

# COURSE DESCRIPTIONS

## COURSES

### (ACCT)

#### **ACCT 213 Financial Accounting 3 CREDITS**

An introductory course in fundamental accounting concepts that provides students with an understanding of how accounting is utilized by management, investors, creditors and other organization stakeholders. The primary learning objective is to develop an understanding of how economic events and transactions affect the financial position of an organization.

#### **ACCT 313 Managerial Accounting 3 CREDITS**

A study of concepts, techniques, and uses of accounting in managerial decision-making and problem solving. Develops skills in the use of job-order costing, activity-based costing, budgeting, cost control using standard costing, identifying relevant costs when making decisions and capital investments.

#### **ACCT 350 Intermediate Accounting I 4 CREDITS**

Provides in-depth coverage of financial accounting and numerous recent developments in accounting valuation and reporting practices. Includes theory, practices, and pronouncements of authoritative professional accounting bodies.

#### **ACCT 356 Careers in Accounting & Finance Lecture 1 to 2 CREDITS**

This course provides students the unique opportunity to hear from professionals in both the accounting industry following traditional accounting or finance paths as well as those who have used their accounting/finance education in unique ways. Through a series of guest speakers, the class explores the various paths students may take in their careers. This series may include speakers from audit, tax, law, forensics, government, data analytics, investment banking, valuation experts, and corporate executives.

#### **ACCT 360 Intermediate Accounting II 4 CREDITS**

Provides in-depth coverage of financial accounting and numerous recent developments in accounting valuation and reporting practices. Includes theory, practices, and pronouncements of authoritative professional accounting bodies.

#### **ACCT 374 Cost Accounting 4 CREDITS**

Prepares students to understand and manage cost accounting systems and solve problems encountered in the business world. Covers cost planning, accumulation, procedures, controls and reports, and analysis.

#### **ACCT 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 Accounting Program. This course is repeatable for credit.

#### **ACCT 405 Accounting Analytics Project 1 CREDIT**

This course will require students to create a project, in consultation with an account professional, that applies data analytics tools used prevalently in the accounting profession. This project will apply skills and tools learned in BUSI 400.

#### **ACCT 412 Special Topics in Accounting 1 to 4 CREDITS**

Topics relevant to accounting students will be offered periodically under this title.

#### **ACCT 441 Tax Clinic Practicum (VITA) 2 to 4 CREDITS**

This course is designed to teach students how to prepare 1040 federal returns and related schedules, state returns and related schedules, and assist taxpayers with accessing many financial resources. Students will be certified by the IRS and trained as financial advocates. Tax training includes basic tax laws, advanced tax laws, taxation of nonresident aliens, international income taxation and taxation of military tax payers and families. Students also receive ethics training related to tax preparation, cultural sensitivity training and learn client-interviewing and tax software skills. Students are required to complete the in-class training and achieve a minimum score of 80% on all related certifications prior to participating in the practicum for approximately 8-10 hours per week over the course of the semester.

#### **ACCT 454 Auditing 4 CREDITS**

A study of the principles, techniques, and procedures in auditing. Includes professional ethics, legal responsibility, theory of audit evidence, conducting audits through use of audit programs, working papers, and report writing.

#### **ACCT 467 Accounting Information Systems 4 CREDITS**

An introduction to systems analysis and design with a strong emphasis toward accounting information systems. Conceptual foundations of accounting information systems; database and file-oriented systems; the 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 471 Individual Income Tax I 3 CREDITS**

This course provides comprehensive coverage of the Federal income tax structure and application of tax principles for preparation of individual tax returns.

#### **ACCT 472 Individual Income Tax II 1 CREDIT**

This course is designed to teach students how to prepare 1040 federal returns and related schedules, prepare multi-state returns and related schedules and process taxpayers for various financial services administered by the VITA clinic. Students will be certified by the IRS and trained as financial advocates. IRS certification must be completed before commencing their fieldwork. Students will also receive ethics training related to tax preparation, cultural sensitivity training and learn client-interviewing skills.

#### **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.

### (ART)

#### **ART 440S Internship 1 to 8 CREDITS**

#### **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. (WCore: WCFAH)

### **ART 180 Photography 4 CREDITS**

Photography is the visual language of our time. With the introduction of contemporary technology, vision itself has become our most immediate form 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, basic grayscale 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. (WCore: WCFAH)

### **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, styles, 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 development 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. (WCore: WCFAH)

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

This hybrid studio-seminar course examines art about landscape, space, and environments, 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(scapes) 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. (WCore: WCFAH, 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 basic techniques 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. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>
- 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)**
- BBA PRJ.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 PRJ.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.F CEO for a Day 2 CREDITS**

Student learners will explore why good strategic management leads to good business performance, understanding the basic concepts and tools of strategic analysis. 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 and wants to access market opportunities and create value propositions. - Evaluate, compare, and contrast consumers and 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.F 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 SLEPT analysis to determine 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: - Understand the income statement, balance sheet and cash flow statement of an organization. - Explain how a firm creates value for its stakeholders 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 organizations performance utilizing financial and comparative analysis. - Differentiate the effectiveness of leadership and management among competitors based on financial performance.

**BBA PRJ3.F 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 evaluate 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 six 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 identify 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.

**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.F 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 and potential, 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)

**BBA 401 Directed Study 1 to 4 CREDITS****(BIOL)****BIOL 440S Internship 1 to 8 CREDITS****BIOL 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. BIOL 103 does not fulfill biology major requirements and registration priority is given to declared Nursing and Health Science majors.

**BIOL 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. BIOL 104 does not fulfill biology major requirements. Prerequisite: BIOL 103 or instructors' permission. Offered Spring semester.

**BIOL 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.

**BIOL 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.

**BIOL 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

## Course Descriptions

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 the complex biology of plants from the microscopic 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 Scientific Writing 2 CREDITS**

Writing is a crucial skill in practicing science; the communication of data to other scientists in written form creates a reliable body of peer-reviewed literature that propels discovery. Students will practice good writing techniques and science-specific fundamentals in the format of a variety of outlets, including primary research reports, secondary literature reviews, and grant proposals. They will learn scientific citation and referencing skills that credit primary discoveries and recent innovations. This foundation will not only give students better communication skills, but it will also give them new insight into reading scientific studies. The course will also consider methods for effective communication of science to the public.

### **BIOL 313 Astrobiology and Lab 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 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.

### **BIOL 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 systems, the structure and function of the cell, water and its importance in the biological system and energy considerations. Detailed discussions of protein chemistry, enzymology, carbohydrate structure, cellular metabolism, and lipid chemistry.

### **BIOL 370 Scientific Computing 4 CREDITS**

This course provides students with experience applying programming techniques in Python to a wide range of scientific problems. Topics include a brief review of basic programming principles, and applications in equation solving, data analysis, and model simulation.

### **BIOL 387 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 387 may be applied toward the major or minor. This course is repeatable for credit.

### **BIOL 400 Advanced Topics in Biology 2 to 4 CREDITS**

Topical courses that are not 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.

### **BIOL 402 Immunology and Lab 4 CREDITS**

An introduction to the complex interaction of cellular signals and events that constitute the human immune response. Humoral and cellular mechanisms of immunity, histocompatibility, hypersensitivities, cytokine signaling, and the complement system will be examined in some detail. The laboratory will introduce the elemental methods of immunology and the immunological diagnosis of diseases.

**BIOL 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.

**BIOL 404 Advanced Ecology and Lab 4 CREDITS**

A discussion of the basic principals of plant and animal ecology and the processes that maintain the structure and function of ecosystems. The course examines connections between ecology and some pressing environmental problems, and includes ecological phenomena that require background understanding of chemical and physical processes. Class and lab projects involve reading of primary literature, experimental design, data analysis, and independent research. This is a senior level course that builds on other course information and skills. Prerequisites: BIOL 202, 203 (pre-2011: BIOL 105, 106); CHEM 112; MATH 240.

**BIOL 405 Cell Biology of Cancer and Lab 4 CREDITS**

Nearly every structure and process in healthy cells is affected in cancer cells. This course is an exploration of cell structure and function with a molecular focus, including in-depth discussions of cell polarity, migration, division, and death, and how these processes are affected in cancer. We will read and present the primary literature throughout the class. The laboratory emphasizes current techniques in cellular biology and includes research projects that are designed and carried out by the students. Offered even Spring semesters.

**BIOL 420 Senior Seminar 2 CREDITS**

This course is designed as a senior level capstone in the Biology curriculum. Students will develop a sense of significance of communication of data in fields of science. They will learn how to use the current databases, journals, and internet to access scientific literature. They will also build a proficiency in writing and communication skills with regards to sharing scientific information. (WCore: SC)

**BIOL 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.

**BIOL 440 Internship 1 to 4 CREDITS**

A maximum of 4 hours of BIOL 440 may be applied toward the major or minor. Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(BUSI)****BUSI 101A Business Fundamentals I: Communicating 3 CREDITS**

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. BUSI 101A 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 101B Business Fundamentals I: Calculating 3 CREDITS**

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 Lab0 CREDITS**

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 300T Business Transfer Elective 1 to 4 CREDITS****BUSI 440S Internship 1 to 8 CREDITS****BUSI 200 Applied Business Math and Modeling 3 CREDITS**

This course will build upon the quantitative skills taught in BUSI 101B. The main focus will be business math and modeling skills. Using discipline-specific scenarios, students will learn to review and work with raw data, create models, as well as analyze and interpret business information.

**BUSI 225 Business Law and Ethics 3 CREDITS**

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 300 Information Technology 3 CREDITS**

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 350 Business Fund II: Integrative Core 2 CREDITS**

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 401 Directed Study in Business 1 to 8 CREDITS****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 best practices in their field. A minimum of 2 total internship credits are required for graduation but they may be completed in separate semesters. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>
- 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**  
Lab for CHEM 105 Introductory Chemistry Nursing
- 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 440S Internship 1 to 8 CREDITS**
- 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 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 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 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 forces, and coordination chemistry. Interesting aspects of the chemistry of selected elements are covered.
- 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**  
This course provides students with experience applying programming techniques in Python to a wide range of scientific problems. Topics include a brief review of basic programming principles, and applications in equation solving, data analysis, and model simulation.
- 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, (c) Organic Synthesis, 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 students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**CHEM 487 Undergraduate Teaching 1 to 2 CREDITS**

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.

**(CHN)****CHN 225 Chinese Language Basic A1 1 to 9 CREDITS**

This introductory level course is designed for students with no prior knowledge of Chinese. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able

to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

**CHN 226 Chinese Language Basic+ A2 1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in Chinese. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

**CHN 325 Chinese Intermediate B1 1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in Chinese. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

**CHN 326 Chinese Intermediate B2 1 to 9 CREDITS**

This advanced level course is designed for students who have already acquired a solid foundation in Chinese. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

**(CMPT)****CMPT 440S Internship 1 to 8 CREDITS****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, testing, and debugging using the Python programming language. This course is appropriate for students with no programming experience and will introduce basic variables, functions, conditionals, 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 had prior programming experience and prepares the student with

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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 machine learning intended for students with Python programming experience. Students will learn the skills necessary to implement model algorithms from scratch using Python, as well as to familiarize them with libraries for more advanced algorithms that are beyond the scope of this course.

**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 major in the last Fall semester of his or her course of study.

**CMPT 387 Undergraduate Teaching 1 CREDIT**  
For teaching assistants in lower division 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. (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**  
A maximum of 4 hours of CMPT 440 may be applied toward the major or minor. Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

## (COMM)

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**COMM 440S Internship 1 to 8 CREDITS**

**COMM 101 Disinformation in the USA 4 CREDITS**  
Disinformation is the intentional spread of false, inaccurate, distracting, and/or distorted information for the purpose of gaining power. In this class, we'll explore the history of disinformation-from early propaganda to more recent manipulation of facts-to examine how we as consumers can better identify and fight media exploitation. Emphasis will be on evaluating, analyzing, and synthesizing primary and secondary sources to promote healthier media landscapes through information literacy. (WCore: RE)

**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 Forum Student Media 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 & Professional Communication 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 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 325 Designing Dynamic Images 4 CREDITS**

This course focuses on learning the visual tools, concepts, and production of dynamic still images and motion graphics for persuasive visual communication and storytelling. We will look at the application of photo manipulation and animation through a graphic design lens. The core software used will be Adobe Photoshop along with other software such as After Effects to produce original design projects for multimedia such as web and social media content, film and podcast, print and advertising, and other current media.

**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 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.

**COMM 350 Leadership & Decision Making 4 CREDITS**

Provides a broad survey of communication-based perspectives on leadership traits, skills, behaviors, and practices. Specific topics include change management, conflict management, creativity and innovation, crisis leadership, influence, power, and ethics. This course explores a variety of perspectives, problems, and practices that students will face in their future workplaces. Emphasis will be on both analyzing leadership in various contexts and on developing the skills necessary for effective leadership.

**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. (WCORE: DE)

**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: EWRLD)

**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; grant-writing; and public education, including opinion management.

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

Student enrolled will function as a Teaching Assistant for a particular undergraduate class. Student may be responsible for grading smaller assignments (quizzes, discussion posts, and/or short process writing) based on rubrics established by the professor. Student may also provide written feedback on drafts and meet one-on-one (remotely or in-person) to discuss student writing. Student may be responsible for reading content as assigned by the professor and attending frequent check-in meetings with the professor to discuss pedagogy strategies. Repeatable for credit.

**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**

One internship is required for the major. A second internship is strongly recommended. Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**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 440S Internship 1 to 8 CREDITS****DANCE 110 Creative Process in Movement and Dance 3 CREDITS**

This course is an interdisciplinary and playful exploration of the creative process in dance for anyone - no previous dance experience required. Students participate in theoretical and practical content to develop an understanding of our moving bodies, movement potential, personal

voice, and collaboration via tools of improvisation, composition, and communication through movement. (WCore: WCAFAH and DE)

**DANCE 130 Beging Modern/Contemporary Dance 2 CREDITS**

This course addresses the principles of modern contemporary dance: body alignment, flexibility, coordination, terminology, and improvisation. No previous dance experience is necessary.

**DANCE 135 Beginning Ballet/Jazz Dance 2 CREDITS**

This course addresses the principles of ballet and jazz dance styles: body alignment, flexibility, coordination, terminology, and musicality/rhythm analysis. No previous dance experience is required.

**DANCE 180 Dance in Culture and History 2 CREDITS**

This course examines human movement as an identifier and descriptor of culture through history. The class will focus on universal functions of human movement and the diverse ways in which those functions are expressed across aesthetic systems and cultural practices of selected dance traditions.

**DANCE 190 Dance in Global Context 3 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 210 Somatic Landscapes 2 CREDITS**

This course surveys the field of somatic practices through scholarship, embodiment, creativity, and application. Somatic practices as a supplement to dance training, as well as a mode of inquiry are addressed.

**DANCE 230 Dance Technique: Modern II 3 CREDITS**

This course addresses the principles of modern dance styles with an increased competency in body alignment, flexibility, coordination, terminology, and improvisation. This course is repeatable for credit.

**DANCE 232 Dance Technique: Contemporary 3 CREDITS**

This course addresses the principles of contemporary dance styles with an increased competency in body alignment, flexibility, coordination, terminology, and improvisation. This course is repeatable for credit.

**DANCE 235 Dance Technique: Ballet II 3 CREDITS**

This course is designed to build upon the fundamentals of classical ballet technique with increased competency of its principles. Memorization of ballet terminology is expected. This course is repeatable for credit.

**DANCE 237 Dance Technique: Jazz II 3 CREDITS**

This course is designed to build upon the fundamentals of jazz technique with increased competency of its principles. This course is repeatable for credit.

**DANCE 280 Dance History II 3 CREDITS**

This course examines the development of Western concert dance within a global perspective, and analyzes its important figures and movement theories from the beginning of the twentieth century through the present. Emphases includes analysis of movement through historical, social/cultural, and political lenses and as an illuminator of culture.

**DANCE 310 Dance Performance/Company Workshop 1 to 4 CREDITS**

This course is a practical application of technique training, engaging students in various professional models of creating, rehearsing, and performing in choreographic works by faculty, guest artists, and community partners for a dance company concert in the dance season. This class is repeatable for credit.

**DANCE 330 Dance Technique: Modern III 3 CREDITS**

This course is a further implementation of the principles found in Modern II with an increased expectation of consistency in the physicality and mental process of the student. This course is repeatable for credit.

**DANCE 332 Dance Technique: Contemporary 3 CREDITS**

This course is a further implementation of the principles found in 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 Dance Technique: Ballet III 3 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 337 Dance Technique: Jazz III 3 CREDITS**

This course is designed to build upon the principles of jazz technique established in level II, with increased competency of its principles and opportunities for expression of artistry in performance choices. 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 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 370 Composition and Choreography 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. Open to dancers of any styles and builds upon movement principles, choreographic devices, production elements explored in previous studio work. Improvisation, Choreographic tools, interdisciplinary projects, site specific work, and mentoring opportunities guide students through the creative process at an increasingly complex level.

**DANCE 380 Dance Forms 3 CREDITS**

This studio-based course explores a variety of vernacular dance forms and will rotate through topics including, but not limited to tap, hip-hop, salsa, flamenco, 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 Dance Technique: Modern IV 3 CREDITS**

This course builds upon year III with increased emphasis on performance-level quality and technique in modern dance. Work will explore complex movement sequences, rhythmic structures, and spatial relationships. This course is repeatable for credit.

**DANCE 432 Dance Technique: Contemporary IV 3 CREDITS**

This course builds upon year III with increased emphasis on performance-level quality and technique in contemporary dance. Work will explore complex movement sequences, rhythmic structures, and spatial relationships. This course is repeatable for credit.

**DANCE 435 Dance Technique: Ballet IV 3 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 437 Dance Technique: Jazz IV 3 CREDITS**

This course is designed to explore the principles of jazz dance at an advanced level, with increased competency of its principles and opportunities for expression of artistry in performance choices. This course is repeatable for credit.

**DANCE 440 Internship 1 to 4 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**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 semester 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)**

**DATA 440S Internship 1 to 8 CREDITS**

**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: WCSAM, 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 Modern Statistics 4 CREDITS**  
 Statistics is the study of data. This course will develop tools for analyzing data from a variety of fields. We 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 both simulation methods and sampling distributions. A key component of the course is learning the statistical language R for data analysis and R Markdown for the presentation of statistical analysis. (WCore: QE)

**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, splines, 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. Requires consent of instructor and school dean. This course is repeatable for credit.

**DATA 440 Internship 1 to 8 CREDITS**  
 Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**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 Babylonia 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 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, Institutional, 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 public policy can affect these outcomes. The course is divided into two distinct areas of focus: international trade and international monetary economics. (WCore: EWRLD)

**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? 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.

**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 on contemporary economic and public policy questions or a doctrinal work on economic thought. This option is relevant for students completing the B.A. or the B.A. pre-law tracks in economics. This option is suitable and advisable for students who seek to get involved in an intensive research program and who plan to pursue advanced work in economics education or industry research. The advanced empirical project option is most appropriate for students who are completing the B.S. track in economics. The economics faculty and the seminar adviser will recommend the theme of the empirical project. Students are encouraged to explore local or regional policy questions, or choose topics in business development, insurance, marketing, international business, finance, or strategy, or choose to investigate broader contemporary social and economic problems. BS.ECON students are required to complete the ETS exam, which is generally administered in BUSI 350. If students take ECON 485 instead of BUSI 350, please contact the Gore School of Business Administrative Office to schedule the exam. (WCore: SC)

**ECON 493 Business Forecasting 4 CREDITS**

The course offers an introduction to forecasting for junior and senior undergraduates in business and related majors. The course aims to equip students with basic expertise on how to generate forecasts using a variety of models including time-series and causal or structural models. The course covers the foundational concepts of stationary and non-stationary data, and the autocorrelation and the partial autocorrelation functions, and it introduces forecasting using time-series decomposition, exponential smoothing, regression models, the Box-Jenkins ARIMA methodology, and vector autoregression and cointegration models. Students will learn how to conduct model-based forecasting and how to evaluate the reliability of the forecasts generated. Computer applications are integral components of the course. Mastering these methods is among the most sought after qualifications for graduates working in either the private or public sectors of the economy.

**ECON 495 Mathematical Economics 4 CREDITS**

The primary objective of this course is to prepare undergraduate students for the mathematical techniques and analyses that are used in graduate economic programs. Topics include equilibrium analysis, linear models and matrix algebra, the matrix algebra of ordinary least squares regression, application of differential and integral calculus, comparative statics, optimization, dynamic analysis using first order differential or difference equations, and an introduction to game theory and proof writing.

**ECON 499 Introduction to Econometrics 4 CREDITS**

This course aims to equip students with basic understanding of the econometric tools necessary in quantitative research. Students will apply the techniques learned to specific empirical problems that arise in economics, marketing, management, and finance. The course emphasizes the classical linear regression model, and it introduces estimation and testing using simple and multiple linear regression models, time series models, panel data models, and limited dependent variable models as well as estimation and testing using two-stage least squares and the instrumental variables method. The course is oriented towards applied econometric work and therefore aims to prepare the students for more empirical work. The computer is a valuable part of the course and the students will gain valuable experience in the area of computer assisted data analysis.

**(EDUC)****EDUC 440S Internship 1 to 8 CREDITS****EDUC 206 How to Change the World? 3 CREDITS**

This course enables students to learn about service and community engagement as a means of impacting the world around them. The course strengthens the students' understanding of the connection between their field of endeavor and the diverse needs of their community. To further understand these community needs, students will spend time providing service to individuals or agencies in the local community. Students will make connections between community service and their own learning through in 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

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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 of Education Diverse Society 4 CREDITS**  
This course is designed to introduce students to educational theories. Students will examine, integrate, and apply various dynamics and principles of learning theories to practical classroom environments. Emphasis is placed upon the joining of learning theory and instructional practice, to personal transformation of teacher professionals. The readings will guide students toward understanding a critical perspective on the sociology of schooling and exploration of how schools have evolved, the political, economic, and social forces that shape those schools today, and the significant issues facing public educators. We examine how to create inclusive spaces in relation to race, class, gender, and sexual orientation. The course helps students understand a variety of philosophical systems that shape public education and guide students to articulate their own philosophy about teaching and learning. Students are required to observe in schools and attend a school board meeting.

**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. (WCore: EWRLD)

**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 Theories of Adult Learning 3 CREDITS**  
This course explores theories and research that seek to explain how adults learn. This course uses a complexity thinking frame to understand learning at various levels (e.g., embodied, individual, collective, societal) and learning as an emergent process of interactions between levels. The course draws upon brain research, theories of adult learning, and research on adult learning. Students formulate a working theory of adult learning in a specific setting.

**EDUC 315 Learning Theories 3 CREDITS**  
This course explores theories and research that seek to explain how children and adolescents learn. This course uses a complexity thinking frame to understand learning at various levels (e.g., embodied, individual, collective, societal) and learning as an emergent process of interactions between levels. The course draws upon brain research, theories of learning, and research on learning. Students formulate a working theory of learning in a specific setting.

**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 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. (WCore: EWRLD)

**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.

**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 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. (WCore: SC)

**EDUC 440 Coop/Education Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**EDUC 480 Elementary Student Teaching 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)

**(ENVI)****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 within 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

## Course Descriptions

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 covers major approaches to CBNRM focusing on 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 methodologies and natural history observation 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 440S Internship 1 to 8 CREDITS**

### **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'll 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 opportunity 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 weekend trips 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 away from campus 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 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 link 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 analyze 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 contested meanings 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 The Indigenous 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 302). Indigenous peoples inhabited all of the American West; today's Indigenous nations exercise sovereignty over fragments of their former territory. This course investigates the "Indigenous history" of some of the West, based upon the Expedition's itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Indigenous nations and investigate their roles in land-use issues. Students will meet with Indigenous peoples, public

lands managers, scholars, and activists along our route. (WCore: EWRLD) (Americas History category)

**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 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 to 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's aridity 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? How do they promote 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

## Course Descriptions

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 integrative 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 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 some other 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. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

### **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.

## **(FILM)**

### **FILM 440S Internship 1 to 8 CREDITS**

### **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: WCEFAH, RE)

### **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 331 These Films Are So Gay! 4 CREDITS**

One of the earliest representations of non-normative gender performances in film is The Dickinson Experimental Sound Film of 1894/5. Lasting only 17 seconds, the film captures a man playing a violin into a large recording horn while two men danced "cheek to cheek". The dancing men perhaps were an afterthought for William Kennedy Dickson, the Scottish inventor who recorded the film, or as Vito Russo insists, in The Celluloid Closet (1981), as a direct representation of homoerotic affection between men. Nevertheless, this film demonstrates the power found in questioning heteronormative constructs of gender identities and sexuality and raises questions of how films both represent, either by accident or design, non-normative sexual desire that ultimately become part of cultural identities. In this course we will explore representative films of queer cinema not only for their aesthetic value but also for their political meaning and historical legacy. Some of the themes and films we will explore are: problematic yet impressive explorations of gender identities of the pre-code era such as Sidney Drew's A Florida Enchantment (1914) and George Cukor's Sylvia Scarlett (1935); homoerotic desire in films such as Alfred Hitchcock's Rope (1948) and Kenneth Anger's short films; iconic camp films such as Robert Aldrich's Whatever Happened to Baby Jane? (1962) and Frank Perry's Mommie Dearest (1975); boundary and taste pushing films in the aftermath of Stonewall such as John Waters's Pink Flamingos (1972); and contemporary films where the pretense of "suggestive" homoerotic love interests are dropped and fully explored such as Sean S. Baker's Tangerine (2015) and Céline Sciamma's Girlhood (2014).

### **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.

### **FILM 380 Video Game Culture 4 CREDITS**

Video games have emerged in the 21st century as one of the most-watched spectator sports. Pro-gamers compete for hundred-thousand-dollar prizes, and they receive sponsorships that can be worth millions. But to view the video game medium as only an economic force denies the complicated nature of gaming. In popular culture, gaming is the domain of nerdy teenagers, but video game conventions demonstrate that the average player is, well, everyone. This course focuses on the critical analysis of social issues in video games. Class time will be split between playing across different video game genres (such as role-playing, action-adventure, life simulation, strategy, sports, music, and literary hypertexts) and participating in current academic debates around gaming and game studies. Class discussions will engage with the ludic and narrative elements of game theory from an interdisciplinary perspective that considers video games as cultural artifacts, economic powerhouses, educational tools, drivers of technological innovation and works of art.? This course fulfills the Language & Media requirement for LMW majors.

**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. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(FINC)****FINC 405A Investment Strategies and Applications I 2 CREDITS**

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, researching 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.

**FINC 405B Investment Strategies and Applications 2 2 CREDITS**

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, researching 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.

**FINC 200 Investing for Everyone 3 CREDITS**

In this course, students focus on understanding basic investment options and being able to think critically about the risk and return tradeoffs of each asset class. The investment options included are stocks, bonds, mutual funds, exchange traded funds, and real estate. Key investment concepts include risk and return, and the variety of ways investment return is calculated. Students will review market cycles and volatility cycles so that they have a broad perspective on investment performance and risk over time. There is a strong focus on learning to think critically about the sources of information in this space. There is currently no other course that introduces students to the basics of investing within a framework of learning to be a critical consumer in the financial services marketplace.

**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.

**FINC 495 Finance Capstone 4 CREDITS**

This course integrates the concepts/theories the student has acquired in their undergraduate experience from Undergraduate Business Core courses, upper division Finance courses, and Finance elective courses. By creating and analyzing a variety of financial models, students will demonstrate their ability to effectively understand and communicate complex financial concepts, analyses, and decisions. Students will also study ethics to increase their financial ethical awareness and to create their personal ethics statement. (WCore: SC)

**(FIRST)****FIRST 100 College Success 0 to 2 CREDITS**

This course is part of the First 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.

**FIRST 200 Community-Based Learning 0 to 2 CREDITS**

This course is part of the First 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.

**FIRST 300      Accessing Developmental Opportunities      0 to 1 CREDITS**

This course will continue to strengthen the collegiate experience of our First Scholars by helping them to find their place at Westminster and develop academic, self-management, professionalism, and critical thinking skills. The course was created with the vision of expanding institutional support for first-generation students and to serve as a bridge as they navigate their campus environment and explore developmental opportunities such as internships, research opportunities, and fellowships.

**FIRST 400      Graduation Transition      0 to 1 CREDITS**

This course will continue to strengthen the collegiate experience of First Scholars by strengthening their understanding of identity and allow them to apply their 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 also develop a transition plan for post-graduation - be it graduate school or entering the workforce.

**(FREN)****FREN 440S      Internship      1 to 8 CREDITS****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 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. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(FRN)****FRN 225      French Language Basic A1      1 to 9 CREDITS**

This introductory level course is designed for students with no prior knowledge of French. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

**FRN 226      French Language Basic+ A2      1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in French. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

**FRN 325      French Intermediate B1      1 to 9 CREDITS**

At the intermediate level, this course focuses on deepening students' understanding and command of French language and culture. Through authentic materials, multimedia resources, and interactive activities, students will refine their grammatical knowledge, expand their vocabulary, and develop a greater ability to engage in discussions and express opinions. Reading and listening comprehension skills will be honed through exposure to various texts and audio sources, while writing skills will be enhanced through composing coherent paragraphs and short essays.

**FRN 326      French Intermediate B2      1 to 9 CREDITS**

This advanced level course is designed for students who have already acquired a solid foundation in French. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

**(GEOL)****GEOL 350A      Geologic Research: Antelope Island      2 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 440S      Internship      1 to 8 CREDITS****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) Note: Students may get credit for GEOL 107 or GEOL 111, but not both.

**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) Note: Students may get credit for GEOL 107 or GEOL 111, but not both.

**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 311 Scientific Writing 2 CREDITS**

Writing is a crucial skill in practicing science; the communication of data to other scientists in written form creates a reliable body of peer-

reviewed literature that propels discovery. Students will practice good writing techniques and science-specific fundamentals in the format of a variety of outlets, including primary research reports, secondary literature reviews, and grant proposals. They will learn scientific citation and referencing skills that credit primary discoveries and recent innovations. This foundation will not only give students better communication skills, but it will also give them new insight into reading scientific studies. The course will also consider methods for effective communication of science to the public.

**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 4 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)

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

A student-driven research project on some aspect of geology. One credit hour equates to a minimum of four hours of research each week. Requires the consent of the instructor and school dean.

**GEOL 402 Senior Seminar 3 CREDITS**

This class will familiarize students with scholarly geological literature. Students will read and discuss contemporary geological research papers and will learn the process for writing research proposals and journal articles.

**GEOL 405 Geochemistry 4 CREDITS**

This class explores the chemical fundamentals of geologic processes. Students will explore how rocks and minerals record chemical variabilities within magma chambers, learn fundamentals of radio-isotopic dating, use tracer isotopes to explore the nature of the unseen mantle and crust, and use stable isotopes to examine climatic changes across geologic time. Real quantitative data will allow students to practice computational skills employed by scientists to understand the evolution of Earth.

**GEOL 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.

**GEOL 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.

**GEOL 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.

**GEOL 440 Internship 1 to 8 CREDITS**  
 Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(GER)**

**GER 225 German Language Basic A1 1 to 9 CREDITS**  
 This introductory level course is designed for students with no prior knowledge of German. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

**GER 226 German Basic+ A2 1 to 9 CREDITS**  
 Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in German. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

**GER 325 German Intermediate B1 1 to 9 CREDITS**  
 At the intermediate level, this course focuses on deepening students' understanding and command of German language and culture. Through authentic materials, multimedia resources, and interactive activities, students will refine their grammatical knowledge, expand their vocabulary, and develop a greater ability to engage in discussions and express opinions. Reading and listening comprehension skills will be honed through exposure to various texts and audio sources, while writing skills will be enhanced through composing coherent paragraphs and short essays.

**GER 326 German Intermediate B2 1 to 9 CREDITS**  
 This advanced level course is designed for students who have already acquired a solid foundation in German. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

**(GNDR)**

**GNDR 440S Internship 1 to 8 CREDITS**

**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 multi-faceted 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: WCAFAH, 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 221 Domestic Arts: Sticking From the Margins 2 CREDITS**  
 The domestic art of stitching has in recent history been coded as a feminine pursuit. This course subverts the notion that femininity is a form of weakness; we will upend this notion with a look at the domestic arts for its ability to provide humans with a self-sufficient livelihood, access to aesthetically pleasing arts, and functional objects. To explore the strength in stitching, students will explore how needlework, often dismissed as passive, requires patience, physical, and mental work to develop the skills of assertive individuality in design (Rozsika Parker, *The Subversive Stitch*). Our course meets twice a week to engage in a series of domestic arts such as embroidery, weaving, quilting, and other forms of stitching.

**GNDR 222 Drawing Gender 2 CREDITS**  
 How can drawing interrogate and express gender? In this course students will consider different modes of portraiture and the way images can communicate self and bodies outside of the gender binary. This course is intended for students without drawing experience who are interested in understanding and using drawing to both challenge and confirm traditional values of gender in our society.

**GNDR 223 Gender and the Media 2 CREDITS**  
 How does what we see in the media impact how we think about gender? The media is the air we breathe, and it shapes the way we see the world and ourselves. Come learn about how the media has framed gender through fictional and nonfictional portrayals across news, movies, television, social media, etc.

**GNDR 224 Math With No Problems 2 CREDITS**  
 When you think of a math professor, who do you picture? Most folks don't picture themselves or their identities fitting in the world of math. That's because mathematics culture has not encouraged people outside the norm to fit in. In this class we will embrace the wonder, power, and beauty of mathematics by learning to play. By exploring what it means to do mathematics without the assumptions on who can do math, this course creates a space where gender, race, and sexuality are not marginalized but centered in seeking out patterns and formulating truths. Math with no problems is a place for exploration and does not require any prior math knowledge. This course is hands on where all things will be completed in class.

**GNDR 225 Archive of Feelings 2 CREDITS**  
 The past is often presented as clean, tidy, and easy to understand with events shown as inevitable and where the only voices heard are those in power. BUT! The past is as messy, complicated, and dynamic as the people who lived it, and archives offer a window into lives and times, peoples and places that were historically marginalized and excluded from textbook presentations of history, anthropology, and archaeology. This class will dig into a variety of archival sources looking at how gender, sex, and sexuality are coded in archives, how social and cultural mores of dominate ideologies shape what is permissible and what is deviant, and work to illuminate and elevate the real lives and truths of people subjugated to and erased by modern narratives building a new understanding of the world.



**GNDR 226 I want my MTV! 2 CREDITS**

Music based television has been around since the 1960s but it was the rallying cry of "I want my MTV!" that the music video took over the world. This course begins by examining the canonical history of music videos exploring its avant-garde use of technology and how this medium challenged sexuality, gender, and race while exposing our social class hierarchies through a capitalist endeavor that represented the excess of the 1980s. This course will end with an exploration of how digital media and social media have re-invented music videos. The learning objectives for this course center on exploring the story telling form of music videos while recognizing that this is a promotional medium that encourages mass consumption. For this course students are required to produce a social media project (vlog, podcasts, Twitter essay, etc.) that explores music videos.

**GNDR 227 Guerilla Theatre 2 CREDITS**

Protest performance for change! Coined by Che Guevara, this theater practice employs protest, performance, music, and art to ignite social and political conversation. The class will pick a topic and create a piece of guerilla theatre on campus!

**GNDR 228 Bodies in Motion 2 CREDITS**

Through the study of professional dance and popular social media dance crazes, this course explores how bodies in motion defy and define beauty, gender, sex, sexuality through a disability studies lens.

**GNDR 229 Witches, Magic and Belief 2 CREDITS**

Witchcraft and magic-as well as attempts to ban them-are aspects of the supernatural and belief that allow us to learn more about the cultures that produced them, particularly their social and cultural anxieties about religion and gender. Ideas of witches and witchcraft are heavily gendered and tied into history and folklore. Users of magic, meanwhile, may use it to find love, connect with others, or to cause harm or exert power over others. In this class, we will ask ourselves how developing an understanding of witchcraft and magic (including related ideas such as possession and exorcism) can lead us to a more humane understanding of belief and the human experience.

**GNDR 300 Special Topics in Gender Studies 2 to 4 CREDITS**

Presents a number of special topics allowing students to explore a wide range of issues relevant to gender studies.

**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-slavery 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: EWRLD)

**GNDR 331 These Films Are So Gay! 4 CREDITS**

One of the earliest representations of non-normative gender performances in film is The Dickinson Experimental Sound Film of 1894/5. Lasting only 17 seconds, the film captures a man playing a violin into a large recording horn while two men danced "cheek to cheek". The dancing men perhaps

were an afterthought for William Kennedy Dickson, the Scottish inventor who recorded the film, or as Vito Russo insists, in *The Celluloid Closet* (1981), as a direct representation of homoerotic affection between men. Nevertheless, this film demonstrates the power found in questioning heteronormative constructs of gender identities and sexuality and raises questions of how films both represent, either by accident or design, non-normative sexual desire that ultimately become part of cultural identities. In this course we will explore representative films of queer cinema not only for their aesthetic value but also for their political meaning and historical legacy. Some of the themes and films we will explore are: problematic yet impressive explorations of gender identities of the pre-code era such as Sidney Drew's *A Florida Enchantment* (1914) and George Cukor's *Sylvia Scarlett* (1935); homoerotic desire in films such as Alfred Hitchcock's *Rope* (1948) and Kenneth Anger's short films; iconic camp films such as Robert Aldrich's *Whatever Happened to Baby Jane?* (1962) and Frank Perry's *Mommie Dearest* (1975); boundary and taste pushing films in the aftermath of Stonewall such as John Waters's *Pink Flamingos* (1972); and contemporary films where the pretense of "suggestive" homoerotic love interests are dropped and fully explored such as Sean S. Baker's *Tangerine* (2015) and Céline Sciamma's *Girlhood* (2014).

**GNDR 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 diverse socioeconomic classes, ethnic backgrounds and culture.

**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 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 LMW 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 378 Podcasting 4 CREDITS**

As a disruptive technology, podcasts have reinvented the way we listen. While washing the dishes, walking the dog, and commuting we listen to podcasts on comedy, music, horror, news, knitting, murder, boating, walking, eating, film, TV, and video games. The topics for podcasts are endless and, so it

appears, is our insatiable hunger for them! In this course we will spend our time listening and creating podcasts. We will explore different genres such as political podcasts and podguides and different formats such as video podcasts. The goals for this course include understanding audio storytelling, ethics, and diversity in podcasting through a transgender BIPOC-inclusive feminist approach that seeks to celebrate lived experiences. You will learn basic broadcasting skills such as writing, research, interviewing, and editing. The projects for this course will involve podcasting about Salt Lake City, helping you develop an understanding of the historical and current impact of sex and gender on societies, individuals, and institutions in Salt Lake City and the greater Utah area. This requires that during class time we meet outside of campus. Students are required to have a smart phone or a camera with the capacity to record both sound and video. This course fulfills the Language & Media requirement for LMW majors.

### **GNDR 380 Video Game Culture 4 CREDITS**

Video games have emerged in the 21st century as one of the most-watched spectator sports. Pro-gamers compete for hundred-thousand-dollar prizes, and they receive sponsorships that can be worth millions. But to view the video game medium as only an economic force denies the complicated nature of gaming. In popular culture, gaming is the domain of nerdy teenagers, but video game conventions demonstrate that the average player is, well, everyone. This course focuses on the critical analysis of social issues in video games. Class time will be split between playing across different video game genres (such as role-playing, action-adventure, life simulation, strategy, sports, music, and literary hypertexts) and participating in current academic debates around gaming and game studies. Class discussions will engage with the ludic and narrative elements of game theory from an interdisciplinary perspective that considers video games as cultural artifacts, economic powerhouses, educational tools, drivers of technological innovation and works of art.? This course fulfills the Language & Media requirement for LMW majors.

### **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 will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

## **(HIST)**

### **HIST 440S Internship 1 to 8 CREDITS**

### **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 peoples in a variety of films. This course will consider 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 Experiencing Public Lands 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 natural and 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, 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 do 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 for a range of participants: Vietnamese soldiers and civilians, northern and southern; U.S. civilians, policy makers, and soldiers, pro- and anti- war; and 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: WCSBS, 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 241 The Craft of History 4 CREDITS**

This course introduces students to the study and practice of history. Students will learn how to frame historical research questions, find primary sources, interpret historical works, and effectively communicate their own research. Students also gain real-world field experience in historical research. The course includes occasional, brief field trips (during regular class hours) to historical research libraries, museums, and archives (for example, the Utah Historical Society, Marriott Library Special Collections, and LDS Family Research Library), and historic sites (such as downtown Salt Lake City, Fort Douglas, and local cemeteries). 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 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 302 Experiencing Public Lands 4 CREDITS**

The United States has a system of public lands unlike any other nation. About 25% of the country's territory is managed by federal agencies, including the USDA Forest Service; Bureau of Land Management, National Park Service, and US Fish and Wildlife Service (all in the Interior Department); and the Department of Defense. These lands have been designated for a bewildering variety of uses and purposes, and they are managed by very different agencies that face very different challenges, from restoring endangered species to testing weapons to mitigating toxic waste. The Westminster Expedition, a semester-long academic road trip, brings students to dozens of public lands units, where students learn firsthand about those uses, purposes, challenges, and management priorities, often from officials within those agencies and people who live and work on or near those lands and who deal with the policies and challenges of these complex places.

**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 mythical 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 Our Troubled Time US History Since 1945 4 CREDITS**

This course focuses on the history of the United States as the preeminent global power, the onsequences and challenges of that status, and the social and cultural issues that have captivated and challenged 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 Empire & Power: Us History, 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 culture was 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 Indigenous 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 302). Indigenous peoples inhabited all of the American West; today's Indigenous nations exercise sovereignty over fragments of their former territory. This course investigates the "Indigenous history" of some of the West, based upon the Expedition's itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Indigenous nations and investigate their roles in land-use issues. Students will meet with Indigenous peoples, public lands managers, scholars, and activists along our route. (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-continues 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 emphasis and WCore: EWRLD)

**HIST 328 Death on Display 4 CREDITS**

Death, considered by some cultures as taboo, has a long history of exhibition, from saints' relics to museum artifacts. This course investigates the way different types of institutions-churches, art museums, science and natural history museums, and ethnographic museums-have exhibited death to the public. We will approach the issue of displaying death through international case studies and visit local museums and public history sites to observe 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 stans, 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) (WCore: EWRLD)

**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 Conquest & Discovery Colonial Latin Am 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 Democracy, Revolution, Repression 4 CREDITS**

Explores Latin American history from Independence (1810) to the contemporary period, focusing on democracy, revolution, and authoritarianism as proposed solutions to the inequality, poverty, and exploitation that sometimes plague Latin American nations. (Americas History category)

**HIST 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's aridity 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.

**HIST 365 Utah and the West 4 CREDITS**

This course examines the history of Utah and its place in the region, including its Indigenous inhabitants, early explorers, the arrival of Mormons and non-Mormons, Utah's clashes with the federal government, and the "Americanization" of Utah since 1896. (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. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**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 440S Internship 1 to 4 CREDITS**

**HON 201 Foundational Conversations I 4 CREDITS**

This sequence guides students through the transition to college-level work by engaging primary texts 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 College seminars, the rest of college, and life outside the classroom.

**HON 202 Foundational Conversations II 4 CREDITS**

This sequence guides students through the transition to college-level work by engaging primary texts 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 College seminars, the rest of college, and life outside the classroom.

**HON 203 Foundational Conversations III 4 CREDITS**

This seminar guides students who have entered the Honors College by lateral entry admission through the transition to Honors by engaging primary texts 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 College 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 political and economic institutions to deal effectively and justly 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 specific artistic interests of individuals within the class as well as a variety of arts events within the Westminster and Salt Lake communities. Firmly committed to the idea that being an educated, active, and fully alive individual requires engaging with and critically/creatively responding to the arts, we examine a wide variety of artistic works in the visual arts, music, dance/movement, drama/theatre, as we explore essential questions related to the arts, to creation, to life. Students develop a sense of openness to unexpected possibilities through the recognition of the place for the arts in their lives.

**HON 213 Environments 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 changes, and the collateral ideas formed between art and nature. The state of Utah and the surrounding regions provide a remarkable backdrop for exploring 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), and Honors College 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 College 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 College and university 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. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion

## Course Descriptions

of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

### (HPW)

**HPW 440S Internship 1 to 8 CREDITS**

**HPW 103 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 110 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 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 190 Varsity Athletics 1 CREDIT**

Activity course for student-athletes chosen to compete in Westminster varsity athletics. This course is specifically designed for students participating on varsity teams. Students will benefit from training under a professional coach and from the opportunity to participate in athletics. This course is repeatable for credit.

**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 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**

The course is designed to provide a deeper understanding of developing 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 270 Beginning SCUBA Diving 1 CREDIT**

Beginning Scuba Diving introduces students to the joy and excitement of scuba diving. Through home study, class sessions and pool sessions, you will learn the essential information to scuba dive safely in a swimming pool. After the initial classes at Dive Utah, you can choose to complete Open Water training at the Homestead Crater in Midway and complete your PADI Open Water Diver certification. This prestigious certification is internationally recognized and will allow you a lifetime of scuba enjoyment.

**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 mindfulness 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 \$15 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. This advanced course is for those that already have completed a beginning course and have their Open Water certification. 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.

**(INTR)**

**INTR 440S Internship 1 to 8 CREDITS**

**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 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)

**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 propose concrete solutions and alternatives to complex contemporary global problems. This course will unfold as follows. First students will be presented with a delimited set of highly complex global problems known to scholars in trans-disciplinary and global studies as seemingly "intractable problems". These problems come from the different spheres of ecology, economy, politics, health, and culture, and the interaction among them. Examples of such seemingly "intractable problems" may include the following: the global environmental crisis as evident, for instance, in climate change or the mass extinction of species due to the expansion of human civilization; the global crisis resulting from energy and resource depletion due to overexploitation and overconsumption; the global crisis in the food and water systems due to unsustainable land and water use that leads to soil erosion and water pollution, maldistribution of food and water, and excessive waste; the crisis in the global economic system due to growing concentration of wealth, deepening inequality, continuing poverty, financial volatility, and demographic displacement; the global challenges in health due to the correlation between material deprivation, environmental degradation and proliferating illnesses; or the global crisis of (in)security due to responses to injustice, oppression, exploitation, and violence, or to the rising manifestations of militarism, war, terrorism, conflict and the like, especially as reinforced (or propelled) by misunderstandings and distrust among social groups along categories such as nationality, culture, religion, civilization, race, gender, class and other types of identity. Students will then explore how these problems can actually interact and reinforce each other across different spheres in "perverse" ways that make challenges even more complex and seemingly intractable. Afterwards, students will be challenged to develop a deep critical understanding of the structural and agential drivers behind these problems and to collaboratively find creative ways to overcome such complex challenges, using interdisciplinary, intercultural, and intersectional approaches with global perspectives. The professor will closely mentor throughout the process to guide students in the effort to analyze and deconstruct these seemingly intractable problems and to explore, develop, or creatively prefigure globally inclusive, healthy, socially just and environmentally sustainable alternatives and solutions for one or more of these intersecting issues. In order for students to conduct proper research geared towards the development of solid proposals for alternatives and solutions to global problems, during this seminar students will be exposed to some of the cutting edge in-depth scholarly research and policy work on contemporary global problems, and will be trained in some of the most useful interdisciplinary approaches, theories and methods to address these global problems. Students will also work closely with the professor during the second half of the course to tailor a personalized research agenda containing research materials in accordance with the unique skills and interests of each student. Finally, students will develop as a project a proposal based on substantial scholarly research and geared towards understanding, addressing, and overcoming a specific global problem, or small set of global problems, through concrete solutions or alternatives. The project may result in a research paper or a policy proposal, but may also result in a documentary film, a webpage or another artifact of scholarly quality.

**INTR 310 Engaging Worldwide Neighbors 4 CREDITS**  
 Drawing on multi-faceted concepts ranging from process drama (or other art forms), learning theory, and global learning, this course is an interdisciplinary exploration of what it means to be a civically informed and engaged citizen while making valuable local connections. This team-taught course will emphasize hands-on experiential opportunities to bring process drama (or other art-forms: visual arts/music/movement) classes and activities to local immigrant school-age children. (WCORE: EWRLD)

**INTR 401 Directed Studies 1 to 8 CREDITS**  
 Allows students to initiate proposals for intensive tutorial-based study of topics not otherwise offered in the Interdisciplinary/ Custom Major Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**INTR 440 Interdisciplinary Internship 0 to 8 CREDITS**  
 Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**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 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.

**(IPSL)**

**IPSL 401 Independent/Directed Study 1 to 3 CREDITS**  
 IPSL recognizes the vital role independent study can play in a student's education. Independent study allows the student to explore a topic of interest under the close supervision of a faculty member who has agreed to direct the student's work. The course may include directed readings, applied work, assisting the faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate by the supervising faculty member and the department. Regardless of the nature of the experience, the work must culminate in a formal project or paper, and a presentation.

**IPSL 402 Comm Organization Soc Activism 3 CREDITS**  
 This course deals with the origin and background of non-governmental organizations in the country of study, including how these groups have been created to respond to essential social problems and the ways that civil society in this country has found to exercise fundamental rights and respond to needs not covered by the state. The different types of organizations studied are: Non-Governmental Organizations, Foundations, Civil Associations, Social and Popular Movements. We will study the history, the birth and the issues on which these social organizations work. We will investigate their contribution to the development of skills and opportunities for the 21st century for growth in the midst of differences. Coursework is complemented by volunteering in a community project and engagement with diverse cultures and viewpoints. Students reflect on national and international practices using the curriculum framework and drawing on discussions with host country nationals.

**IPSL 403 Language Across Curriculum 3 CREDITS**  
 This course is designed for students with all proficiency levels in a language spoken in the country where the course is taken. This is a streamlined, focused course designed to produce maximum functional fluency in a specific area of interest. Course topics and vocabulary are carefully compiled to provide students the language patterns they need to successfully navigate

professional/social situations while living and studying in the country. This course helps students achieve proficiency not only in conversational language but also in skill areas necessary for further study, such as phonetics, grammar and sentence structure.

**IPSL 404 Sponsored Research 3 CREDITS**

**IPSL 408 Special Topics 1 to 3 CREDITS**

**IPSL 420 Afro-Colombian History Culture 3 CREDITS**

**IPSL 421 Conflict/ Peace Colombia 3 CREDITS**

**IPSL 422 Escobar to Santos Modern Colombia 3 CREDITS**  
 It is impossible to talk about Modern Colombia without an examination of the impact of the decades long "narco-tráfico" - the narcotics trade that was at the center of Colombia's political, economic, and social structures. The socio-political core of Colombia is what it is today, in part, because of the illegal drug trade. By the same token, Colombia is not the same country it was one generation ago, which is when Pablo Escobar, the head of the Medellín Drug Cartel, died. At the time one of the wealthiest men in the world, Pablo Emilio Escobar Gaviria continues to engender strong opinions on all sides and all spectrums. Some of the nation's poorest people praise Escobar's attention to the plight of the poor. Other Colombians - and foreigners - rightfully bring attention to the violence - and the tens of thousands of dead - that were part of the drug trade and the accompanying terrorism. The years of "narco-tráfico" affected countless Colombians, and many others, during those years, and the history is only starting to be discussed and researched. The first part of the course provides an overview. We then investigate drug production in the Americas and the organizations that engage in these activities. After that, we will look at the costs of narcolitics in the developing world, in terms of corruption and violence. Next, we will shift our attention to the U.S. and examine both drug trafficking counternarcotic efforts and the impact of the so-called "War on Drugs." The final part of the class will examine the effect of recent and proposed reforms to drug policies and, of course, the reconciliation and peace processes that have brought stability, peace and economic growth to Colombia.

**IPSL 430 Sustainable Micro Enterprise/Field Work 3 CREDITS**

This course is designed to familiarize students with different types of enterprises in Rural Communities and explore national and international case studies as well as opportunities and challenges in sustaining micro and small-sized enterprises. (SME). It sets out the criteria for identifying whether a company is a micro, small or medium-sized enterprise (SME). These different categories, based on the number of a company's employees and its turnover or balance sheet, determine its eligibility for EU and national financial and support programs, especially in the more rural areas of Europe.

**IPSL 431 Greek History Culture Language 3 CREDITS**

This course is designed to familiarize students with Greek history and culture. Its aim is to explore the 5000 years of Greek history, understanding why Greece is still considered the cradle of our civilization, stopping at its greatest moments, discovering those elements that made Greece stand out through the ages, exploring ancient Greek art and culture and understanding the ways and the degree it shaped the western world. The course will connect the dots from prehistoric times and the era of the great heroes and legends, like Hercules, Odysseus and the Trojan War, with the achievements of Ancient Greece, the troubled years of Medieval and Byzantine Greece until its independence after the Greek Revolution of 1821, and Greece in the 21st century. Taking place in a large, vibrant port city of Thessaloniki, with a history of over 2500 years, the students will be able to experience Greece's living history firsthand and learn the basics of the Modern Greek language in context with the course content.

**IPSL 432 The Rise of Social Solidarity in Greece 3 CREDITS**

This course explores the concept of solidarity, or social unity, in the context of austerity and refugee burdened Greece. Austerity measures motivated community efforts including soup kitchens and free pharmacy distribution clinics. At the height of the European refugee crisis, civilian volunteers offered clothing, food, transportation and shelter to immigrants and refugees entering Greece. This course explores how these two crises moments have challenged established forms of sociality and motivated a movement towards national and global solidarity. Drawing on literature, engaging with ongoing NGO and government efforts, in addition to directed discussions with Greeks.



**IPSL 433 Creative Thinking Entrepreneurship 3 CREDITS**

This course is about productive thinking and is designed to assist students in developing critical and creative thinking skills that are essential ingredients to enhance their innovation and decision-making skills. These skills include the ability to make well-reasoned decisions, solve problems skillfully, and make carefully thought-out judgments about the worth, accuracy, and value of information, ideas, claims and proposals. Students will apply various modes of thinking to address critical business issues and workplace applications.

**IPSL 434 Mediterranean Diet Life Style 3 CREDITS**

This course focuses on the Mediterranean Diet and the Mediterranean way of life. It is designed to help students develop an understanding about the specific diet and its health benefits, the main ingredients and produce, research the theory of the Mediterranean way of life, and to provide an international perspective through a rich study abroad program with valuable experiences that students can draw from and finally, through cooking workshops, offer students hands on experience on the secrets and makings of the Mediterranean cuisine. We will also examine the cultural and emotional interconnections that influence what, and how we eat, and how we socialize with, and around food. Greek cooking offers an incredibly rich and diverse array of foods and beverages that are the culmination of literally thousands of years of living, cooking, and eating. While each Greek meal is fresh and inviting, it is also a trip back through Greece's history.

**IPSL 435 Mediterranean Outdoors Exploration 3 CREDITS**

This course focuses on Leadership, through instruction and experiences in Outdoor settings. The "About Limits: Mediterranean Outdoor Exploration & Leadership" course is to prepare participants to have the academic background skills and necessary experiences to analyze, plan, implement, lead and supervise teams, not only in an outdoor environment but also in academia or a corporate setting, through experiential and physical challenges. It is designed to help students develop conditional leadership skills, understand group development and communication, and empower facilitation techniques in an outdoor environment. In addition, the course provides opportunities to sharpen the creative decision-making process, meet challenges for problem solving and sound judgment, and all this in the wild Greek mountains. Moreover, the program emphasizes the environmental ethics and "Leave No Trace" approach. We will, also, analyze the main domains of a risk management plan through outdoor activities and discuss how this knowledge could be transferred in a business or corporate environment. Finally, the course uses team bonding activities and tries to teach and enhance decision making skills through games in the outdoors. The Greek mountains offer an incredibly rich and diverse natural environment with physical challenges, breathtaking scenery accompanied with endless chats over delicious meals by the fire.

**IPSL 440 Guatamala One Health Ecology Culture 3 CREDITS**

This course captures the interconnectedness of people, the environment, and animals that we use for food in-situ. These topics are examined through a One Health lens, through site visits and hands-on service projects with local Guatemalan farms, cooperatives, and community-based agricultural initiatives. Students have the opportunity to reflect upon their service and experiential learning via reading reviews and reflection workshops throughout the course. Students live, study, work, and make new and interesting connections such as with local community organizers, other volunteers and students and international researchers, who enrich and strengthen the outreach of the organization to the surrounding communities. Students should have a strong interest in nutrition and food politics, as well as environmental conservation and public health. Experience with the Spanish language is highly recommended but not required.

**IPSL 441 Maya Cosmvision & Health Systems 3 CREDITS**

This course offers the opportunity to get immersed in the reality of some of the many indigenous communities in Guatemala and to reflect on intersecting issues related to Maya health, spirituality, and intercultural history. During the course, students will participate in lectures, workshops, site visits, and dialogues with indigenous health services providers in community-based organizations. The course is co-designed and taught by a Maya Kaqchikel spiritual guide and healer with many years of experience and extensive knowledge in ancestral healing techniques, herbal medicine, fire ceremonies, and Maya culture. By exploring a Maya & intercultural perspective on health services in Guatemala, students will have the opportunity to understand the struggles and experience the successes of a living and breathing ancestral medical system that integrates a variety of voices, bridges socioeconomic differences, and offers culturally appropriate solutions to the physical, mental and spiritual ailments of the local population.

**IPSL 450 Environmental Social Justice: Peru 3 CREDITS**

Biological diversity is one of the most valuable assets our society has in order to achieve Sustainable Development. This course provides knowledge of the theory and practice of this concept. Topics aim to stimulate a critical examination of the potential of biological resources and interactions in meeting sustainability goals while also understand the need for a constant economic growth and social equity. This course is specifically created to address the complex issues of Environmental Sustainability as they relate to biodiversity conservation with its main focus in Per .

**IPSL 451 Incan Architecture Urban Dvlpmt in Andes 3 CREDITS**

The course is intended to introduce students to the general, quantitative and qualitative aspects of the evolution of architecture and urban planning in the Andes in South America. We will cover the aspects of territorial, agricultural and civic management under Andean societies and its development through the height of its glory under the Inca culture. The course covers conceptual aspects such as the evolution of Andean society, its historical background, the geography, environment, and overall community health of the central Andes, the interaction between society and its territory and environment. We will review the history of the origins of the American Caral civilization, early urban planning, ceremonial temples of the formative period, the first cities of the ceremonial centers upon the emergence of the urban theocratic centers, the Moche city, the rise of the Andean Wari Empire, the late states and feudal estates, coastal cities, high Andean settlements, Moche architecture and urban planning, the capital city of Chimu, the city of Chanchan, the Pachacamac ceremonial center, through the development of the Inca Empire and the colonial development of the city of Cusco.

**IPSL 452 Indigenous Knowledge Traditional Healing 3 CREDITS****IPSL 460 Ethics Community Health South Africa 3 CREDITS**

Through the interdisciplinary coursework in this program, students learn about contemporary public health issues in South Africa through hands-on training with IPSL's partner organization in Cape Town, South Africa. By uniting service with traditional learning, students gain knowledge about the historical, political, economic, cultural, and geographic forces that shape the history of public health interventions in South Africa. The service places students at the nexus of Community-based Health, Social Enterprise, Volunteer Development, and the struggle for Social and Racial Justice. Through lectures from scholars and scholar-practitioners, readings, hands-on service, and selected site visits in the region, students critically examine topics related to health promotion and provision, traditional healing, rural health and social justice in South Africa.

**IPSL 470 Environmental Sci Sustain Development 3 CREDITS**

This course will provide current basic knowledge of the fundamental features and functions of the natural environment, including: natural resources; geo/natural disaster-hazards; the human impact on the environment; and the role in solving problems related to human activities in hazard adaptation and mitigation, in decision-making policies on sustainable development, resource use and environmental protection. The goals of the course are to improve awareness of (and provide techniques for) the sustainable use of natural resources, environmental protection, and sustainable development. Content will emphasize interdisciplinary and integrated approaches.

**IPSL 471 Global Health & Environment: Vietnam 3 CREDITS**

Global health has been defined as an area for study, research, and practice that places priority on improving health and achieving equity in health for all people worldwide. This course examines major global health challenges, programs and policies, with practical examples in Vietnam. Students will be introduced to Southeast Asia's diversity of determinants of health and diseases. Students will explore and analyze current and emerging health priorities, including infectious zoonotic diseases, poverty, environmental pollution, dioxin/Agent Orange and the "American" (Vietnam) War's legacy. Health inequity, health systems reforms, health policy advocacy, and major initiatives for disease prevention and health promotion in Vietnam will be examined with an eye toward comparative study with health in a "developed" nation.

**IPSL 472 Public Space in Urban Planning 3 CREDITS**

In this dynamic course on public space inclusion in Vietnamese urban planning, you will explore the critical role that public spaces play in fostering vibrant, inclusive, and sustainable cities. Guided by expert instructors and drawing upon multimodal learning approaches, you will gain a

## Course Descriptions

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comprehensive understanding of the principles, strategies, and best practices for effectively incorporating public spaces into urban planning processes. Through a combination of theoretical insights, case studies in various Vietnamese cities, and interactive discussions, you will delve into the various dimensions of public space design, activation, and management. You will examine the social, cultural, economic, and environmental aspects of public spaces, considering how they shape community identity, encourage social interaction, enhance livability, and promote environmental sustainability. Throughout the course, you will engage in hands-on exercises and collaborative projects to develop practical skills in analyzing, conceptualizing, and designing inclusive public spaces. You will explore innovative approaches such as participatory design, placemaking, and tactical urbanism, and learn how to integrate diverse perspectives, including those of marginalized communities, into the planning process.

### **IPSL 473 Sustainable Tourism 3 CREDITS**

Sustainability is a key concept of 21st century planning in that it broadly determines the ability of the current generation to use resources and live a lifestyle without compromising the ability of future generations to do the same. Sustainability affects our environment, economics, security, resources, health, economics, transportation and information decision strategy. It also encompasses decision making, from the highest administrative office, to the basic community level. This course will cover many aspects of sustainable tourism across a range of the topical fields involved in researching or implementing sustainable tourism projects. The major topics to be discussed include general knowledge of tourism and sustainability and operations and marketing for sustainable tourism. Discussions will aim to bring understanding of alternative forms of tourism such as ecotourism and community-based tourism and "pro-poor" tourism approaches. Students can direct their focus to particular interests such as community engagement, cross-cultural education and communication, volunteer development and management, etc.

### **IPSL 484 Community Organizational Activism 3 CREDITS**

This course introduces students to the history of and current effective practices in community and civic engagement, including domestic and international volunteerism, community organizing, and social activism. The class complements on the ground activities abroad, including local service efforts and classroom activities in both the sister course, Community Organizing and Social Activism (COSA) In-Country. Students also reflect on their service using an international lens via bi-weekly reflection activities.

## **(JAPN)**

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### **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 111 Japanese II 4 CREDITS**

A continuation of the goals pursued in JAPN 110; writing systems, sounds, reading and culture.

### **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".

### **JAPN 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 Japanese Program. This course is repeatable for credit.

## **(JPN)**

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### **JPN 225 Japanese Language Basic A1 1 to 9 CREDITS**

This introductory level course is designed for students with no prior knowledge of Japanese. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

### **JPN 226 Japanese Basic+ A2 1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in Japanese. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

### **JPN 325 Japanese Intermediate B1 1 to 9 CREDITS**

At the intermediate level, this course focuses on deepening students' understanding and command of Japanese language and culture. Through authentic materials, multimedia resources, and interactive activities, students will refine their grammatical knowledge, expand their vocabulary, and develop a greater ability to engage in discussions and express opinions. Reading and listening comprehension skills will be honed through exposure to various texts and audio sources, while writing skills will be enhanced through composing coherent paragraphs and short essays.

### **JPN 326 Japanese Intermediate B2 1 to 9 CREDITS**

This advanced level course is designed for students who have already acquired a solid foundation in Japanese. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

## **(JUST)**

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### **JUST 440S Internship 1 to 8 CREDITS**

### **JUST 109 Power and Social Change 4 CREDITS**

Power and Social Change 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 laying a phenomenological foundation to the study of 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)

### **JUST 221 Community Justice 3 CREDITS**

This course is an experiential and philosophical exploration of the present and past local 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-cultural 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.

<b>JUST 305</b>	<b>Intersectional Activisms</b>	<b>4 CREDITS</b>	<b>JUST 420</b>	<b>Punishment</b>	<b>4 CREDITS</b>
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 analysis 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 systematic 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.			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.		
<b>JUST 310</b>	<b>Law and Society</b>	<b>4 CREDITS</b>	<b>JUST 440</b>	<b>Internship</b>	<b>1 to 6 CREDITS</b>
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)			Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 href="https://westminstercollege.edu/student-life/career-center/internships.html">https://westminstercollege.edu/student-life/career-center/internships.html</a>		
<b>JUST 318</b>	<b>Humanitarian Justice</b>	<b>4 CREDITS</b>	<b>JUST 490</b>	<b>Senior Capstone</b>	<b>4 CREDITS</b>
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 themes, topics, and issues of concern such as debates concerning the historical and political emergence 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 perspectives, 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)			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)		
<b>JUST 324</b>	<b>Gender, Work, and Justice</b>	<b>4 CREDITS</b>	<b>(LATN)</b>		
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 critical questions about household economics, 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.			<b>LATN 110</b>	<b>Latin I</b>	<b>4 CREDITS</b>
<b>JUST 325</b>	<b>Justice in Everyday Life</b>	<b>4 CREDITS</b>	An introduction to the basic grammar principles: verb conjugations, noun declensions, adjective/ adverb agreement, pronouns, active/passive voices, and the subjunctive.		
Though social justice practices can seem set apart - rallies, marches, protests, movements - they permeate everyday life. 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.			<b>LATN 111</b>	<b>Latin II</b>	<b>4 CREDITS</b>
<b>JUST 365</b>	<b>Economic Justice</b>	<b>4 CREDITS</b>	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.		
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.			<b>LATN 200</b>	<b>Special Topics in Latin</b>	<b>1 to 4 CREDITS</b>
<b>JUST 401</b>	<b>Directed Studies</b>	<b>1 to 4 CREDITS</b>	Topics of interest and importance not covered by regularly scheduled courses.		
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.			<b>LATN 220</b>	<b>Latin III</b>	<b>4 CREDITS</b>
			Third Semester Latin		
			<b>LATN 300</b>	<b>Special Topics in Latin</b>	<b>1 to 4 CREDITS</b>
			Topics of interest and importance not covered by regularly scheduled courses.		
			<b>LATN 401</b>	<b>Directed Studies</b>	<b>1 to 4 CREDITS</b>
			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.		
			<b>(LMW)</b>		
			<b>LMW 440S</b>	<b>Internship</b>	<b>1 to 8 CREDITS</b>
			<b>LMW 104</b>	<b>Books That Changed the World</b>	<b>4 CREDITS</b>
			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)		
			<b>LMW 105</b>	<b>Communicating Through Writing</b>	<b>4 CREDITS</b>
			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)		

**LMW 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.

**LMW 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: WCAFAH, DE)

**LMW 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: WCAFAH, WE)

**LMW 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: WCAFAH, WE)

**LMW 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: WCAFAH, WE)

**LMW 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: WCAFAH)

**LMW 131 Shakespeare, Culture and Society 4 CREDITS**

Shakespeare's plays and poems are important cultural artifacts of English society, its customs, traditions, 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: WCSBS, WE)

**LMW 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: WCAFAH, WE)

**LMW 202 Worlds of Fantasy 4 CREDITS**

While the fantasy genre has its roots in truly ancient myths and legends, it is very much a product of the twentieth century. In *Worlds of Fantasy*, we will examine the origins and development of fantasy media in all their forms, from literature to TV, film, and games. Our central concerns will be how fantasy represents the past; how readers, viewers, and gamers experience fantasy; and how fantasy both expresses and challenges oppressive concepts of gender and race. Readings will draw from a diverse range of fantasy authors. (WCore: WCAFAH)

**LMW 204 Epistolarity: Letters to and From 4 CREDITS**

This writing emphasis (WE) W seminar focuses on letters as both 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*, Sojourner Truth, Madame de Stael, 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 classmates, the editors of newspapers or magazines, their 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: WCAFAH, WE)

**LMW 205 Goddesses, Heroes, and Others 4 CREDITS**

From ancient scriptures to contemporary comics, these literary characters-goddesses, heroes, and "others" (figures marginalized by the 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: WCAFAH, RE)

**LMW 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 environmental justice in Ecuador, this course will investigate how global "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: WCAFAH, WE)

**LMW 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 audiences. 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?" Students don't need technical proficiency. We'll spend some time going over basic technical and production guidelines. (WCore: WCAFAH, WE)

**LMW 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 philosophical detail. In this course, students will imitate these self-reflective detectives by cultivating and

describing their own unique methods of interpretation. They will articulate these methods in essays, discussions, and other linguistic performances. (WCore: WCFAH)

**LMW 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)

**LMW 222 Texts and Media in Context 4 CREDITS**

This course positions literary texts, films, and media events as aesthetic productions linked to other, larger networks, including politics, technology, intellectual, artistic, and social trends. In addition to studying other scholars' analyses of literature, film, and other media in particular contexts, students will conduct research to situate their own interpretations. Among the key issues considered are how literature, film, and other media reflect and affect contemporary tastes, how political struggles manifest themselves in narrative arts, how means of distribution and consumption influence audience reactions, and how works construct identities in terms of race, class, gender, and other categories.

**LMW 223 Critical Theory for Texts and Media 4 CREDITS**

Being a literary, film, and media critic requires thinking about how and why we read and consume narrative arts. This course introduces critical approaches to literature, film, and other media as well as essential methods of academic research. Students will develop analytical viewing, reading, writing, and research skills that will prepare them for advanced levels of literary and media scholarship. Students will also begin identifying the basic aims and concepts underlying interpretive theories such as feminism, critical race theory, and disability theory, articulating the similarities and differences among them, and reflecting on the implications of interpreting works through various lenses.

**LMW 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 stories and poems of their own, and meeting visiting writers. This workshop course emphasizes experimentation and imitation and is designed to expand the students' repertoire of literary technique. Strongly recommended as a prerequisite to other creative writing courses.

**LMW 231 Global Shakespeares 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 Shakespeares 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 Shakespeares 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)

**LMW 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 LMW majors.

**LMW 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 LMW 230.

**LMW 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 LMW majors and is a Civic Engagement course.

**LMW 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 LMW majors. This course is repeatable for credit.

**LMW 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 LMW Literary Studies majors and counts as a Writing Elective for LMW Creative Writing majors.

**LMW 322 Creative Writing: Poetry 3 CREDITS**

This course, often taught around a central theme, combines 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 LMW majors. This course is repeatable for credit.

**LMW 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 LMW Literary Studies majors and counts as a Writing Elective for LMW Creative Writing majors. This course is repeatable for credit.

**LMW 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 LMW majors. This course is repeatable for credit.

**LMW 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 concentration LMW majors. This course fulfills the Writing requirement for LMW majors. This course is repeatable for credit.

**LMW 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 website, 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 LMW majors. This course fulfills the Writing requirement for LMW majors. This course is repeatable for credit.

**LMW 329 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 LMW majors. Prerequisite: LMW 311.

**LMW 331 History and Structure of English 4 CREDITS**

This course offers an introduction to linguistics, the formal study of language, and explores the development of the English language from its ancient origins in Proto-Indo-European to the present. In addition to the features of Old, Middle, and Early Modern English, we will survey the various areas of linguistic study, from the sounds of language to word parts, vocabulary, meaning, and sentence structure. We will also study how English has shaped and been shaped by social and political forces: how language encodes social prestige and stigma, how English has been used as an instrument of colonization and empire, and how standard language ideology maintains social inequities. Assignments will involve you in thinking like a linguist and give you the opportunity to apply linguistic concepts to the study of literature. As a result, you will see English in an entirely new way.

**LMW 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 LMW majors.

**LMW 335 Englishes of the World 4 CREDITS**

This course examines how the English language has spread across the world, accumulating 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 gain awareness of issues like cultural translation, hybridity, broken English and the inherent ideological consequences when 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 LMW majors. (WCore: EWRLD)

**LMW 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 LMW majors.

**LMW 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 Prioress, 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 LMW majors.

**LMW 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 predominant literary traditions while capturing the reality of post-war America, from its economic might 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 LMW majors.

**LMW 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 the texts studied in this course were written as original compositions, some were recorded after generations of oral performance. Students will investigate the meanings and permeable boundaries of orality, aural, 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 LMW majors.

**LMW 357 Environmental Literature 4 CREDITS**

Survey of a broad range of works concerning the American environment and parallel historical and cultural trends. Works are selected from poetry, fiction, and such nonfiction genres as nature essays, autobiography, travel narrative, and political writing.

**LMW 365 History of Genre 4 CREDITS**

Each iteration of this course examines genre through an historical and cultural lens, concentrating on points of blur, change, and hybridity. For example, the novel is a genre developed from the other genres 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 historical 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 LMW majors.

**LMW 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 Csaire, 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 poesa 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 racism and history, and hope for the future. This course fulfills the Periods and Movements or Theory requirement for LMW majors.

**LMW 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 class 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 LMW majors.

**LMW 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 LMW majors.

**LMW 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 LMW majors.

**LMW 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 refashioning one of the assigned readings in the medium of their choice. This course fulfills the Language & Medium requirement for LMW majors.

**LMW 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 LMW majors.

**LMW 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 motivated by the challenges to reason 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 LMW majors.

**LMW 378 Podcasting 4 CREDITS**

As a disruptive technology, podcasts have reinvented the way we listen. While washing the dishes, walking the dog, and commuting we listen to podcasts on comedy, music, horror, news, knitting, murder, boating, walking, eating, film, TV, and video games. The topics for podcasts are endless and, so it appears, is our insatiable hunger for them! In this course we will spend our time listening and creating podcasts. We will explore different genres such as political podcasts and podguides and different formats such as video podcasts. The goals for this course include understanding audio storytelling,

ethics, and diversity in podcasting through a transgender BIPOC-inclusive feminist approach that seeks to celebrate lived experiences. You will learn basic broadcasting skills such as writing, research, interviewing, and editing. The projects for this course will involve podcasting about Salt Lake City, helping you develop an understanding of the historical and current impact of sex and gender on societies, individuals, and institutions in Salt Lake City and the greater Utah area. This requires that during class time we meet outside of campus. Students are required to have a smart phone or a camera with the capacity to record both sound and video. This course fulfills the Language & Media requirement for LMW majors.

**LMW 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 all acts of storytelling. 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, literary tropes, stories on Twitter, etc. This course fulfills the Theory or Language & Media requirement for LMW majors.

**LMW 380 Video Game Culture 4 CREDITS**

Video games have emerged in the 21st century as one of the most-watched spectator sports. Pro-gamers compete for hundred-thousand-dollar prizes, and they receive sponsorships that can be worth millions. But to view the video game medium as only an economic force denies the complicated nature of gaming. In popular culture, gaming is the domain of nerdy teenagers, but video game conventions demonstrate that the average player is, well, everyone. This course focuses on the critical analysis of social issues in video games. Class time will be split between playing across different video game genres (such as role-playing, action-adventure, life simulation, strategy, sports, music, and literary hypertexts) and participating in current academic debates around gaming and game studies. Class discussions will engage with the ludic and narrative elements of game theory from an interdisciplinary perspective that considers video games as cultural artifacts, economic powerhouses, educational tools, drivers of technological innovation and works of art.? This course fulfills the Language & Media requirement for LMW majors.

**LMW 387 Teach Assistant Literature Media Writing 1 to 2 CREDITS**

For teaching assistants in the LMW classes. Practical experience in teaching and grading undergraduate LMW courses. A maximum of two credit hours of LMW 387 may be applied toward the major or minor. This course is repeatable for credit.

**LMW 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 Language Media Writing Program. Hours are arranged. Prerequisite: consent of instructor and school dean.

**LMW 403 Thesis 4 CREDITS**

A capstone course for LMW majors who are developing the skills to produce a well-researched, fully documented, comprehensive thesis on a literary 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)

**LMW 405 Thesis - Creative Writing 4 CREDITS**

A course to support and guide LMW 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)

**LMW 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor

## Course Descriptions

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and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

### **LMW 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.

## **(MACC)**

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### **MACC 602U Information Tech Business Environment, Environment 2 CREDITS**

This course explores the use of information technology in both the domestic and global business community. Special emphasis will be placed on IT security, networks, electronic commerce, and internal reporting. This course must be taken concurrently MBA 630C. This graduate course is available only for early entrants to the MACC program.

### **MACC 620U Accounting 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.

## **(MATH)**

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### **MATH 440S Internship 1 to 8 CREDITS**

### **MATH 101 Fundamentals of Algebra 4 CREDITS**

Algebra is the alphabet of college math courses. Sharpen your algebra skills in an active, inquiry-based environment, and apply them to real-world mathematical models.

### **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**

Calculus is the study of change. Learn how to use the derivative and the integral to quantify how things change in the physical and life sciences, economics, and the world around you.

### **MATH 202 Calculus II 4 CREDITS**

Calculus is the study of change and accumulation centered on the idea of infinity. Learn how to evaluate integrals, infinite series, and differential equations and make practical use of the idea of infinity with applications to geometry, the physical and life sciences, and economics.

### **MATH 203 Multivariate Calculus 4 CREDITS**

Many real-world phenomena can be modeled as functions of several variables. Learn how to use calculus—the study of change and accumulation—

in the multivariable context, with applications to the curvature of multi-dimensional spaces and the flow of fluids through them.

### **MATH 210 Discrete Mathematics 4 CREDITS**

How do mathematicians define "truth", and how do we argue that a mathematical fact is true? Discrete mathematics is an "introduction to proof" course. We will learn basic proof techniques 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 300 Special Topics in Mathematics 1 to 4 CREDITS**

Special courses offered when there is sufficient demand.

### **MATH 308 Putnam Seminar 1 CREDIT**

In preparation for the William Lowell Putnam Mathematical competition, you will tour the various areas of undergraduate mathematics in an exploration of various problem-solving techniques. May be taken twice for credit.

### **MATH 310 Probability and Statistics 4 CREDITS**

Introduction to probability theory including combinatorial analysis, conditional probability, discrete and continuous random variables, expectation and variance, jointly distributed random variables, and sampling theory.

### **MATH 311 Linear Algebra II 4 CREDITS**

Rigorous treatment of general vector spaces, linear transformations, eigenvalues and eigenvectors building on the material in Linear Algebra.

### **MATH 312 Abstract Algebra 4 CREDITS**

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.

### **MATH 314 Foundations of Geometry 4 CREDITS**

Modern axiomatic development of plane geometry and related systems. Includes investigation of finite geometry and hyperbolic geometry.

### **MATH 321 Advanced Calculus 4 CREDITS**

Calculus is the close study of infinity, a notoriously slippery concept. How do we know that the calculus we do is "actually true"? We'll follow a similar path to the mathematical detectives who set out to rigorously determine which infinite computations were reliable and which were simply wishful thinking. Topics include point-set topology of the real numbers, a treatment of limits for sequences and functions, continuity, and differentiability.

### **MATH 323 Complex Analysis 4 CREDITS**

Functions of one complex variable, analyticity, Cauchy-Riemann equations, derivatives and integrals of complex functions, complex series, and residue theory.

### **MATH 341 Topology 4 CREDITS**

Topology is often called "rubber-sheet geometry". In topology, we think of shapes as being made of play-doh and consider two shapes "topologically equivalent" if we can mold one into the other by stretching, shrinking, or smoothing, but not tearing or poking holes. Topology studies the properties of sets, such as geometric shapes or surfaces, that are unchanged under such "play-doh deformations".

### **MATH 362 Topics in Applied Mathematics 4 CREDITS**

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.

### **MATH 363 Differential Equations 4 CREDITS**

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.

**MATH 387 Undergraduate Teaching 1 CREDIT**

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.

**MATH 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 Mathematics Program. Requires junior or senior standing and consent of instructor and school dean. This course is repeatable for credit.

**MATH 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**MATH 485 Senior Seminar 2 CREDITS**

As the capstone to your mathematical career at Westminster, Senior Seminar provides the opportunity for you to summarize your experience by investigating a mathematical area that you love and want to know more about. As part of the Senior Showcase, you will have the opportunity to share this mathematical passion with your class and the Westminster community. You will also develop a final portfolio of the work you've completed throughout your mathematical career. (WCore: SC)

**(MCNR)**

**MCNR 200 McNair Scholars Seminar 0 to 1 CREDITS**

This class introduces students to high-impact graduate school preparation, and includes GRE preparation, library instruction, graduate application preparation, and information about publishing.

**MCNR 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.

**MCNR 311 Introduction to Research Methods I 2 CREDITS**

For students preparing for their first McNair Summer Research Intensive, in which they will participate in a group research project. Students will develop a short list of projects for collaborative research. Class will also cover research ethics and human subjects.

**MCNR 312 Introduction to Research Methods II 2 CREDITS**

For students participating in the McNair sophomore group interdisciplinary research project. Students will develop a research proposal and prepare to present their research.

**MCNR 411 Advanced Research Methods I 2 CREDITS**

For students preparing for their final McNair Summer Research Intensive, in which they will conduct an individual research project. Students may work on discipline-specific research methods and tools.

**MCNR 412 Advanced Research Methods II 2 CREDITS**

For students participating in their final McNair Summer Research Intensive. Students will complete a research project and present it at the McNair Symposium.

**(MGMT)**

**MGMT 210 Teams 2 CREDITS**

Teams are an ever-present feature of work life today. In this course, you will learn to distinguish among different kinds of work group structures--all of which commonly go under the label of "teams"--and learn which structures are best suited for which organizational purposes. You will also learn skills on how to be a more effective team member.

**MGMT 305 Principles of Management 4 CREDITS**

This course explores two areas of management: strategy and organizational behavior. In this course, students will examine the primary components of the strategic planning process which include mission statements, industry and company analysis, as well as competitor analysis. Students will also focus on the organizational behavior skills for strategic decisions and implementation. These topics will include decision making, communication, teamwork, leadership, and organizational change. Examples and cases will focus on global companies.

**MGMT 309 Operations Management 3 CREDITS**

At its most basic level, Operations Management is the transformation of inputs into goods and services. Along the transformation, there are a variety of factors that must be taken into account including the design of the process, the quality of the materials and the process, the supply chain, the management of materials, and a variety of other issues. Throughout this course, we will investigate the transformation process and how firms can successfully incorporate operations management as part of the corporate strategy. As part of the course, we will see how operations management plays a role within the firm. We will also cover a number of quantitative tools useful in an operations setting. Lastly, it is expected that by the end of the semester, students will have a better understanding of why, regardless of the business discipline you choose, understanding a firm's operations is critical to overall business knowledge.

**MGMT 310 The Entrepreneurial Mindset 2 CREDITS**

Entrepreneurs are different. They think differently; they measure performance differently than do managers of established businesses. This course will introduce you to how entrepreneurs think in the face of radical uncertainty; how they set goals, measure progress, and learn from failure and setbacks. You will learn what motivates entrepreneurs. Here's a hint: It's not money. You will also be introduced to the dynamic entrepreneurial startup community in SLC.

**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 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 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 Management Program. Requires junior or senior standing and consent of instructor and school dean. This course is repeatable for credit.

**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

## Course Descriptions

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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 content.

### **MGMT 422 Sports Management 2 CREDITS**

This course reviews the role of management and leadership in sports. Emphasis will be on an overview of management and leadership theories, frameworks, and practices as they relate to sports.

### **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.

### **MGMT 465 Organizational Culture and Change 4 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)**

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### **MKTG 412A Engaging Customers 2 CREDITS**

This course explores nontraditional avenues for reaching customers. Its focus is primarily on digital tools for communicating about, distributing, and pricing products, particularly for the smaller organization. It also addresses online approaches to assessing marketing effectiveness.

### **MKTG 412B Understanding Customers 2 CREDITS**

This course investigates how customers make buying decisions and various influences on customer behavior. The understanding of how customers think and behave informs further exploration of how to successfully capture customer attention and meet customer needs.

### **MKTG 300 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.

### **MKTG 303 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.

### **MKTG 305 Entrepreneurial Marketing 2 CREDITS**

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.

### **MKTG 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 Marketing Program. Requires consent of instructor and school dean. This course is repeatable for credit.

### **MKTG 412 Special Topics in Marketing 1 to 4 CREDITS**

Current topics of interest in marketing are explored. The title changes according to the contemporary marketing issue being examined.

### **MKTG 420 Consumer Behavior 4 CREDITS**

This course provides students with a managerial perspective of consumer behavior. Students examine how psychological, sociological and anthropological bases of behavior influence purchase and consumption of consumer goods and services.

### **MKTG 422 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.

### **MKTG 428 Advertising 4 CREDITS**

This course is an introduction to the terminology, institutions and functions of advertising as a tool for marketing communication. Emphasizes the managerial aspects of advertising.

### **MKTG 435 Marketing Research and Planning 4 CREDITS**

Provides a detailed examination of marketing research including the design of a marketing research project. Includes the development of a marketing plan based on the results of the research process.

### **MKTG 490 Senior Seminar in Marketing 4 CREDITS**

This is an integrative course in marketing planning and strategy that delineates the relationship among marketing decisions. Marketing functions are examined through application, focusing on case analysis to successfully integrate all elements of the managerial process. The course presents concepts from a decision making perspective rather than from a descriptive point of view. This approach reflects our emphasis on the marketing decisions that students are most likely to confront in their careers. Additionally, because marketing managers are held accountable for profits as well as sales, budgetary considerations of marketing decisions are discussed. (WCore: SC)

## **(MUSC)**

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### **MUSC 211SC Gillmor Summer Chamber Music Camp 2 CREDITS**

The Summer Chamber Music Camp at Westminster 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's music program upon matriculation.

### **MUSC 212SC Summersong 2 CREDITS**

The Westminster 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 coaching, master classes, workshops, acting classes, rehearsals, (optional) evening activities and a final showcase recital.

- MUSC 440S Internship 1 to 8 CREDITS**
- 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 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 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 207 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, rhythmic patterns, and in accurately notating rhythmic, 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 practical terms. All the essential aspects of good teaching will be studied and discussed in a variety of ways, including students being required to teach other students--both privately and in a group setting.

**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 to 3 CREDITS**

Enrollment is open to all Westminster 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 to 4 CREDITS**

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 331 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 mloдие, 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 covered 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 in 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'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 365 Westminster Opera Studio 1 to 4 CREDITS**

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 actin 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 371 Music Theory III 3 CREDITS**

This course is a continuation of Music Theory II and involves the study of harmonic procedures 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 372 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 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 373 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 374 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 to 4 CREDITS**

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 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, Vicotria, J.S. Bach, Handel, and later composers. They will examine the works to gain an understanding of the conventions of the contrapuntal 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 to 2 CREDITS**

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 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 Audio Production and Music Business 3 CREDITS**

This hands-on course will cover many of the core principles of audio production and music business. Production topics include: acoustics, recording, DAWs, DSP, virtual instruments, notations software mixing, mastering, distribution of audio, MIDI programming, and microphone technique. Music Business topics include: contract negotiation, marketing for musicians, business plans, an overview of how to make money in the industry in different roles, and paths to profitability within the music industry.

**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 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 int his course as well as a mastery of music fundamentals. In addition, a passing grade in Music Technology I is required.

**MUSC 412 Music for Media and Live Sound 3 CREDITS**

This course covers the following music technology topics: synthesis and sound design; music for media including film, TV, radio broadcast, websites, dance, theater, and video games; field recording; studio design and acoustics; live sound reinforcement and system design; and live performance of electronic music.

**MUSC 415 Arranging, Instrumentation, & Orchestrat 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 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 classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours competed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**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 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 492 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.

**(NEURO)**

**NEURO 300M Neuropharmacology 4 CREDITS**

Neuropharmacology is the study of how drugs affect the nervous system. In this course, we will explore the major classes of psychoactive drugs, including both clinical and non-clinical drugs. We will discuss how each drug moves throughout the body (pharmacokinetics), how each drug exerts its effects (pharmacodynamics), and how each drug influences behavior. In addition, we will apply the information learned in class to analyze neuropharmacology data, evaluate primary literature, and design future experiments.

**NEURO 440S Internship 1 to 8 CREDITS**

**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 complex 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, senses 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 310 Applied Neuroanatomy 4 CREDITS**

The brain is said to be the most complex object in the known universe. Its unique, three-dimensional architecture plays a vital role in controlling our thoughts, feelings, and actions, as does its connections to our intricate spinal cord and peripheral nervous system. This course will explore the complex structure and function of the human nervous system and apply that knowledge to study neurological dysfunction and disease. Then, in the laboratory, we will physically analyze brains with dissection, neuroimaging, and electrophysiology.

**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. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**NEURO 487 Undergraduate Teaching 1 to 2 CREDITS**

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 440S Internship 1 to 8 CREDITS**

**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 purpose 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 life span, 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 312 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 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, hematologic, 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.

**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 bachelorette 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 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,

## Course Descriptions

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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 is 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 1 and focus on specific pharmaceutical 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 accountability and responsibility for nursing judgment and action and develop and respect for human dignity and preservation of integrity.

**NURS 430 Capstone Practicum 6 CREDITS**  
This course is a clinical synthesis experience designed to refine and integrate previously learned knowledge and skills into professional practice through a cooperative learning experience. Students plan, deliver and manage care under the supervision of a licensed preceptor. The student will further 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)

## (OEL)

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**OEL 100A Explorations in OEL Discipline 2 CREDITS**  
In this course, students will have an opportunity to explore a specific discipline (for example, mountaineering, canyoneering) 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 performative 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 identities 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, woman, and femmes. 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 exploration on a specific challenge or issue related to the 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 245C Wilderness First Aid 1 CREDIT**  
Wilderness First Aid (WFA) is a course for recreationalists and outdoor enthusiasts who may benefit from medical training specifically designed to provide assistance to individuals who suffer from ailment or injury while outdoors but still relatively close (within 1 hour) to advanced medical resources. In this course, you will learn the Patient Assessment System, how to provide basic life support and how to provide first aid for injuries and illnesses that are common in outdoor settings. This course focuses on effective risk management and decision making and effective communication. No prerequisites or prior training required.

**OEL 300H The Mindful Leader 3 CREDITS**  
In this course, we will explore ways to better know ourselves so that we can show up in authentic ways for both the people we work with, and the people we guide in wild spaces. Through personal exploration, relational mindfulness, reflection, and deep inquiry, each student will gain a better sense of who they are, how they move through the world, and how using mindfulness and knowing themselves on a deeper level can enhance and enrich both the work they do in the world and the people they guide in the wild. This is not an entry level course, this course requires students to show up in full capacity and be open to being vulnerable, sharing feelings, receiving feedback and being curious.

**OEL 440S Internship 1 to 8 CREDITS**



**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 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 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 climb, 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 153 Indoor Rock Climbing Level II 2 CREDITS**

Indoor Rock Climbing Level Two takes students with previous climbing experience to develop intermediate to advanced climbing skills. Students will practice climbing technique and movement to improve efficiency and strength. Students will learn to lead climb, build anchors, ascend ropes to rescue a stuck climber, and target weaknesses through climbing training. This class is designed for students who wish to improve their bouldering and top-rope level, learn to lead or develop as a lead climber, and expand their knowledge of technical skills and climbing culture and history. Some previous exposure to climbing is expected, no prerequisites.

**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 hold designs 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 emphasized.

**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 top rope climb, 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 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 Intro to Whitewater Paddling 2 CREDITS**

This course is an introduction to the fundamentals of whitewater paddling, which include understanding swiftwater river ecology, reading rivers to select the best path, and understanding the anatomy of different types of whitewater boats. This course may feature a variety of watercraft, including rafts, packrafts, hardshell kayaks, and duckies. During this class, students will learn the skills necessary for the challenging art of river running. We will start on flat water and eventually progress to a three-day weekend whitewater experience.

**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

## Course Descriptions

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padding. 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 210 Wilderness Education 4 CREDITS**

This is a field-based expedition-style course. Students will play a significant role in planning and implementing the expedition in its entirety 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 group goals, hazard evaluation, and equipment needs. Throughout the course, students will also explore the concept of Wilderness through reading, reflection, and concrete experiences.

### **OEL 220 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 and 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 Therapeutic Uses of Recreation 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 therapeutic uses of recreation. Students will survey the major characteristics and tools utilized in therapeutic uses of recreation and investigate how they are applied in practice. Students will design and implement an experiential activity that synthesizes all of the major tenets of therapeutic uses of recreation.

### **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 issues.

### **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 outdoor 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 1 to 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 Land Management Policy 4 CREDITS**

This course will be an overview of the history, policy changes, administration and current issues related to federal, state, and privately managed land in the United States. 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 Reclamation, US Fish and Wildlife Services, US Geologic Survey), and the myriad of interest groups using U.S. lands. With a historical and structural foundation, students will analyze current events, current land use issues, and the health and sustainability of U.S. lands.

### **OEL 352 Avalanche Ecology 3 CREDITS**

This field-based course examines how the avalanche cycle is determined by meteorological and geological processes 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 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, goals, and 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' practical experience in outdoor education or a related 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 will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(PHIL)**

**PHIL 440S Internship 1 to 8 CREDITS**

**PHIL 102 Critical Thinking 4 CREDITS**

This foundational course teaches the skills involved in clear thinking, logical reasoning, and analytic reading applicable to all academic studies. It provides a brief treatment of deductive logic, covers how to identify logical fallacies in another person's argument, and includes the practice of reading skills necessary to get the most from your college education. This course is a required prerequisite for all upper-division philosophy offerings.

**PHIL 129 Race, Power, and Privilege 4 CREDITS**

In this course, we will look at how systems of racism and privilege contribute to how we define ourselves, how we are defined by society, and how we view the world. We will do this from a philosophical perspective. This discussion-based course will encourage students to complicate the ways they view their own identity, question the simplified accounts of power that they encounter from the media, and reflect upon the ways in which race structures society and affects the lives of individuals. (WCore: WCFAH, DE)

**PHIL 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: WCFAH, DE)

**PHIL 134 Philosophy, Identity, and the Self 4 CREDITS**

When we look at the world philosophically, we begin to question the basic assumptions in our lives that we used to ignore. This often forces us to live with shakier scaffolding than before. However, while this can be uncomfortable or downright annoying, it also spurs us to reflect on what we find truly valuable, and encourages us to build more meaningful relationships with ourselves, our loved ones, and our world. In this course we will read reflections on core questions in philosophy, especially surrounding theories of identity and the self. We will also discuss and write about how answering these questions affects our own lives, and how the ideas of fellow philosophers shake or stabilize our own scaffolding. (WCore: WCFAH, WE)

**PHIL 201 Ancient Philosophies 4 CREDITS**

In this course, we will read, write about, and discuss ideas from some of Western philosophy's most canonical authors. This course will focus on "Ancient Philosophy," or primarily Western philosophy from the Ancient Greeks through the medieval period. This course will concentrate on ideas related to metaphysics, ethics, and epistemology, with a bit of ontology to keep things exciting. Throughout this term, you will start to notice how these ideas are at work in the philosophical texts that you have already read and concepts that you take for granted. (WCore: WE)

**PHIL 202 Modern and Contemporary Philosophies 4 CREDITS**

In this course, we will read, write about, and discuss ideas from some of Western philosophy's most canonical authors. This course will focus on "modern philosophy," or Western philosophy from the mid-1600s to the late-1700s. This course will concentrate on ideas related to metaphysics and epistemology, with a bit of ontology to keep things exciting. Throughout this term, you will start to notice how these ideas are at work in the philosophical texts that you have already read and concepts that you take for granted. (WCore: RE)

**PHIL 208 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 pitted against one 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: WCFAH, WE)

**PHIL 209 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 ethically, politically, or economically justifies-if anything-the current state of the world in which so many people remain mired in extreme conditions of deprivation (i.e., in poverty that kills)? We will consider various arguments for the necessity of change in regards to poverty. (WCore: WCFAH)

**PHIL 216 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" (to which we often suppose all human beings have a right, and thus that others have a duty to uphold), we will focus in this course on the role which health and adequate health care play in securing a basic right to life. Other necessities for a substantive life as a matter of right will be discussed as well. (WCore: WCFAH)

**PHIL 221 Ethics of Diversity 4 CREDITS**

In philosophy, ethics is the study of moral decisions and moral actions. To put it 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 will read the work of thinkers who try to answer the same questions, investigate their works thoroughly, and analyze their ideas and our own through writing and class discussion. (WCore: WCFAH, DE)

- PHIL 280 Philosophy Without Borders 4 CREDITS**  
All over the world, people are thinking. Questions like "Who am I?" "What is truth?" "What is the right thing to do?" and "What is out there that is bigger than we are?" Many of us in the West have yet to fully engage with works and questions that lay outside of what academia calls "Western philosophy." In this course, we will read, discuss, and write about the ideas of philosophers outside of the Western canon. These ideas will not be limited to a particular region of the world, time period, or tradition but will draw from Asian, Indigenous, African, and Latin American philosophers and works.
- PHIL 303 Formal Logic 4 CREDITS**  
The course is an introduction to modern sentential and predicate logic. We will discuss 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. Prerequisite: PHIL 102.
- PHIL 307 Environmental Ethics 4 CREDITS**  
The course is an examination of moral issues resulting from human use of the natural environment. We will focus on future responsibility as it results from action in the present, examine traditional secular and religious conceptions of morality which may have contributed to the "environmental crisis," and consider alternative views such as zoo centrism, biocentrism, ecocentrism, ecofeminism, the "land ethic," and ecjustice.
- PHIL 311 God, Evil, and Us 4 CREDITS**  
This course treats 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 is paid to the relationship between science on the one hand and monotheistic religions and theologies on the other. Prerequisite: PHIL 102.
- PHIL 312 Applied Ethics 4 CREDITS**  
This course treats specific contemporary issues via a 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 more than once for credit. Prerequisite: PHIL 102.
- 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**  
What is the nature and purpose of art? This course treats art as a significantly different way to think about and understand our experience of the human and natural world. We will examine philosophical theories of art, and consider the interplay between philosophy and various art forms. Thematic variations include: Philosophy and Film; Philosophy and Literature; Philosophy and the Visual Arts; and Philosophy and Music. Depending on the focus, this course may be taken more than once for credit. Prerequisite: PHIL 102.
- PHIL 390 Thesis Research Preseminar in Philosophy 4 CREDITS**  
A required seminar for senior philosophy majors, this course focuses 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. Students will prepare a substantial literature review and thesis proposal. Majors and minors take this course during the fall semester of their senior year. (WCore: SC)
- PHIL 401 Directed Studies 1 to 4 CREDITS**  
This is a tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered by the philosophy program. Requires consent of instructor and school dean. This course is repeatable for credit. Prerequisite: PHIL 102.
- PHIL 440 Internship 1 to 8 CREDITS**  
Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>
- PHIL 490 Research Seminar in Philosophy 4 CREDITS**  
This is a required seminar for senior philosophy majors, continuing the work begun in PHIL 390. Students produce a substantial piece of original scholarship in philosophy and present it to program faculty and their peers. Philosophy majors take this course during the spring semester of their senior year. (WCore: SC)
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- (PHYS)**
- PHYS 440S Internship 1 to 8 CREDITS**
- 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 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 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 325 Astrophysics 4 CREDITS**

A study of the principles underlying astrophysical phenomena such as solar system objects; stellar structure and evolution; galactic dynamics and cosmology.

**PHYS 370 Scientific Computing 4 CREDITS**

This course provides students with experience applying programming techniques in Python to a wide range of scientific problems. Topics include a brief review of basic programming principles, and applications in equation solving, data analysis, and model simulation.

**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 classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor

and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**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)**

**PLSC 440S Internship 1 to 8 CREDITS**

**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: WCSBS, 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: WCSBS)

**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: EWRLD)

**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: EWRLD)

**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, equity, and other perspectives that allow students to explore global issues in theory and practice. (WCore: EWRLD)

**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.

**PLSC 367 Political Philosophy 4 CREDITS**  
This course covers a broad selection of topics and concepts related to political philosophy including, but not limited to traditional democratic theory, ideologies, race and ethnicity, gender and sexuality, and poverty and inequality.

**PLSC 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.

**PLSC 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 classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**PLSC 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 340S Psychology Field Experience 1 to 8 CREDITS**

**PSYC 105 Bust That Psych Myth 4 CREDITS**  
This course provides an introduction to the scientific study of human cognition, emotion and behavior with an emphasis on debunking popular myths and misconceptions about human behavior. Students will gain a broad understanding of the diverse research areas and specializations in the field of psychological science, the context of the field among other sciences, applications of research to address societal issues and the opportunity to gain hands-on experience conducting research to develop scientific literacy skills for understanding psychological phenomena and behavior. Topics include psychological and behavioral research methods, biological and socio-cultural foundations of behavior, sensation and perception, learning, memory, development, emotion, stress and health, social interactions and behavior, personality and psychological disorders. This course is not intended for students who have already completed an introductory psychology course. (WCore: WCSAM, RE)

**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**  
Examines the branch of psychology that studies how people perceive, remember, think, speak, and solve problems. Cognitive psychology utilizes experimental methodology to better understand the components of complex cognitive behaviors. The lab portion of the class will utilize computerized simulations and experiments to recreate classic experiments in cognitive psychology and to illustrate key concepts.

**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 252 Personality Science 4 CREDITS**  
Exploration of the biological, psychological, cultural, and social factors affecting personality and individual differences, including scientific methods for assessing personality development, stability and change across diverse life circumstances.

**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' 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 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. (WCore: 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/social sites and will evaluate the prospects for social change in how men think, feel, and act. The course addresses issues such as: male socialization and boyhood/guyland culture, media representations of boys and men, male body image, male sexuality, male aggression and violence, men of color and their experiences, and the social construction of masculinities in different historical and cultural contexts.

**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 diverse socioeconomic classes, ethnic backgrounds and cultures.

**PSYC 340 Psychology Field Experience/Internship 1 to 8 CREDITS**

This course offers students the opportunity to integrate academic learning in psychological and behavioral science with practical, hands-on experience working in a voluntary or paid capacity with an organization, institute, company, research laboratory, school, university, or other professional association or entity. This applied field or internship experience is recommended for students that have demonstrated academic achievement in the major, effective interpersonal and time management skills, and is encouraged for students seeking professional experience outside the classroom to further educational and career goals. An average of 3 hours of paid or unpaid volunteer time per week or 42 total hours per credit hour enrolled is required. A maximum of 5-credit hours can be earned to fulfill Electives requirement in the psychology major. Grading criteria: Students will be graded by a combination of site supervisor and faculty advisor performance evaluations, demonstration of progress toward learning goals/outcomes and completing required hours. Requirements: Sophomore standing (transfer students, at least 15 credit hours completed at Westminster or be granted faculty advisor approval); a minimum 2.5 GPA; faculty advisor approval; and approval of a field placement application from the Westminster 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 351 Animal Minds & Human Evolution 4 CREDITS**

This course explores how evolution has shaped the way humans and other animals think, feel and behave. Students will explore the amazing diversity of minds and bodies found in nature. The class will cover both familiar (e.g. dogs and cats) and unfamiliar (e.g. mind-controlling parasites and sex-changing fish) species. Highlighting research from feminist and queer evolutionary scientists, we will re-examine our assumptions about what is "natural" and challenge our human-centric biases. Students will also learn how to conduct research involving evolutionary psychological science and have opportunities to contribute to wildlife conservation efforts with local organizations.

**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 380 Directed Studies 1 to 4 CREDITS**

This course is intended 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**

In 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 425 Psychology of Good and Evil 4 CREDITS**

Are humans fundamentally good or evil? This class will tackle the best and the worst of human nature. We will explore evidence from social and evolutionary psychology, neuroscience, anthropology and comparative biology in our search to uncover the dark side and the light. We will cover topics such as murder, prejudice, altruism and love. Through in-depth discussions based on the most current evidence, we will come to our own understanding of the psychology of good and evil. Students will also gain valuable experience conducting an independent research project on a topic within moral psychology.

**PSYC 428 Psych of Sex & Gender Diversit 4 CREDITS**

Psychological scientists are well equipped to answer questions related to the lived experiences of LGBTQ+ individuals. Within a psychological framework, students will develop deeper understanding of sexual orientation and gender identity from a variety of perspectives such as development, identity, health disparities, systematic marginalization and within-group differences. Clinical considerations will also be addressed. Prerequisites: PSYC 390 and junior or senior status.

**PSYC 429 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 sexual 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 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)**

**PUBH 440S Internship 1 to 8 CREDITS**

**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 will be discussed, as well as 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.

**PUBH 240 Applied 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. (WCore: EWRLD)

**PUBH 305 Epidemiology 4 CREDITS**

The course will focus on the development of epidemiology, concepts and elements of infectious and chronic disease, and measurement and study design for epidemiological research. Students will gain knowledge about developing preventative programs and addressing overall ongoing health concerns using epidemiological data.

**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, national health status, the history of health education and health promotion. The student will recognize health education as an important foundation for population-based healthcare.

**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 thus more costly (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, implementations 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**

An internship experience is strongly recommended to acquire real-time public health experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult

your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**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 440S Internship 1 to 8 CREDITS****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: WCSBS, 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: WCSBS, 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: WCSBS, DE)

**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 20th century to their continued relevance in the 21st century.

**SOC 320 Sociology of Popular 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: WCSBS)

**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 critiqued in the United States. (WCore: WCSBS, SC)

**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

## Course Descriptions

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: WCSBS, 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)

### **SOC 370 Social Work 4 CREDITS**

This course is designed for students who are interested in learning about or pursuing a career in social work. Providing a comprehensive overview of the profession, the course will introduce students to social work theories, goals, values, ethics, skills, practices, services, and challenges.

### **SOC 372 Race, Ethnicity, and Class 4 CREDITS**

This course explores race, ethnicity, and social class from a sociological perspective. Many people believe that American society is "color-blind" and equal opportunities exist for all. Challenging this assumption by focusing on the continuing significance of race, ethnicity, and class in America, this course examines how historical discrimination has led to large gaps in income, wealth, educational opportunities, and health outcomes, as well as how these disparities continue to be re-created and reproduced in everyday life. (WCore: DE)

### **SOC 375 Social Welfare Policy 4 CREDITS**

This course examines the United States' response to the needs of the poor, disenfranchised, discriminated, and/or oppressed people of this country. Students will explore the cultural values and attitudes, as well as the economic and political dynamics, which shape social welfare policies and programs in the United States.

### **SOC 390 Social Research Methods 4 CREDITS**

This course provides a comprehensive introduction to research methods including research design, data collection techniques, and methods of analysis. Focusing on both quantitative and qualitative research methods, students will develop the ability to critically evaluate different types of social research, as well as to conceptualize and design their own research project.

### **SOC 395 Applied Sociology 4 CREDITS**

This course uses sociological theory and research methods to explore real-world social applications. Students will work with a community organization on a particular social issue with some practical outcome in mind. This course will allow students to gain a greater understanding of how sociological concepts, theory, methods, and findings are used in practice. Because this course primarily takes place in "the field," it does not have a regular meeting time. Instead, the professor works with the students to identify meeting times for faculty-student interaction, while the students participate in the project according to the project needs and their own schedules. (WCore: EWRLD)

### **SOC 400 Seminar in Sociology 4 CREDITS**

Informal group experience for advanced students to explore explore issues, problems, and innovations in the social sciences field. Requires senior standing or consent of instructor.

### **SOC 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 Sociology Program. Requires consent of instructor and school dean.

### **SOC 440 Internship 1 to 4 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

### **SOC 470 Senior Thesis 4 CREDITS**

All sociology majors will produce a senior thesis that examines a sociological topic and/or phenomenon through original research, secondary analysis, and/or theoretical exploration. As part of their senior thesis, all sociology majors will participate in a senior thesis seminar (or a senior thesis directed study) in which they critically share their thesis work with their fellow students and/or thesis advisor. All majors signing up for the thesis must have completed SOC 390 (after having first completed MATH 150 as a prerequisite). To take the thesis, all students must have senior standing, a declared major in sociology, and consent of the instructor. (WCore: SC)

## (SPAN)

### **SPAN 440S Internship 1 to 8 CREDITS**

### **SPAN 110 Spanish I 4 CREDITS**

A novice introduction to the written and spoken structures of the language. Cultural appreciation also emphasized.

### **SPAN 111 Spanish II 4 CREDITS**

Continued development of second semester listening, speaking, reading and writing skills, as well as cultural appreciation.

### **SPAN 220 Spanish III 4 CREDITS**

A third semester conversation/composition course with emphasis on grammar.

### **SPAN 301 The Spanish Speaking World 4 CREDITS**

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: EWRLD)

### **SPAN 310 Spanish IV: Intro to Spanish Literature 4 CREDITS**

An intermediate second for third-year conversation/composition course with readings in Spanish culture, history and literature.

### **SPAN 320 Survey of Peninsular Spanish Culture Lit 4 CREDITS**

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.

### **SPAN 330 Survey Latin American Cult & Literature 4 CREDITS**

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.

### **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**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 <https://westminstercollege.edu/student-life/career-center/internships.html>

**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 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.

**(SPN)****SPAN 225 Spanish Language Basic A1 1 to 9 CREDITS**

This introductory level course is designed for students with no prior knowledge of Spanish. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

**SPAN 226 Spanish Language Basic+ A2 1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in Spanish. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

**SPAN 325 Spanish Intermediate B1 1 to 9 CREDITS**

At the intermediate level, this course focuses on deepening students' understanding and command of Spanish language and culture. Through authentic materials, multimedia resources, and interactive activities, students will refine their grammatical knowledge, expand their vocabulary, and develop a greater ability to engage in discussions and express opinions. Reading and listening comprehension skills will be honed through exposure to various texts and audio sources, while writing skills will be enhanced through composing coherent paragraphs and short essays.

**SPAN 326 Spanish Intermediate B2 1 to 9 CREDITS**

This advanced level course is designed for students who have already acquired a solid foundation in Spanish. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

**(TESL)****TESL 320 Multilingual Learners, Family and Commun 3 CREDITS**

This course explores the role of family and community in the language acquisition and identity formation among Multilingual 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 MLs 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 ESOL 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 perspective of how the teaching and learning process can enable or constrain students whose dominant language is not English.

**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, analyzer 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 Instruc Methods for Multilingual Learner,Learners 3 CREDITS**

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 reading, writing, and language arts for early childhood, elementary, secondary, and adult second language learners. Course includes fieldwork component.

**TESL 324 Content Instruct Multilingual Learners,Learners 3 CREDITS**

Students will explore and apply methods and strategies to promote comprehensible interaction in the content areas for early childhood, elementary, secondary, and adult language learners. The emphasis of the course is the design of standards-based differentiated lesson plans for Multilingual Learners in heterogeneous content area classes as well as sheltered content area courses for secondary students. Fieldwork is an integral component of this course.

**TESL 325 Assessment for Multilingual 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. Students will also explore policies and practices of standardized assessments commonly used to assess language proficiency and academic language development within the context of U.S. public schools. Course includes fieldwork component.

**(THTR)**

**THTR 145L Stagecraft I Lab 0 CREDITS**  
Lab for THTR 145 Stagecraft I. (WCore: WCAFAH)

**THTR 440S Internship 1 to 8 CREDITS**

**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 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 160 Computer Aided Drafting for Theatre 3 CREDITS**  
This course is designed to 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 180 Acting I 3 CREDITS**  
A study of the acting techniques of Stanislavski, Strasberg, and Hagen applied to monologues and scene. (WCore: WCAFAH)

**THTR 190 The Holistic Artist: Creative Wellness 3 CREDITS**  
Like an athlete, stage performers need to care for themselves in ways unique to their profession. This course is designed to provide students with an understanding of health issues related to stage performance and to encourage the application of this knowledge in order to thrive on stage. Subjects that will be covered are mind/body awareness, overcoming fatigue, stress management, relaxation, creativity, and building resilience.

**THTR 220 Stage Management 3 CREDITS**  
This overview of the art and business of stage management examines the skills of personnel management, organization, delegation, and scheduling as required tools of an effective stage manager. Students will develop an understanding of the technical infrastructure of the theatre and an awareness of how the theatre hierarchy functions. Graduates of this course are prepared to successfully stage manage productions, from auditions, to rehearsals. (3)

**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 skill's 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; WCAFAH)

**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 262 Scenographic Methods 4 CREDITS**  
Costume and scenic designers create more than visual renderings to communicate with their teams. This course focuses on teaching the design communication methods and more advanced design research methods required of an effective designer. Students will learn how to create the 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 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 313 Antiracist Performing Arts Seminar 2 CREDITS**  
A weekly collaborative reading and discussion of antiracist theatre articles, podcasts and other texts. Goals of the course include defining racist and antiracist theatre practices (formal and informal) and construct a working idea of how antiracist theatre practices might be applied in academic and professional theatre.

**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 Stagcraft 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.

<b>THTR 335</b>	<b>Scenic Painting and Properties</b>	<b>3 CREDITS</b>	<b>THTR 440</b>	<b>Internship</b>	<b>1 to 8 CREDITS</b>
This course is an introduction to methods of painting scenery for stage productions, characteristics 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.			Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty 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 href="https://westminstercollege.edu/student-life/career-center/internships.html">https://westminstercollege.edu/student-life/career-center/internships.html</a>		
<b>THTR 345</b>	<b>Stagecraft II</b>	<b>3 CREDITS</b>	<b>THTR 450</b>	<b>Dramatic Theory</b>	<b>4 CREDITS</b>
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.			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		
<b>THTR 358</b>	<b>Global Stages and Stories I</b>	<b>3 CREDITS</b>	<b>THTR 461</b>	<b>Auditioning</b>	<b>4 CREDITS</b>
Study of the history of theatre and dramatic literature from its origins in ancient civilization through the nineteenth century. (WCore: EWRLD)			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.,)		
<b>THTR 359</b>	<b>American Stages &amp; Stories 18th C to Cont</b>	<b>3 CREDITS</b>	<b>THTR 470</b>	<b>Directing</b>	<b>4 CREDITS</b>
Study of the history of theatre and dramatic literature from the eighteenth century through contemporary American Theatre Movements.			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.		
<b>THTR 362</b>	<b>Scenographic Techniques</b>	<b>4 CREDITS</b>	<b>THTR 479</b>	<b>Voice for the Actor II</b>	<b>3 CREDITS</b>
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.			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.		
<b>THTR 371</b>	<b>Movement I</b>	<b>2 CREDITS</b>	<b>THTR 480</b>	<b>Acting IV</b>	<b>4 CREDITS</b>
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.			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.		
<b>THTR 372</b>	<b>Movement II</b>	<b>2 CREDITS</b>	<b>(WCFAH)</b>		
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.			<b>WCFAH QE</b>	<b>Transfer Credit--WCFAH &amp; QE</b>	<b>1 to 3 CREDITS</b>
<b>THTR 379</b>	<b>Voice for the Actor I</b>	<b>4 CREDITS</b>	<b>WCFAH 127</b>	<b>Infinite Variety</b>	<b>3 CREDITS</b>
This course utilizes process-oriented work on releasing tension, healthy vocal production, the anatomy of sound, developing their breath capacity and control, resonance, 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.			An introductory course to the art of acting and communication through performance. It covers the study of basic acting techniques, the value of storytelling, modes of communication (verbal, physical, text and subtext), and improvisation. Students will learn a lexicon of terms and techniques related to rehearsing, performing, and critiquing live performance and storytelling. Students will be challenged to access and deliver the physical, emotional, and psychological aspects of their character(s). (WCore: WCFAH)		
<b>THTR 380</b>	<b>Acting III</b>	<b>4 CREDITS</b>	<b>WCFAH 132</b>	<b>Sound, Music, and Technology</b>	<b>3 CREDITS</b>
A study of the acting techniques necessary to perform the heightened texts of Shakespeare. Chekhov, Ibsen, and Shaw.			"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		
<b>THTR 385</b>	<b>Musical Theatre</b>	<b>3 CREDITS</b>	<b>(WCFAH)</b>		
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.			<b>WCFAH QE</b>	<b>Transfer Credit--WCFAH &amp; QE</b>	<b>1 to 3 CREDITS</b>
<b>THTR 387</b>	<b>Undergraduate Teaching</b>	<b>1 to 2 CREDITS</b>	<b>(WCFAH)</b>		
Teaching assistants in theatre classes. This course is repeatable for credit.			<b>WCFAH 127</b>	<b>Infinite Variety</b>	<b>3 CREDITS</b>
<b>THTR 400</b>	<b>Theatre Design Studio</b>	<b>4 CREDITS</b>	An introductory course to the art of acting and communication through performance. It covers the study of basic acting techniques, the value of storytelling, modes of communication (verbal, physical, text and subtext), and improvisation. Students will learn a lexicon of terms and techniques related to rehearsing, performing, and critiquing live performance and storytelling. Students will be challenged to access and deliver the physical, emotional, and psychological aspects of their character(s). (WCore: WCFAH)		
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. Repeatable for credit.			<b>WCFAH 132</b>	<b>Sound, Music, and Technology</b>	<b>3 CREDITS</b>
<b>THTR 401</b>	<b>Directed Studies in Theatre Arts</b>	<b>1 to 4 CREDITS</b>	"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		
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Theatre Arts Program. Requires consent of instructor and school dean. This course is repeatable for credit.			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: WCAFAH)

### **WCAFAH 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? Or 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: WCAFAH)

### **WCAFAH 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: WCAFAH and RE)

## **(WCSAM)**

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### **WCSAM 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: WCSAM and QE)

### **WCSAM 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 How to Manage Money in Your Twenties 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 bonding, 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)

### **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 extrasolar 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 4 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 spectrometers both at Westminster and at multiple isotope labs at another institution on a class field trip. Students will analyze real data from these facilities in order to answer a current research question, and will later present their findings and conclusions. (WCore: WCSAM and QE)

### **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  $\mathbb{R}^n$ , 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 208 Citizen Science Astronomy Research 3 CREDITS**

In this course, students will use robotic telescopes to take astronomical images, analyze the data in these images, and contribute their findings to an ongoing collaborative citizen science research project. Possible objects of study will vary depending on timing, but may include variable stars, eclipsing binaries, exoplanet transits, or asteroids. Students will also choose their own citizen science project in which to participate and share their project with others. Throughout the course, we will focus on the critical thinking skills and processes in scientific research, how the modern scientific enterprise operates, and how science is communicated to the public. (WCore: WCSAM)

**WCSAM 400 Science Capstone 2 CREDITS**

In this capstone seminar, students will extend their learning about a STEM (science, technology, engineering, and mathematics) topic of interest, improve skills in scientific communication and develop a creative portfolio by completing an interdisciplinary capstone project. Students will design and conduct literature research on a STEM topic of their choosing, design and prepare a professional scientific communication, present their work on campus at the Undergraduate Conference and identify a source to publish their scientific work to the larger community. This course provides the opportunity for students to begin a research project or can complement a project they have already begun within a variety of STEM majors. This course satisfies the WCore capstone requirement. (WCore: SC)

**(WCSBS)**

**WCSBS WE Wcsbs & We Transfer Credit 1 to 4 CREDITS**

**WCSBS 103 Communicating Across Cultures 4 CREDITS**

Students 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)

**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 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 132 The Art of Adulthood 3 CREDITS**

You're in college, now what? This course discusses personal wellness, career selection, developing emotional resiliency and coping skills, and finding your path through ethics, leadership, diversity and mindfulness. All important topics of "adulthood". The journey is yours - what will you do with it? As adults in a society struggling to grasp issues of personal and social responsibility, how do we prepare to contribute to necessary solutions and fulfill our roles as leaders? In other words, how do we become adults? This course is designed to help students answer this question and consider some of the more complex issues of adulthood. The Art of Adulthood guides students through the development of a framework for assuring a future of self-reliance, personal satisfaction and social contribution through a survey-level course including modules on Education for Life, Career and Job Search Skills, Emotional Resilience, Personal Ethics, Pluralism, Mindfulness and Leadership. Each module includes selected readings, participation in group discussions, preparing personal reflections, and developing personal action plans. Students will be expected to articulate select action plans in sufficient detail as to put their plans into motion and report on both short-run outcomes and long-run expectations. Students will be required to select a focal topic from the course modules on which they're prepared to offer a research project resulting in a paper, presentation, and video. The project requires exploration of existing frameworks and the selection of structural elements useful in constructing a framework applicable to a range of disciplines. Through the paper students will evidence how their proposed framework's utility may lead to the types of social contribution and personal satisfaction associated with productive leadership in the campus community and beyond. The production of the personal video is intended to offer students an opportunity to reflect on their journey through the course and how they expect to utilize their proposed framework to influence the fabric of their lives. The course includes coordination with Giovale Library staff to provide students with necessary information literacy instruction. Students will be expected to use this in the preparation of their research paper and as a useful foundation for structuring future critical writing projects and assignments. (WCore: WCSBS, WE)

**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 draw from sociology, inter-disciplinary perspectives and cross-national approaches. This course will familiarize students with key concepts of this field - with a special focus on power and resistance - while exposing them to case studies of protest and social movements across the Americas and over time. (WCore: WCSBS, DE)

**WCSBS 206 Social Entrepreneurship 4 CREDITS**

Are you interested in contributing to the greater good through the career you choose? Do you want to do 'good' for others without sacrificing your own economic well-being? Well, now you can. In this course you will learn about the growing phenomenon known as social entrepreneurship. In this class you will learn the theory behind social entrepreneurship and you will immerse yourself in the local economy of mission-driven startups in the for-profit and not-for-profit sectors. (WCore: WCSBS and WE)

transfer to private, professional, and post-graduate writing contexts. (WCore: EWRLD)

**WCSBS 220 Social Justice by the Numbers 4 CREDITS**

How can we measure and analyze justice, fairness, and equity in our society? How can we use such analysis to determine how to better ourselves and the society in which we live? Jordan Ellenberg describes math as "an atomic-powered prosthesis that you attach to your common sense"; in this course, you will develop your prosthesis and use it to analyze and improve the world around you. (WCore: WCSBS & QE)

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**(WRIT)**

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**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 develop mindful reading strategies. That is, how to make deliberate decisions on which reading strategies to use across various contexts and purposes. We will develop and reflect on our writing process, in which we plan, draft, share, and revise our writing. And, we will explore rhetorical choices in written and oral communication. That is, uncover 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 "academically." 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 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