legislation through the session, actively working in support or opposition. Students will have the opportunity to work with local advocacy groups and meet Utah's key policy makers.

PUBH 350  Program Planning and Evaluation  3 CREDITS
The course is designed to provide students an overview to develop public health programs and interventions to address the most important health issues affecting our communities at local, national, and international levels. Students will learn the process of public health programming including assessment, design, planning, implementation, and evaluation. The course will also include an overview of effective public health interventions using the socio-ecologic framework (individual/behavioral, environmental/social/community and policy) as a foundation to explore various levels of interventions. The course integrates several knowledge and skill areas including: research methods, epidemiology, biostatistics, proposal writing, budget planning, project management, and program evaluation. Students will develop a plan to implement and evaluate a public health intervention to address a health need of their choosing.

PUBH 390 Public Health Seminar II  1 CREDIT
The art and science of public health is constantly changing, with new public health issues emerging on a daily basis, as well as new and novel methods of addressing these issues. This course will cover a variety of topics relating to contemporary issues in public. Topics related to the practice of the public health professional will also be covered. Topics such as leadership, systems thinking, public health competencies, professionalism, and continuing education will be covered in this class. This course will cover more advanced topics than the companion PUBH 190.

PUBH 401 Directed Studies  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Public Health program. This course is repeatable for credit.

PUBH 440 Internship  1 to 6 CREDITS
Offers students the opportunity to integrate least two separate internships are strongly recommended. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster), minimum 2.5 GPA, and consent of faculty supervisor and Career Center internship coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>

PUBH 480 Public Health Research Methods  4 CREDITS
This course provides an introduction to the fundamentals of research study design and methods and data collection. It serves as an introduction to quantitative, qualitative, mixed method and participatory approaches to research as well as ethical issues in conducting research. Through the mix of texts, articles from the public health literature and course work, students will build skills for conducting research and evaluation.

PUBH 490 Public Health Capstone Project  4 CREDITS
The course will provide students with an opportunity to synthesize all previous course work and practical experience to generate an evidence-based public health research project. Students will, with the guidance of a faculty mentor, choose a research topic, and by attending periodic workshops and lectures and by submitting intermediate assignments during the duration of the research project, generate a submission-quality research paper and present the results in a seminar. The course will culminate in a presentation of the research project by the student at a seminar, and the potential submission of a publication-quality research paper or poster. Prerequisite: completion or concurrent enrollment of all required courses in the major. (WCore: SC)

(SOC)

SOC 105 The Sociological Imagination  4 CREDITS
This course provides a comprehensive introduction to sociology by examining the cultural, organizational, and social forces that shape people's perceptions, actions, and opportunities. Areas of emphasis include the sociological perspective: social inequality; and social roles, groups, and institutions. (WCore: WCBS, DE)

SOC 205 Social Problems  4 CREDITS
Focusing on various social problems such as poverty, unemployment, crime, substance abuse, racism, discrimination, gender inequality, sexual inequality, and global inequality, this course utilizes sociological analysis to examine how social problems are defined and dealt with in the United States and other parts of the world. (WCore: WCBS, DE)

SOC 253 Sociology of the Family  4 CREDITS
This course explores the modern American family--examining the traditions, roles, functions, representations, changes, and controversies surrounding the social institution of the family. (WCore: WCBS, DE)

SOC 300 Special Topics in Sociology  1 to 4 CREDITS
The exploration of issues, problems, and innovations in sociology. Provides individual and group experience.

SOC 313 Social Theory  4 CREDITS
This course provides a comprehensive overview of social theory - exploring, contrasting, and critiquing major sociological theorists and theoretical perspectives from their initial introduction in the 19th century through their subsequent developments in the 19th century to their continued relevance in the 21st century.

SOC 320 Sociology of Populace Culture  4 CREDITS
This course explores the social implications of popular culture. Focusing on film, television, music, fashion, books, magazines, the Internet, and other forms of entertainment, the course critically examines how popular culture is produced, disseminated, consumed, interpreted, and experienced in the United States. (WCore: WCBS)

SOC 330 Sports and Society  4 CREDITS
This course explores sports as a significant cultural, political, and economic force in American society. Focusing on both established and alternative sports, the course incorporates a sociological perspective to critically examine how sports are organized, played, experienced, observed, perceived, and criticized in the United States. (WCore: WCBS)

SOC 342 Sociology of the Life Course  4 CREDITS
This course examines the life course using a sociological perspective. We will examine the social processes associated with the life course, connecting individual experiences to larger social and historical processes. Life course theory will be used to highlight the following aspects of the aging process: 1) individuals are shaped by historical time and place; 2) individual lives are interconnected to others through social interaction; 3) individuals make choices for their lives and construct their own life course within the context of historical and social opportunities and constraints; 4) the timing of life events shapes an individual's immediate and future life course. During the last few weeks of class we will also explore a number of social issues central to our aging society. (WCore: WCBS, DE)

SOC 345 Sociology of Sexualities  4 CREDITS
This course examines sexuality from an historical, social, and interpersonal perspective. Students will study the history of sexuality research in the United States along with the major sexual revolutions. The sociological perspective will be used to understand contemporary issues around sexuality, including transgender rights, sexual orientations, modern-day sexual scripts, the sexual double standard, and the medicalization of sexuality.

SOC 350 Gender in Society  4 CREDITS
This course examines gender from institutional, interactional, and individual level perspectives. We will cover a brief history of the women's movement and its implications within the United States. A sociological perspective will be used to understand contemporary gender issues, including the social
construction of gender, the intersection of work and family, the social construction of masculinity and femininity, and gendered relationships. (WCore: DE)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 370</td>
<td>Social Work</td>
<td>4</td>
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<tr>
<td>SOC 372</td>
<td>Race, Ethnicity, and Class</td>
<td>4</td>
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<td>SOC 375</td>
<td>Social Welfare Policy</td>
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<td>SOC 390</td>
<td>Social Research Methods</td>
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<td>SOC 395</td>
<td>Applied Sociology</td>
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<td>SOC 400</td>
<td>Seminar in Sociology</td>
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<td>SOC 401</td>
<td>Directed Studies</td>
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<td>SOC 440</td>
<td>Internship</td>
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<tr>
<td>SOC 470</td>
<td>Senior Thesis</td>
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<tr>
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<tbody>
<tr>
<td>SPAN 321F</td>
<td>Mountains Narratives and Conflict II</td>
<td>4</td>
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<td></td>
<td>The narrative of mountains and conflicts II (Guerrillas in Spain: the MAQUIS and ETA) corresponds to literary, social, political, geographical and historical implications that texts fictionalize and whose main character is Nature (mountains).</td>
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<tr>
<td>SPAN 321G</td>
<td>Hispanic America Populist Narrative</td>
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<td>Populism is studied here as a discursive style based on the confrontation between the people and power. For Latin American and Spain, this discursive is a literary genre called 'narrative of caudillismo' which examines the relationships between power, dictatorship, and writing. In this course the narrative genre of “caudillismo” and “neo caudillismo” will be studied [XX and Xxi century]</td>
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<tr>
<td>SPAN 331B</td>
<td>Literature of the Southern Cone, Studies</td>
<td>4</td>
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<td>SPAN 331C</td>
<td>Latin American Literature Modernism and Post-Modernism.</td>
<td>4</td>
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<td>SPAN 331G</td>
<td>Mountains Narrative &amp; Conflicts I</td>
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<td>The narrative of Mountains and Conflicts I (Mexican and Colombian Guerrillas: EZLN and Las FARC) corresponds to literary, social, geographical, political, and historical implications that texts fictionalize and whose main character is Nature (Mountains)</td>
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<tr>
<td>SPAN 110</td>
<td>Spanish I</td>
<td>4</td>
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<td></td>
<td>A novice introduction to the written and spoken structures of the language. Cultural appreciation also emphasized.</td>
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<tr>
<td>SPAN 111</td>
<td>Spanish II</td>
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<td></td>
<td>Continued development of second semester listening, speaking, reading and writing skills, as well as cultural appreciation.</td>
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<tr>
<td>SPAN 220</td>
<td>Spanish III</td>
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<td>A third semester conversation/composition course with emphasis on grammar.</td>
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<tr>
<td>SPAN 221</td>
<td>Spanish IV</td>
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<tr>
<td></td>
<td>An intermediate second-year conversation/composition course with readings in Spanish culture, history, and literature.</td>
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<tr>
<td>SPAN 300</td>
<td>Special Topics in Spanish</td>
<td>1-4</td>
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<td></td>
<td>A changing topics course that provides a variety of special insights into the Spanish language and culture. Includes both on campus and May term courses.</td>
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<tr>
<td>SPAN 301</td>
<td>The Spanish Speaking World</td>
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<td>Development of speaking proficiency with professional application, such as medical, legal, and business Spanish. The study of cultural values is an integral component. May emphasize oral proficiency, idiomatic mastery, expository writing, and/or advanced grammar review. Course materials are derived from Spanish literature and contemporary cultural issues. (WCore: EWRDL)</td>
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<tr>
<td>SPAN 320</td>
<td>Survey of Peninsular Spanish Culture</td>
<td>4</td>
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<td>General survey of culture and civilization of the Iberian peninsula from its earliest inhabitants (intersection of Christian, Muslim and Jewish cultures) to the present (21st century). Covers major historic trends, varied genres, cultural and literary events, and society in a globalization sense.</td>
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<tr>
<td>SPAN 321</td>
<td>Spanish Lit Cultural Studies Peninsular</td>
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<td>Presents a range of special topics exploring issues relevant to Spanish literature and culture.</td>
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<tr>
<td>SPAN 330</td>
<td>Survey Latin American Culture &amp; Literat, and Literature</td>
<td>4</td>
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<tr>
<td></td>
<td>Covers major historic trends in Latin American literature from Pre-Colombian to the present. Selections range from Mexican masterpieces to those of the Southern Cone.</td>
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SPAN 331 Latin American Lit & Cultural Studies 4 CREDITS
Presents a range of issues relevant to Latin American literature and culture.

SPAN 387 Undergraduate Teaching 1 to 2 CREDITS
Advanced students may work as teaching assistants to an instructor of SPAN 110 or 111. A maximum of two credit hours of SPAN 387 may be applied to the major or minor.

SPAN 401 Directed Studies 1 to 4 CREDITS
An in-depth, independent course for student-initiated proposals on topics not normally offered in the Spanish program. Requires upper-division status, consent of instructor, (mentor) and school dean. This course is repeatable for credit.

SPAN 440 Internship 1 to 8 CREDITS
An opportunity for students to integrate classroom knowledge with professional experience in the public or private sector. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of program director and Career Center internship coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a>https://westminstercollege.edu/internships</a>.

SPAN 470 Senior Thesis 2 CREDITS
A capstone opportunity to produce a well-researched, fully documented, comprehensive thesis on a literary or cultural topic under the support and guidance of a Spanish faculty member. (WCore: SC)

(SPED)

SPED 303 Roles of the Special Educator 3 CREDITS
Examines: a) professional roles and responsibilities of special educators in K-12 schools, b) collaborative and inclusive program models for special education, c) collaboration among various educators, family members, and community agencies in providing appropriate services and educational plans for special education students, and d) laws and State rules and regulations that govern the program. Field work is required.

SPED 308 Principles & Application of SPED Assess 3 CREDITS
Students gain an understanding of statistical procedures and basic processes for collecting and analyzing observational information, criterion referenced and environmental assessment in diagnosis and special education development. Students administer, score, and interpret norm-referenced instruments, analyze results in combination with data from other assessment processes, determine eligibility, and develop educational programs. Field work is required. Prerequisites: EDUC 302 SPED 303; co-requisite: SPED 335 or 336.

SPED 327 Tech for Teaching Exceptional Learners 2 CREDITS
Technology can be a powerful instructional tool in both the special and general education classrooms. Instructional Technology (IT) can be used by special educators to facilitate the delivery of instruction while Assistive Technology (AT) can be used to help students with disabilities to function more independently in the classroom and beyond. Students will become familiar with a wide variety of technologies and their applications for students with mild/moderate disabilities, sensory impairments, physical disabilities, severe disabilities, and communication disorders. In addition, students will learn methods for evaluating the technology needs of individuals with disabilities and how to identify the most appropriate technology for students with disabilities.

SPED 335 Mild/Moderate SPED Methods K-6,for K-6 Mild/Moderate Special Education 3 CREDITS
This course explores the current research on best practices regarding curriculum and instruction for students with mild to moderate disabilities in K-6 settings. Students learn to apply interventions that assist students with learning difficulties in reading, math, and written and oral expression. Students also learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend twenty clock hours in a field placement. Prerequisites: EDUC 302 SPED 303; co-requisite: SPED 308.

SPED 336 Severe SPED Methods K-6,for K-6 Severe Special Education 3 CREDITS
This course prepares special educators to deliver quality educational services to students with severe learning and behavioral disabilities. Students will conduct three instructional programs in the areas of discrimination task, motor task, and habit, rule, or discrete behavior chain. Students will also learn how to determine instructional needs, develop IEPs, use prompting and fading strategies, implement differential reinforcement and error correction, and understand how to analyze the learning environment for the impact it has on students.

SPED 340 Mild/Moderate SPED Methods 7-12 3 CREDITS
This course explores the current research regarding methods to serve students with disabilities in the general education classroom. Students learn to apply learning strategies to reading, writing, mathematics, and study skills. Students will develop transition programs to enhance student learning. Students also learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend twenty clock hours in a field placement. Prerequisites: SPED 303, 308, 335; co-requisites: SPED 385.

SPED 341 Severe SPED Methods 7-12 3 CREDITS
This course prepares students with an understanding of the foundations of curriculum and instruction for elementary and high school students with severe learning and behavioral disabilities. Students will conduct three instructional programs in the areas of functional literacy, functional math, and personal leisure, management, or employment. Students will also learn about instructional grouping, distribution of instructional trials, and inclusion in the general education curriculum. A specific focus will also be on transition programming for students in secondary education programs. Prerequisites: SPED 303, 308, 336; co-requisite: SPED 385.

SPED 377 Facilitating Services Across Disciplines 3 CREDITS
This course is designed to help educators develop in-depth theoretical and practical knowledge of effective, research-based assessment and intervention for struggling readers who are “stuck” between mid-1st and end-2nd grade levels. The course follows a practicum model in which educators develop a conceptual framework for reading development and effective intervention through an intensive, mentored clinical experience and uses the intervention model Next Steps, a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties.

SPED 385 Behavioral Supports in SPED 3 CREDITS
Students focus on the integration of methods and techniques for addressing the affective/social development of learners with special needs. Field work is required.

SPED 390 Student Teach SPED: Mild/Mod 4 to 10 CREDITS
Supervised teaching in selected high-incident or mild/moderate special education programs in an elementary or secondary school. Prerequisites: SPED methods courses must be complete so that a petition can be granted to register. This course is offered on a credit/no credit basis. There is a fee associated with this course.

(TESL)

TESL 320 Diverse Comm Language Learners, Family & 3 CREDITS
This course explores the role of family and community in the language acquisition and identity formation among Diverse Language Learners. Students will conduct an ethnographic case study with a child who is in the process of learning English and their family based on the concept Funds of Knowledge. The course critically evaluates issues of socioeconomic status, race, religion, national origin, disability, gender, and immigration history relative to DLLs by reading ethnographies about their experiences in various educational contexts.

TESL 321 Foundations of Multilingual Education 3 CREDITS
This course introduces students to foundational theories and policies that impact multilingual education. Concepts studied include the linguistic, sociological, historical, political, and legal foundations of bilingual and ESL education. The course presents an overview of the types of programs and the principles of effective education for Diverse Language Learners including observational fieldwork. The content will guide students toward a critical
mounting theatrical productions. This course will connect second language acquisition theories to research-based principles of instruction as they relate to language learners. Students will explore and apply methods and strategies to promote comprehensible interaction in the content areas as well as fieldwork component.

TESL 324  Content Instruction for Diverse Language Learners  3 CREDITS
Students will explore and apply methods and strategies to promote comprehensible interaction in the content areas as well as fieldwork component. Course includes fieldwork component.

TESL 325  Assessment for Diverse Language Learners  3 CREDITS
Students will apply content from the Methods and Content Area Instruction courses to develop a rationale for incorporating assessment as an intrinsic and ongoing aspect of the teaching/learning process. Students will learn ways to monitor student progress, place students appropriately, and design authentic assessment for elementary, secondary, and adult language learners. The emphasis of the course is the design of standards-based differentiated lesson plans for Diverse Language Learners in heterogeneous content area classes as well as sheltered content area courses for secondary students. Fieldwork is an integral component of course.

TESL 322  Language Acquisition and Development  3 CREDITS
This course examines how languages are learned. Students will discuss prominent language acquisition theories and how these apply in instructed settings, analyze learner language, and explore individual differences in learning an additional language. In addition, knowledge of phonology, morphology, syntax, and semantics are applied to teaching Diverse Language Learners.

TESL 323  Instruct Methods for Diverse Language Learners  3 CREDITS
This course will introduce theatre majors to the essentials of theatrical design application on computer software. In this course, students will become proficient in computer aided drafting for the stage utilizing current software programs such as Softplot and Vectorworks.

THTR 145  Stagecraft I  2 CREDITS
For every actor on stage in the professional theatre, as many as 20 people work behind the scenes. Who are these people and what do they do? This course introduces the basic theories and techniques used in stage scenery, props, lighting, and sound. Students will learn the terminology, tools and practices used in technical theatre as they work on practical projects while mounting theatrical productions.

THTR 225  Lighting Design I  3 CREDITS
This course is designed to help students gain an understanding of the fundamentals of stage lighting; basic electrical theory, light and color theory, instrumentation, control systems, drafting, and special effects. It is required that each student serve as an electrician or as master electrician on a production during the semester.

THTR 229  Costumes and Makeup  4 CREDITS
This course teaches basic costume construction and stage makeup skill. Costume construction skills taught include hand sewing and basic machine sewing. Stage makeup skills taught include basic makeup techniques used for performers and basic special effects makeup.

THTR 255  Script Analysis  3 CREDITS
This course studies methodologies of script analysis to help students develop greater skill in the technical and theoretical skills of script analysis using a formalist approach. Using dramatic literature from naturalism to the avant garde, students will dissect how the plays work structurally. Analytical methods provide students with glimpses of plays’ underlying structural principles, leading to deeper understanding of overall meaning. The course offers general guidelines for reading and thinking about plays and understanding the basic potentials of a play’s construction. (WCore: WCFAH)

THTR 260  Visual Storytelling Onstage  3 CREDITS
The visual language of a dance, theatre, or opera production is as essential as the choreography, words, and music in telling a story onstage. This course will teach students how to develop design concepts, explore the application of elements and principles of design for the use of staging and designing productions, and introduce visual research methods and script analysis, developing concepts and visual metaphors, and collaboration methods.

THTR 261  DeVised Theatre  3 CREDITS
This course introduces the basic theories and techniques used in stage scenic, props, lighting, and sound. Students will learn the terminology, tools and practices used in technical theatre as they work on practical projects while mounting theatrical productions.

THTR 145L  Stagecraft I Lab  0 CREDITS
Lab for THTR 145 Stagecraft I. (WCore: WCFAH)

THTR 218L  Stage Makeup Lab  0 CREDITS
Lab for THTR 218 Stage Makeup.

THTR 280L  Acting II Lab  0 CREDITS
Lab for THTR 280 Acting II.

THTR 480L  Acting IV Lab  0 CREDITS
Lab for THTR 480 Acting IV.

THTR 481L  Acting V Lab  0 CREDITS
Lab for THTR 481 Acting V.

THTR 101  DeVised Theatre  3 CREDITS
Students will work as a cohort to create and perform a piece, borrowing from the idea of the Living Newspaper, where the script originates from the entire group rather than from a specific writer, and pulls inspiration and material from current events.

THTR 125  Behind the Scenes  2 CREDITS
For every actor on stage in the professional theatre, as many as 20 people work behind the scenes. Who are these people and what do they do? This course introduces the basic theories and techniques used in stage scenery, props, lighting, and sound. Students will learn the terminology, tools and practices used in technical theatre as they work on practical projects while mounting theatrical productions.
necessary forms, and informational documents that augment a rendering or model: drafting packages, line set schedules, costume plots, piece lists, paint elevations, budget tracking, and source sheet.

**THTR 275 Period Styles** 3 CREDITS
Historic architecture, interior design styles, and fashion are essential areas of knowledge for theatre designers. Many productions are not only set in historic periods and locales, but also draw on historic inspirations. This course will introduce theatre majors to a range of historic and global period styles in architecture, decor, and fashion for application in theatre design. Students will learn basic terminology of architectural features, furniture, and fashion. Students will also learn about research methods and historical and cross-cultural influences in fashion and architecture. (WCore: WCSBS, RE)

**THTR 280 Acting II** 4 CREDITS
A study of the acting techniques of Meisner and Adler applied to scene work. Prerequisite: THTR 180 or consent of instructor.

**THTR 300 Special Topics in Theater Arts** 1 to 4 CREDITS
A changing topics course offering special areas of interest not covered in regular courses. Topics include Theatre Management, Reader’s Theatre, Modern Dance, special focus of particular styles of theatre or dramatic literature as well as travel/study programs.

**THTR 301 Directed Studies** 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Theatre Arts Program. Prerequisite: consent of instructor and school dean.

**THTR 303 Performance Studies** 1 CREDIT
This course rotates each semester in its focus, based on the needs of the program and the students registered. Common offerings include Suzuki, Stage Combat, Contact Improv, and Performance Studies. This course is repeatable for credit.

**THTR 318 Advanced Stage Makeup** 3 CREDITS
This course will build on skills and principles taught in THTR 218 Stage Makeup and expand into advanced stage makeup techniques including: wig/facial hair ventilation, life casting, prosthetic makeup, and advanced special effects makeup techniques.

**THTR 321 Creative Writing: Plays** 3 CREDITS
Workshop in playwriting which examines structure and style in dramatic literature as a starting point for student’s work in scene writing.

**THTR 325 Lighting Design II** 3 CREDITS
This course will build on skills and concepts learned in Lighting Design I principally color and design theory. Students will develop collaborative skills through class projects. Students will also develop lighting design projects that begin building their lighting design portfolio.

**THTR 328 Theatre Workshop** 1 to 4 CREDITS
Advanced work in technical theatre or stage management through participation in on-campus productions. Prerequisite: consent of program director. This course can be repeated for credit.

**THTR 329 Costume Stagecraft II** 3 CREDITS
This class is designed to familiarize students with the materials and advanced techniques used in the design and construction of theatrical costumes which may include millinery, mask making, and the dyeing and painting of fabric. In this course the student will deepen their understanding of the principles and elements of design, play analysis, research, costume period and style, design problems, construction and organization skills. The course includes a laboratory component during which students will apply these skills to departmental productions.

**THTR 335 Scenic Painting and Properties** 3 CREDITS
This course is an introduction to methods of painting scenery for stage productions, characterizations of various scene painting materials. The course includes a study of color, perspective and techniques. The course includes a laboratory component during which students will apply these skills to departmental productions.

**THTR 345 Stagecraft II** 3 CREDITS
This course is a continuation of the theories and applications of construction techniques for the scenic environment. Special emphasis is placed on stage machinery and rigging, welding and scenery building. The course includes a laboratory component during which students will apply these skills to departmental productions.

**THTR 358 History of Theatre & Dramatic Lit. I, Literature I** 3 CREDITS
Study of the history of theatre and dramatic literature from its origins through the eighteenth century. Prerequisite: ENGL 220 or equivalent. Offered alternate years.

**THTR 359 History of Theatre & Dramatic Lit. II, Literature II** 3 CREDITS
Study of the history of theatre and dramatic literature from its origins through the eighteenth century. Prerequisite: ENGL 220 or equivalent. Offered alternate years.

**THTR 361 Auditioning** 3 CREDITS
All work as an actor begins with the audition. Emphasizing preparation for classical, contemporary, and musical theatre auditions, this course also covers the business of being a self-employed artist (headshot/resumes, agents, unions, contracts, etc.)

**THTR 362 Scenographic Techniques** 4 CREDITS
This course focuses on advanced stenographic rendering and modeling techniques including: figure drawing, fabric rendering, costume rendering mediums, model making techniques, scale furniture, and perspective drawing.

**THTR 371 Movement I** 2 CREDITS
This course will focus on an increased awareness and facility with the holding patterns and physical signatures we have as actors. Neutral, larval, and character masks will be utilized in physical and kinesthetic assessments and in the physical creation of characters.

**THTR 372 Movement II** 2 CREDITS
Students will improve alignment, flexibility, and body awareness as individuals and how they contribute to the entire physical world of the play. Students will examine various movement enhancers such as Alexander Technique, Feldenkrais, Viewpoints, and Laban Analysis.

**THTR 379 Voice for the Actor I** 4 CREDITS
This course utilizes process-oriented work on releasing tension, healthy vocal production, the anatomy of sound, developing their bracth capacity and control, resonation, articulation, and the use of pitch, pace, power, and the quality of sound to increase expressivity and clarity of thought and intent. Students will also learn, and transcribe text into, the International Phonetic Alphabet.

**THTR 380 Acting III** 4 CREDITS
A study of the acting techniques necessary to perform the heightened texts of Shakespeare. Chekhov, Ibsen, and Shaw.

**THTR 385 Musical Theatre** 3 CREDITS
This course will survey the history and masterworks, the major composers, lyricist, and choreographers of this quintessentially American art form. Participants will then put feet to their understanding by working solos, duets, and large group numbers from the musical theatre repertoire.

**THTR 387 Undergraduate Teaching** 1 to 2 CREDITS
Teaching assistants in theatre classes. This course is repeatable for credit.

**THTR 400 Theatre Design Studio** 4 CREDITS
Students will have structured studio time to develop theoretical design projects in the field of interests including projects in: costume design, hair and makeup design, scenic design, sound design, lighting design, and projection design. Students will complete four theoretical projects a semester. For each project, students will present their designs and engage in group discussion and critique of their work.

**THTR 401 Directed Studies in Theatre Arts** 1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Theatre Arts
**THTR 440 Internship** 1 to 8 CREDITS

Offers students the opportunity to integrate classroom knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a href="https://westminstercollege.edu/internships">a</a>

**THTR 450 Dramatic Theory** 4 CREDITS

Participants in this course will examine the writings of key theorists and critics that have been influential in the history of the theatre. They will develop and articulate their own philosophy and aesthetic principles of the theatre from which to critique individual productions. Student directors, actors, designers, dramaturges, etc., will develop the capacity to analyze a play for production purposes. This writing intensive course will include both critical analysis and creative interpretation. Students will practice critical and analytical writing, complete a dramaturgical project, and write a manifesto of the contemporary theatre. Pre-requisite: THTR 358 or 359

**THTR 470 Directing** 3 CREDITS

Study of the theories and practices of staging plays for the theatre. Includes script analysis, production planning, rehearsal techniques, stage composition, and designer/director communication. Each student directs a one-act play for public performance. Prerequisite: THTR 358 or 359 or consent of instructor.

**THTR 479 Voice for the Actor II** 3 CREDITS

Building upon the work done in Voice, Diction, and Dialect, this course utilizes process-oriented work to increase vocal capacity and control, healthy vocal production, and developing an increased awareness and understanding of articulation, resonance, expressivity, pitch, pace, rhythm, and variety. Students will become aware of the function and potential of their vocal instrument in the creation of regionalisms, dialects, and/or accents.

**THTR 480 Acting IV** 4 CREDITS

This class will focus on the on-camera techniques that will help you feel comfortable in an audition for film, television, and other digital mediums. Students will also utilize these skills in the creation of a 10-minute Passion Project.

**THTR 485 Senior Seminar** 2 CREDITS

This capstone serves as a final opportunity for graduating seniors to receive faculty evaluation of their portfolio, vita, resume, and monologues. This course will provide an appraisal of a plan of action for success in graduate school and/or a student's chosen profession. It is a final opportunity for a student to undergo personal, professional, and programmatic assessment. Requires senior standing or consent of the advisor. (WCORE: SC)

(WCFAH)

**WCFAH PLAN Plan for WCFAH Course** 4 CREDITS

This is a placeholder course to assist students and advisors in planning to fulfill the WCORE requirement of WCORE Fine Arts & Humanities courses.

**WCFAH 127 Infinite Variety** 3 CREDITS

An introductory course to the art of acting and communication through performance. It covers the study of basic acting techniques, the value of process-oriented work to increase vocal capacity and control, healthy vocal production, and developing an increased awareness and understanding of articulation, resonance, expressivity, pitch, pace, rhythm, and variety. Students will be challenged to access and deliver the physical, emotional, and psychological aspects of their character(s). (WCORE: WCFAH)

**WCFAH 132 Sound, Music, and Technology** 3 CREDITS

"The history of the music industry is inevitably also the story of the development of technology. From the player piano to the vinyl disc, from reel-to-reel tape to the cassette, from the CD to the digital download, these formats and devices changed not only the way music was consumed, but the very way artists created it." Edgar Bronfman, Jr. former CEO of Warner Music Group Using this quote as a guide, but expanding it to include music and sound as a whole, not just the music industry, this course will broadly examine the effect that technology has had on music and sound after WWII. It will cover music and sound in popular music, art music, film and interactive media, music of other cultures, and sound art and sound installations. The class format is based on a cycle of listening, reading, and creating. Students will first listen to and discuss works that employ, are made possible, or were fundamentally changed because of a paradigm shift brought about due to a technological innovation. Students will then read and learn about one particular innovation and finally demonstrate their knowledge of this innovation by creating short musical or sound works of their own and writing about the relationship between technology and their own work or by composing short, focused essays about the relationship between a technological shift and works listened to in class. This class is open to all majors, regardless of prior musical knowledge; however, basic computer skills are required. (WCORE: WCFAH)

**WCFAH 207 Humor and Philosophy** 4 CREDITS

Most people love to laugh-but why? And what makes something funny? Is there a secret to someone or something being comical? And what's the purpose of humor and laughter, anyway? Finally-can anything be funny? Are some forms of humor actually immoral, and are we bad people for laughing at some jokes? Is humor a fictional holiday from everyday life, where anything and everything is allowed? In this course we'll philosophically explore these questions and others about the nature, purpose, value, and possible limits of humor in everyday life. (WCORE: WCFAH)

**WCFAH 213 Revisioning (Dis)ability** 4 CREDITS

This course has been designed to provide an in-depth exploration of social justice issues for people with disabilities. Through a series of visual images, including documentaries and digital photographs, students will examine the disturbing history of cruel treatment through 'tyranny of the majority' toward those with disabilities. Topics include the Eugenics Movement, forced institutionalization, and continued restraint and seclusion. Students will also delve into the social changes brought about by the Disability Rights Movement as well as the barriers to full inclusion that exist today. (WCORE: WCFAH and WE)

**WCFAH 219 The Music of Two Ring Cycles** 4 CREDITS

In this course students will examine music composed for two of the greatest fantasy epics ever created, Richard Wagner's 4-opera Der Ring des Niebelungen and Howard Shore's soundtracks to the 3-film version of J.R.R. Tolkien's The Lord of the Rings. Comparisons between the literary content of the cycles are inevitable, from the subject matter to parallel plot developments and even the fantasy creatures that inhabit each world, and these will be studied in the course. In addition to these correspondences, the composers of each cycle used very similar compositional devices to organize the musical content, providing continuity over 10+ hours of music while simultaneously clearly delineating characters, objects, emotional states and more abstract ideas. Students will present their own specialized research on diverse topics relating to the two cycles to their classmates. (WCORE: WCFAH and RE)

(WCMSAM)

**WCMSAM Plan Plan for WCMSAM Course** 4 CREDITS

This is a placeholder course to assist students and advisors in planning to fulfill the WCORE requirement of WCORE Science & Math courses.

**WCMSAM 103 Counting Votes** 4 CREDITS

After eighteen years of waiting, you finally have the right to vote! But just what does voting mean? There are actually many methods of expressing voting preferences via ballots. Which is the best method? How is a state's number of representatives in the U.S. House of Representatives actually determined? What other methods are there, and what results would they produce? How might that change the political landscape of our country? Which states have real power within the Electoral College? We will take a mathematical look at all of these questions by studying Arrow's Impossibility Theorem, exploring various apportionment methods and their implications, and learning about power within weighted voting systems. (WCORE: WCMSAM and QE)

**WCMSAM 104 Explorations in Oceanography** 4 CREDITS

This course will take an interdisciplinary approach to exploring oceanography, marine ecology, and how anthropogenic activities influence the ocean. We will study key aspects of physical, biological, and chemical oceanography in order to gain an integrated and comprehensive understanding of the oceans. This course will include multiday experiments and labs in which students will explore concepts such as what physical factors control ocean circulation,
what influences biological primary production, the chemistry behind ocean acidification, and how ocean acidification impacts different classes of phytoplankton. Group activities will often utilize real oceanographic, remote sensing, and time series data to explore relationships, long term trends, and periodic events, such as El Nino. (WCore: WCSAM and QE)

**WCSAM 105 Games and Decisions** 4 CREDITS

In a situation where the outcome depends on several people's decisions, how can you make the best rational decision? That is the central question of Game Theory, used in economics, political science, biology and many more fields. In this experiential course, students will discover the principles of Game Theory by playing and analyzing a variety of games. The games analyzed will include Deterministic, Strategic and Coalition Games. (WCore: WCSAM)

**WCSAM 109 Introduction to Circuits and Electronics** 4 CREDITS

This is a hands -on course where students build practical electronic devices and learn basic electronics and electric circuits. (WCore: WCSAM and QE)

**WCSAM 112 Personal Wealth Foundations** 3 CREDITS

This course presents the student with practical solutions to the contemporary issue of a debt laden society whose populace lacks the financial skills to properly manage their finances. The course discusses the key components of financial planning - wealth protection, accumulation, and distribution. Practical application and experimentation of financial principles will be applied to money management, insurance, credit, investing, and the financial marketplace. Implementation of the principles taught and skills learned in this course will allow students to find success in their personal finances. (WCore: WCSAM and QE)

**WCSAM 113 Probability, Risk, and Reward** 4 CREDITS

An engaging introduction to probabilistic thinking through the exploration of games of chance, cognitive biases, applications in business, health, and science, and fascinating episodes in the history of probability. (WCore: WCSAM and QE)

**WCSAM 114 Science of Food and Drink** 3 CREDITS

Food and drink are central to living and this culinary course takes a chemistry approach to the study of how different foods and drinks are created. During this highly interactive course, students will learn fundamental principles in chemistry and then use them to create various foods and drink. Topics such as chemical composition, chemical interactions, chemical properties and chemical reactivity will be explored using chemicals and biological organisms common in a kitchen. Concepts will be studied through experimentation using the kitchen as the laboratory environment. During the course, other important and sometime controversial food science topics will be discussed. Additionally, examples and illustrations pulled from recent events will be given to heighten the general awareness of other chemicals present in society and the benefits and risks associated with their use. (WCore: WCSAM and QE)

**WCSAM 116 Introduction to the Universe** 4 CREDITS

This course will introduce students to the field of astronomy, starting with students reproducing the ancient insights into the motions of the sun, moon, planets, and stars, and continuing through new modern discoveries such as dark matter and extra-solar planets. Emphasis is placed on the physical properties of light and how it is used to observe the universe beyond our physical reach. Throughout the course, we will discuss the interaction of astronomy and culture, and what makes science different from other ways of knowing. (WCore: WCSAM and QE)

**WCSAM 201 Geobiology of the Universe** 3 CREDITS

This course explores the interdisciplinary methods of space exploration and the extraordinary data that we accrue through Earth analogs, remote sensing, crewed missions, and uncrewed probes into our solar system and beyond. Using primary data from past studies and current missions, we will develop models and design experiments to ask larger questions about the Universe. Is there life beyond Earth? How does geology of a space body inform the potential for life? (WCore: WCSAM and RE)

**WCSAM 202 Isotope Biogeochemistry** 3 CREDITS

This course will use a case study approach to understand how the use of isotopic ratios and isotopic tracers have been employed to answer a wide range of questions about the earth and our universe. Students will read, present, and discuss seminal research articles from the primary literature that have used isotopes to answer important scientific questions. Topics covered will be drawn from across all environmental related fields, and will include the use of isotopes to: date the earth and our solar system, determine bird migration patterns and breeding grounds, determine the diet and trophic status of various organisms in an ecosystem, determine the source of toxic heavy metals, characterize the composition of the earth's atmosphere in the distant past, characterize ocean circulation and groundwater flow, etc. Students will learn how isotope measurements are made using mass spectrometry, and their representations as matrices, matrix algebra, vector spaces and subspaces in Rn, eigenvalues and eigenvectors, least squares, and the simplex method. There will be a heavy emphasis on applications and numerical techniques, implemented with standard scientific programming languages. This course emphasizes critical, analytical, and integrative thinking as well as writing and other communication skills. This course does not have a specific prerequisite, but students enrolling in this course need to be ready for college-level mathematics. (WCore: WCSAM)

**WCSAM 203 Linear Algebra** 4 CREDITS

Linear algebra is a foundational subject for almost all areas of pure and applied mathematics. This course will include systems of linear equations and their representations as matrices, matrix algebra, vector spaces and subspaces in Rn, eigenvalues and eigenvectors, least squares, and the simplex method. There will be a heavy emphasis on applications and numerical techniques, implemented with standard scientific programming languages. This course emphasizes critical, analytical, and integrative thinking as well as writing and other communication skills. This course does not have a specific prerequisite, but students enrolling in this course need to be ready for college-level mathematics. (WCore: WCSAM)

**WCSAM 206 Making and Breaking Secret Codes** 4 CREDITS

The purpose of this course is to introduce you to the complex and exciting world of secret communication. Starting with the ciphers used by Julius Caesar, we will trace the development of cryptography (the science of enciphering messages) and cryptanalysis (the science of breaking ciphers and decoding secret messages) through the medieval period, the Enigma machine and WWII, and the computer age. We will develop a hands-on understanding of the computer-based encryption that keeps our credit card numbers safe online and allows us to transmit information securely over great distances. (WCore: WCSAM and QE)

**WCSAM 207 The Art & Science of Creativity** 3 CREDITS

Creativity is significant in the design of both artistic creations and scientific experiments. Both science and the arts are process-driven and employ problem-solving techniques. Both have a history of work in the field, from collecting specimens to plein air painting. Both have a history of work indoors, from labs to studios. Whether one's lens is that of a camera or a microscope, observation is the same process. The course takes an interdisciplinary look at the creative process, turning parallels into intersections. We will focus on current research in creativity and, through experiential discovery, tap our own ability to design and experiment. (WCore: WCSAM)

**WCSAM 400 Science Capstone** 2 CREDITS

This capstone seminar provides students with an opportunity to extend their learning through designing and conducting an interdisciplinary science capstone project in small teams. Students will learn how to develop and complete collaborative STEM (science, technology, engineering, and mathematics) research projects, and present their work both on campus and in the local community. This course is designed to complement senior projects within students' majors, and satisfies the WCore Capstone requirement. (WCore: SC)

**WCSBS & Diversity** 1 to 4 CREDITS

Use this course to plan for a WCSBS course that also fulfills Diversity Emphasis.

**WCSBS DE**

**WCSBS PLAN**

**Plan for WCSBS Course** 4 CREDITS

This is a placeholder course to assist students and advisors in planning to fulfill the WCore requirement of WCore Social & Behavioral Sciences courses.

**WCSBS 103 Communicating Across Cultures** 4 CREDITS

Student explore intercultural communication concepts and theories. Students learn to become flexible communicators by: understanding concepts such as cultural value patterns and cultural-ethnic identity; exploring the process of crossing boundaries such as the development of culture shock; knowing how attitudes and beliefs influence behaviors and how cultural values are expressed through language. Cultural boundaries examined in this course include culture, race, and ethnicity. (WCore: WCSBS, DE)

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WCSBS 107 Exploring Global Challenges 4 CREDITS
This course explores the complex interaction among global issues and challenges across multiple fields like ecology, economy, culture, society, politics, and health. (WCore: WCSBS and DE)

WCSBS 109 Imaging (In)Justice 4 CREDITS
Imaging (In)justice is an exploratory course: the place where the student will be exposed to concepts, problems, and challenges of the ethics of justice. This will be accomplished by using a phenomenological foundation to study the justice. The student becomes familiar with (in)justice problems, critically analyze and challenge materials and images detailing the complexity of social constructions. By using critical analysis, students evaluate the ways in which race, ethnicity, class, (dis)ability, and gender intersect in the social structure. (WCore: WCSBS, DE)

WCSBS 110 Immigration, Education, and Equality 4 CREDITS
This Social and Behavioral Sciences WCore course will explore ways in which environment, race, culture, and social class shape immigrants’ educational experiences. We will read and analyze accounts of immigrants’ experiences in public schools, and critique perspectives regarding immigrant success in United States society and interact directly with immigrant students at a local school. We will explore differences in the educational outcomes of older and newer immigrants and look at the role of schools and other community organizations in the lives of immigrant youth. (WCore: WCSBS and DE)

WCSBS 113 The Nature of Language 4 CREDITS
Examines ongoing issues concerning cognitive and social aspects of language. In exploring both popular and scientific perspectives on language, students develop skills in critical thinking while exploring elements of linguistic analysis. This course is framed around the following questions: What are the components of the language system? How do we acquire this system? And, how is this system used in society? In short: this course uses the lens of linguistics to examine real-life experiences. (WCore: WCSBS)

WCSBS 130 Restorative Justice 4 CREDITS
This Social and Behavioral Sciences WCore course will examine practices in policing, adjudication, incarceration, and methods of school discipline both nationally and locally, and explore the efficacy of restorative justice practices as an alternative to punitive discipline and sentencing in these settings. Through site visits to the Salt Lake Peer Court and local schools, work with the Restorative Justice Collaborative of Utah, the examination of case studies, and participating in restorative justice circles, students will examine the impact that these practices can have on individuals and communities and make suggestions for real-world change. (WCore: WCSBS)

WCSBS 131 Folklore of Many Americas 4 CREDITS
This class is an introduction to the study of folklore, which celebrates the art of the everyday. Folklorists study stories, songs, sayings, legends, folk beliefs, and other aspects of traditional culture. Although a lot of folklore reinforces the status quo, this course focuses on the folklore of minority groups in America and asks if and when folklore can be an act of resistance. (WCore: WCSBS, RE)

WCSBS 205 People, Power, and Protest 4 CREDITS
This course on social movements investigates key questions such as: How do social movements emerge? What do social movements do? Why do some movements succeed while others fail? To answer these questions, we will make deliberate decisions on which reading strategies to use across various contexts and purposes. The purpose of this course is to help students develop the confidence as writers entering academic conversations. We will write often to explore how we, as writers, approach writing with more fluidity and flexibility. We will write to explore the ways our personal and cultural knowledge shapes our writing.

WRIT 103 Academic English Vocabulary 2 CREDITS
This class will enrich the quality and quantity of academic English vocabulary from a variety of contexts. Students will learn techniques for understanding vocabulary from context, analyzing lexical roots, prefixes and suffixes, associative mapping, and others. Emphasis placed on the Academic Word List.

WRIT 109 Beyond the Five-Paragraph Essay 3 CREDITS
Write a five paragraph essay. Don’t use “I, you, or we” in writing. These writing rules are familiar to many of us prior to college. But strict formulas like these often fall flat in the diverse context of academic writing. This writing course bridges the gap between high school and college writing to help us develop our confidence as academic writers. We will write often to explore how we, as writers, approach writing with more fluidity and flexibility. We will write to explore the ways our personal and cultural knowledge shapes our writing.

WRIT 110 First-Year Writing Workshop 4 CREDITS
As students, we engage in a variety of academic conversations across multiple contexts. We engage with others in these communities to listen, share, inform, and persuade. The purpose of this course is to help students develop the confidence as writers entering academic conversations. We will approach this in several ways. We will engage in reading and discussing academic conversations. That is, to understand not just what the writer and speaker says, but how the writing and speech is put together. We will analyze the academic conversations for rhetorical principles including audience, purpose, and argumentative strategies. (WCore: WCFAH)

WRIT 123 Writing and Language Diversity 4 CREDITS
In this writing-intensive class, we will read, write, and discuss the intersection of writing and language. As college students, we are asked to write and ‘speak’ subjunctively. But what does academic writing mean? And how does it relate to language? Academic writing will be a subject of study as well as a skill we will develop. Language, though it seems neutral, is provocative because of social attitudes toward language standards, diversity, and change. In a sense, we judge and are judged on how we use language, both in speech and writing. As we explore this intersection, we will become stronger readers, writers,
and researchers who are aware of linguistic diversity and language in various rhetorical contexts. (WCore: WCSBS, WE)

WRIT 301 Writing for Professional Research  2 CREDITS
Involvement in the McNair program shows your engagement not only with academic inquiry in general, but with a specific discipline. This course will give you the opportunity to reflect on and develop your writing within that discipline as you prepare for your summer research project. Our readings and class discussions will examine what it means to be part of a discipline, how scholars in various fields do their work, and how writing functions within your own field. Written assignments will involve a literacy narrative of your experience learning to write academically, a review of the scholarly literature you will draw on in your project, and the research proposal itself. You will also give and receive feedback on your writing in class workshops and receive feedback in individual draft conferences.

WRIT 401 Directed Study  1 to 4 CREDITS
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Accounting Program. This course is repeatable for credit.

WRIT 405 Agents of Change  3 CREDITS
Agents, advocates, champions, and leaders - These express the roles students will experience in this course. As change agents, students will collaborate and communicate with an intention to create change for the common good. The course content will focus on global challenges from multiple perspectives. Topics may include the following: sustainability, economic security, public health, global migration, global citizenship, and global climate patterns. Students will engage in identity self-awareness to reflect on their beliefs. A strong emphasis will be on research, writing, and communication, as well as exploring leadership and collaboration skills. The writing, communication, and team-work skills gained in this course will transfer to private, professional, and post-graduate writing contexts. (WCore: EWRLD)