

WCore

WCore REQUIREMENTS

Program Goals

WCore at Westminster University is designed to foster the intellectual skills and values that are necessary as a foundation for learning and to encourage the thoughtful integration of different disciplines. The WCore offers a wide range of challenging courses that expands the knowledge of our students and allows them to investigate and express their interests. It is our belief that the WCore will revitalize our liberal education program and will create a climate in which more critical questions are asked and answered by our students. A priority of the reform is to have more full time faculty and instructional staff teaching in the WCore. This goal recognizes the importance of students interacting with faculty specifically in the first two years and throughout their tenure at Westminster. The following university-wide goals form the core of liberal education courses and are reinforced across the curriculum in major areas of study:

- Critical Thinking
- Creativity
- Collaboration
- Communication
- Global responsibility

The following course requirements are established for all students seeking an undergraduate degree. Students must earn a grade of CR or C- or above in WCore coursework to fulfill graduation requirements.

Requirement Description	Credit Hours	Prerequisites
I. Learning Community		
All full-time first-year are required to complete one Learning Community.		
II. WCore Courses		
<p>WCore Fine Arts and Humanities (WCFAH) Students are required to take two WCFAH courses. (6-8 credit hours) These classes draw from the humanities and fine arts to develop analytical, creative and reflective capacities, as well as teach students the skills of articulating ideas and concepts clearly both in writing and speech. WCore WCFAH Courses</p> <p>WCore Science and Math (WCSAM) Students are required to take two WCSAM courses. (6-8 credit hours) WCore Science and Mathematics courses provide students the opportunity to learn about how quantitative reasoning and scientific inquiry shape our understanding and knowledge of the human experience and the world we inhabit. These classes draw from science and math to develop critical, analytical, and integrative thinking as well as writing and other communication skills. WCore WCSAM Courses</p> <p>WCore Social and Behavioral Sciences (WCSBS) Students are required to take two WCSBS courses. (6-8 credit hours) WCore Social and Behavioral Sciences courses provide students the opportunity to learn about and understand the human experience from social and behavioral science perspectives. These courses share the learning outcome of increasing understanding of human behavior and social interaction from multiple disciplinary and interdisciplinary approaches. Through a diverse range of course offerings students will be provided with the opportunity to explore dimensions of human life that may include cultural, biological, social, behavioral, interactional, organizational, structural, and institutional approaches. WCore Social Behavioral Science Courses</p>		
III. Emphasis		
It is expected that courses meeting the Emphases requirements will also fulfill an WCore, a major, or a minor requirement and therefore will be drawn from courses already in the existing course rotation.		

Requirement Description	Credit Hours	Prerequisites
<p>WCore Diversity Emphasis (3-4 credit hours) Courses that meet the diversity requirement challenge students to examine differences of power, privilege, and subordination based on hierarchically organized socially ascribed categories of at least two of the following: race, ethnicity, social class, gender, ability, sexual orientation, national origin, age, and religion. Graded assignments that assess students' ability to explain, apply, and synthesize understanding of substantial global and U.S. American issues related to the selected categories are required. WCore Diversity Emphasis Courses</p> <p>WCore Quantitative Emphasis (3-4 credit hours) Quantitative reasoning is taught across the curriculum and is not the purview of any one program and subject area. Accordingly, there is room for flexibility in course design for QE designated courses. QE designated courses are framed around a real-world context or problem (e.g., poll data in election, higher education data and policy, etc.) and include an extensive exploration of quantitative techniques that illuminate the questions at hand or they begin with a cohesive set of quantitative methods then explore their application across a broad range of real-world problems. Quantitative reasoning skills are fundamental to the university-wide learning goals beyond merely the goal of critical thinking. Appropriate analysis and presentation of data is often required in written and other forms of communication in many professional settings. WCore Quantitative Emphasis Courses</p> <p>Writing Emphasis (3-4 credit hours) WCore Writing Emphasis courses offer students many opportunities to write, reflect and revise; however, writing instruction is embedded in a topic from an academic discipline. The assumption that discipline-specific writing is an effective tool for building knowledge and skills underlies these courses. WCore Writing Emphasis Courses Completion Policy: Undergraduate students must take a Writing Emphasis course (or equivalent course in the Honors College curriculum: HON 201, HON 202 or HON 203) within their first three terms of full-time enrollment at Westminster. A full-time semester is 12-16 credits hours during fall and spring semesters. In the event that a student fails the Writing Emphasis in their third semester, the student must continue enrolling in a WE course every term until pass. In the event that a student fails WRIT 109, and therefore, they cannot be placed into a Writing Emphasis by their third semester, the student may complete the Writing Emphasis requirement by their fifth semester.</p> <p>WCore Research Emphasis (3-4 credit hours) WCore courses with an RE designation give students an opportunity to engage in an intensive, discipline-specific research experience, within the context of a broader course. There will be opportunities for inquiry or investigation that have the potential to make an original intellectual or creative contribution to the discipline. Research projects will be designed to produce positive student learning, have a clearly communicated purpose and research outcomes, guide the students through discipline-specific research objectives and methodology, require substantive contact with pertinent disciplinary literature, and involve written and oral presentations of findings. WCore Research Emphasis Courses</p>		
<p>IV. Engaging the World</p>		

Requirement Description	Credit Hours	Prerequisites
<p>The Engaging the World experience prepares students to be better global citizens. It builds on the knowledge from the WSeminars and Explorations courses students take during their first and second years and applies what they have learned by focusing on ways to advance social transformation, equity, and parity within our local and global communities. This experience challenges their biases and prejudices and emphasizes the knowledge that we live in an integrated, complex and interdependent society. There are four options for completing the Engaging the World requirement: WCore Engaging the World Courses Study Abroad The study abroad program must be on the approved list of programs at the time of application and participation. The official list of approved programs is maintained by the Office for Global Engagement. The student must take at least one course for a minimum of 3 credits or 45 clock hours. The course must be at a level equivalent to a Westminster University undergraduate course, either lower or upper division. The course must be transferable to Westminster University and an official transcript must be submitted to the Registrar's Office upon completion of the study abroad program. The student must earn at least a C- (or U.S. equivalent) final grade on at least one course that is at least 3 U.S. credits. International Internship The student must take at least one internship course for a minimum of 126 contact hours and at least 3 credit hours. The student must earn at least a C- (or U.S. equivalent) final grade in the course. The internship must be completed in a country that is outside of the student's permanent residence. U.S. citizens must choose a site that is located outside of the United States International students (non-immigrant visa holders) can count an internship completed in the United States or another country, as long as the internship site is not in their country of permanent residency. May Term Study Experience The following types of programs do not fulfill the Engaging the World requirement (this is an example of ineligible programs and not a complete list): Non-credit bearing international travel including volunteer or service programs Non-credit bearing research conducted abroad Non-credit bearing language training programs Non-credit bearing work abroad programs or experiences Military service Religious missions</p>		
<p>V. Senior Capstone</p>		
<p>This is a required capstone course for all seniors offered within each major. While many of the specific objectives of this course will vary by discipline the one, shared outcome, is that all class participants will produce a piece of work that demonstrates each student's culminating intellectual experience at Westminster University. Possible culminating projects of this course include, among others, submissions for the senior arts exhibit, posters describing independent research projects, reflections on an impactful clinical experience, a collection of poems, or talks explaining business plans. Course participants will be invited by departmental faculty to share their culminating project at the Westminster Undergraduate Conference or senior showcase events held annually at the end of each spring semester. WCore Senior Capstone Courses</p>		

WCORE FINE ARTS AND HUMANITIES COURSES

WCORE Requirements

ART	106	Drawing, Inquiry, and Expression	4 Credits
<p>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)</p>			
ART	111	Paint, Perception, and Alchemy	4 Credits
<p>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)</p>			
ART	128	Maker's Lab	4 Credits
<p>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 demonstrate 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)</p>			
ART	148	Ceramics I: Material Studies	4 Credits
<p>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 and RE)</p>			
ART	180	Photography	4 Credits
<p>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)</p>			
ART	210	Traditional Photography	4 Credits
<p>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)</p>			
ART	215	Drawing Lines in the Sand	4 Credits
<p>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</p>			

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)

DANCE	110	Creative Process	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: WCFAH and DE)			
FILM	110	Making Sense of Movies	4 Credits
This course examines the formal elements of film and its history, from the earliest experiments in motion photography through the present. Students will learn the terminology and concepts of film analysis (mise-en-scene, montage, cinematography, etc.) in the context of film's evolution across the twentieth century. Films may include profanity, violence, and/or sexually explicit images. (WCore: WCFAH, RE)			
FILM	210	(Un)American Cinema	4 Credits
This course seeks to understand American film history in light of one decisive set of events: the House Un-American Activities Committee hearings on communism in the film industry and the resulting industry blacklist. These events extended from 1947 until the late 1950s, which is obviously a small portion of American cinema history. We will situate them in relation to a broader historical context. For instance, the blacklist is incomprehensible without some sense of how the Hollywood studio system operated and the threat it was under in the late forties. And if the economic conditions in Hollywood played a decisive role in the blacklist, they continue to determine the political and aesthetic character of American movies to this day. We will treat the blacklist as a particularly vivid convergence of the factors that have shaped American cinema from the beginning, including the circumstances of international capitalism (and communism), the political beliefs and artistic aspirations of particular filmmakers, and the struggle between nativism and cosmopolitanism in American culture as a whole and in American cinema in particular. (WCore: WCFAH, RE)			
FILM	212	Film Genres	4 Credits
This course explores the history, procedures, and consequences of organizing popular films into distinct "genres" (i.e., Western, Sci-Fi, Fantasy). The course will consider such questions as how genres get established, how we know that a film falls into a particular genre, how genres organize audience expectations, and how films may either meet or upset those expectations. (WCore: WCFAH)			
FILM	220	Transnational Cinema	4 Credits
Because it is generally directed at a mass audience and because it has played a founding role in modern societies' ways of representing themselves and educating (or indoctrinating) their citizens, cinema is even more visibly and emphatically political than other art forms. In this course, we will study three "cases" in the history of world cinema in an effort to get some understanding of how films operate on and in history. We will conceive "history" not as a progression of events through time but rather as a series of struggles among individuals and groups within particular societies. Because resistance to oppression is an explicit goal of the films we will study, we will focus on how cinema addresses sites of solidarity and oppression like ethnicities, tribal structures, religion communities, and genders and modes of sexual expression and practice.(WCore: WCFAH, DE)			
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: WCFAH, DE)			
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 will 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			

<p>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)</p>			
HIST	120	The Story of America	4 Credits
<p>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)</p>			
HIST	123	Citizenship and Voting in Europe	4 Credits
<p>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)</p>			
HIST	202	America's Best Idea	4 Credits
<p>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 407 "units" with 28 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)</p>			
HIST	206	Homelands and Contested Spaces	4 Credits
<p>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)</p>			
LMW	104	Books That Changed the World	4 Credits
<p>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)</p>			
LMW	105	Communicating Through Writing	4 Credits
<p>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)</p>			
LMW	114	Searching for America	4 Credits
<p>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 backgrounds. Emphasizing pertinent connections between literature and culture, class discussions will showcase how imaginative writing illuminates, interrogates, and complicates fundamental aspects of American culture. We will discover that whether literary protagonists dream of freedom, refuge, success, or happiness, they all imagine and experience modern America in uniquely compelling ways. (WCore: WCFAH, DE)</p>			
LMW	115	The Bible and Literature	4 Credits
<p>We will examine the ongoing cultural dialogue between literature and the Christian Bible, focusing on themes such as creation, temptation, fall, revelation, exodus, testing, persecution, conversion, apocalypse, and the problem of evil. Works by authors such as Shakespeare, Milton, William Blake, C.S.Lewis, Kafka, and Dostoevsky will be read in the context of relevant passages from the Bible. What light do the Bible and literature throw on perennial human issues? Our basic approach to these texts will be anthropological. (WCore: WCFAH, WE)</p>			

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: WCFAH, 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: WCFAH, 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: WCFAH)			
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: WCFAH, WE)			
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 university-wide learning goals (writing/critical thinking/creative-reflective), plus diversity, because understanding issues of power, subordination, and privilege are inextricable from creating a standpoint from which to speak. (WCore: WCFAH, WE)			
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: WCFAH)			
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: WCFAH, 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: WCFAH, 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: WCFAH, 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)			
PHIL	129	Race, Power, and Privilege	4 Credits
No one lives as just an individual but rather all of us live within and interact with systems of identity, oppression, and privilege. Many people find solidarity, belonging, and pride in our relationships with categories such as race but these categories are also sites of oppression and privilege. In this course, we will look at how systems of racism and privilege contribute to how we define ourselves, how we are defined by society, and how the world we know is defined. We will do this from a philosophical perspective. This means that while we will occasionally discuss concrete issues such as affirmative action and equal pay laws we will concentrate on theories of oppression, privilege, intersectionality, and resistance. This means that we will do a lot of abstract thinking in this course. While the topics that we will investigate in this class are different than what you would find in most philosophy courses we will be learning how to think philosophically about important issues that are part of who we are. We will read a wide variety of sources written by living philosophers of race, some sources from philosophers working in the early twentieth century, as well as quite a bit of work from theorists working in literature and sociology. Looking at sources from different time periods and disciplines will highlight how concepts related to race and power change significantly over time, as well as reflecting that "Philosophy of Race" as a subfield is always interdisciplinary. Assignments and discussions will encourage students to complicate the ways they view their own identity, question the simplified accounts of power that they encounter from the media, engage in social justice work, and reflect upon that work in meaningful ways. (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 begin to look at the world philosophically, we begin to question the basic assumptions in our lives that we used to ignore. This forces us to start to live in our world with shakier scaffolding than before. However, while this can be uncomfortable and often downright annoying, it also allows us to reflect on what we truly find valuable and encourages to build more meaningful relationships with ourselves, our loved ones, and our world. Throughout this course, we will read philosophical reflections on five core questions in philosophy. Moreover, we will write about and discuss how these questions enter into our own lives and how the ideas of fellow philosophers shake or stabilize our own scaffolding. (WCore: WCFAH, WE)			
PHIL	208	Philosophy of Love & 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 justifies, ethically, politically and economically, if at all, allowing so many human beings to remain mired in extreme conditions of deprivation (i.e., poverty that kills)? Arguably, we could act in such a way as to change such conditions to the benefit of the humans who are otherwise the victims of these unchanged, impoverished conditions. (WCore: 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" which all human beings putatively have a right to (and thus someone or other has a duty to support such a claim), we will focus in this course on the role which health and adequate health care play, anywhere, as necessities, for human beings who are trying to enjoy the substance of such a basic right to life. Other necessities for a substantive life as a matter of right will be discussed as well. (WCore: WCFAH)			
PHIL	221	Ethics of Diversity	4 Credits
In the context of philosophy, ethics is the study of moral decisions and moral actions. To put it more simply, the aim of this course is to ask the question "What ought I do?" Throughout this term, we will ask this question again and again, sometimes in the context of concrete decisions and sometimes in the context of more abstract theories of right and wrong. In the process, we will read the work of authors who are trying to answer the same questions, investigate their works thoroughly, and analyze their ideas and our own through writing and class discussion. (WCore: WCFAH, DE)			
THTR	180	Acting I	3 Credits
A study of the acting techniques of Stanislavski, Strasberg, and Hagen applied to monologues and scene. (WCore: WCFAH)			
THTR	255	Script Analysis	3 Credits
This course studies methodologies of scriptanalysis to help students develop greater skill in the technical and theoretical skills of script analysis using a formalist approach. Using dramatic literature from naturalism to the avant garde, students will dissect how the plays work structurally. Analytical methods provide students with glimpses of plays' underlying structural principles, leading to deeper understanding of overall meaning. The course offers general guidelines for reading and thinking about plays and understanding the basic potentials of a play's construction. (WCore; WCFAH)			
WCFAH	127	Infinite Variety	3 Credits
An introductory course to the art of acting and communication through performance. It covers the study of basic acting techniques, the value of 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)			
WCFAH	132	Sound, Music, and Technology	3 Credits
"The history of the music industry is inevitably also the story of the development of technology. From the player piano to the vinyl disc, from reel-to-reel tape to the cassette, from the CD to the digital download, these formats and devices changed not only the way music was consumed, but the very way artists created it." Edgar Bronfman, Jr. former CEO of Warner Music Group. Using this quote as a guide, but expanding it to include music and sound as a whole, not just the music industry, this course will broadly examine the effect that technology has had on music and sound after WWII. It will cover music and sound in popular music, art music, film and interactive media, music of other cultures, and sound art and sound installations. The class format is based on a cycle of listening, reading, and creating. Students will first listen to and discuss works that employ, are made possible, or were fundamentally changed because of a paradigm shift brought about due to a technological innovation. Students will then read and learn about one particular innovation and finally demonstrate their knowledge of this innovation by creating short musical or sound works of their own and writing about the relationship between technology and their own work or by composing short, focused essays about the relationship between a technological shift and works listened to in class. This class is open to all majors, regardless of prior musical knowledge; however, basic computer skills are required. (WCore: WCFAH)			
WCFAH	207	Humor and Philosophy	4 Credits
Most people love to laugh-but why? And what makes something funny? Is there a secret to someone or something being comical? And what's the purpose of humor and laughter, anyway? Finally-can anything be funny? Are some forms of humor actually immoral, and are we bad people for laughing at some jokes? 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: WCFAH)			

WCFAH	213	Revisoning (Dis)ability	4 Credits
This course has been designed to provide an in-depth exploration of social justice issues for people with disabilities. Through a series of visual images, including documentaries and digital photographs, students will examine the disturbing history of cruel treatment through 'tyranny of the majority' toward those with disabilities. Topics include the Eugenics Movement, forced institutionalization, and continued restraint and seclusion. Students will also delve into the social changes brought about by the Disability Rights Movement as well as the barriers to full inclusion that exist today. (WCore: WCFAH, WE)			
WCFAH	219	The Music of Two Ring Cycles	4 Credits
In this course, students will examine music composed for two of the greatest fantasy epics ever created, Richard Wagner's 4-opera Der Ring des Niebelungen and Howard Shore's soundtracks to the 3-film version of J.R.R. Tolkien's The Lord of the Rings. Comparisons between the literary content of the cycles are inevitable, from the subject matter to parallel plot developments and even the fantasy creatures that inhabit each world, and these will be studied in the course. In addition to these correspondences, the composers of each cycle used very similar compositional devices to organize the musical content, providing continuity over 10+ hours of music while simultaneously clearly delineating characters, objects, emotional states and more abstract ideas. Students will present their own specialized research on diverse topics relating to the two cycles to their classmates. (WCore: WCFAH, RE)			
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)			

WCORE SCIENCE AND MATHEMATICS COURSES

WCore Requirements

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 Technology of Entertainment Arts	3 Credits
Explore the math and technology behind compute 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)			
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)			
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	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)			
GEOL	107	Geology of the American West	4 Credits
This class uses case studies in Western North America to introduce students to the field of geology. Through investigations of the Pacific Northwest, the Colorado Plateau, the Wyoming Craton, and the Wasatch Mountains, students will learn the theories and concepts that geologists use to understand our entire planet. Be warned: this class will change the way you see the world. (WCore: WCSAM, QE)			
GEOL	111	National Parks Geology	4 Credits
Many of America's National Parks were designated because of their geologic beauty and history. This course will examine geologic principles and concepts through the lens of National Park Service units, as they often represent the most exquisite examples of geologic phenomena. Geology within national parks tells a story of the evolution of North America, from mountain building, to volcanism, to historic inland seas and giant beasts of an earlier geologic age. (WCore: WCSAM, QE)			
GEOL	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)			
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)			
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. (WCore: WCSAM)			
PSYC	105	Bust That Psych Myth	4 Credits
This course provides a foundation and hands-on experience in the scientific study of human emotion, cognition and behavior. Through this exploration, the course presents students with opportunity to interact with material in ways that help them understand the context of psychology as a behavioral science among other fields that focus on human behavior (both individual and group) culture, and society, and the context of psychology among other sciences. Other issues discussed will be myths about popular psychology, the effect those myths have on the general public, and how broader society's denial of research findings may be caused by deficits in scientific literacy. (WCore: WCSAM, RE)			
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, 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 Niño. (WCore: WCSAM, 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, QE)			
WCSAM	112	Personal Wealth Foundations	3 Credits
This course presents the student with practical solutions to the contemporary issue of a debt laden society whose populace lacks the financial skills to properly manage their finances. The course discusses the key components of financial planning - wealth protection, accumulation, and distribution. Practical application and experimentation of financial principles will be applied to money management, insurance, credit, investing, and the financial marketplace. Implementation of the principles taught and skills learned in this course will allow students to find success in their personal finances. (WCore: WCSAM, 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, 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, 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 non-crewed 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? This course fulfills the Research Emphasis (RE) requirement. (WCore: WCSAM, 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 University 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, 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 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, QE)			
WCSAM	207	The Art and 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)			

WCORE SOCIAL AND BEHAVIORAL SCIENCES COURSES

WCore Requirements

ECON	130	The Hitchhiker's Guide to the Catallaxy	4 Credits
We will hitchhike through time from the catallaxy (economy) of 18th Century BC Babylon to the catallaxy of present-day Utah to better understand two millennia 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 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)			

EDUC	207	Don't Give Up on Us: Promoting Hope and Resilience in the Face of Childhood Trauma	4 Credits
<p>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)</p>			
ENVI	103	Radical Hope	4 Credits
<p>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)</p>			
ENVI	202	People and Places	4 Credits
<p>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)</p>			
ENVI	203	Climate Resilience	4 Credits
<p>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)</p>			
HIST	124	Film and Memory	4 Credits
<p>This course analyzes the intersection between film culture and the past by placing memory at the center of analysis. In other words, it explores how different genres of film, from war dramas to science fiction, shape the way communities remember the past and imagine the future. We will explore the representation of diverse societies and people groups in a variety of global films, focusing especially on the film industries of post-1945 Germany(s), the Soviet Union/ Russia, Japan, and China/ Hong Kong. This course will consider how 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)</p>			
HIST	204	Truth and Reconciliation	4 Credits
<p>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)</p>			
HIST	214	Vietnam and America	4 Credits
<p>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)</p>			

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)			
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 17 th -century England and global modernity, drawing on theorists such as Stephen Greenblatt, Clifford Geertz, and René Girard. We will consider the role of Shakespeare's art in relation to issues of social order and of social change. (WCore: WCSBS, WE)			
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	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)			
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	4 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)			
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 within 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	320	Sociology of Popular Culture	4 Credits

This course explores the social implications of popular culture. Focusing on film, television, video games, music, fashion, books, magazines, social media, social networking, 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 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)			
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)			
WCSBS	103	Communicating Across Cultures	4 Credits
Student explore intercultural communication concepts and theories. Students learn to become flexible communicators by: understanding concepts such as cultural value patterns and cultural-ethnic identity; exploring the process of crossing boundaries such as the development of culture shock; knowing how attitudes and beliefs influence behaviors and how cultural values are expressed through language. Cultural boundaries examined in this course include culture, race, and ethnicity. (WCore: WCSBS, DE)			
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 and 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)			
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)			
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)			

WCORE DIVERSITY EMPHASIS COURSES

WCore Requirements

DANCE	110	Creative Process	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: WCFAH and DE)			

ENVI	203	Climate Resilience	4 Credits
<p>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)</p>			
FILM	220	Transnational Cinema	4 Credits
<p>Because it is generally directed at a mass audience and because it has played a founding role in modern societies' ways of representing themselves and educating (or indoctrinating) their citizens, cinema is even more visibly and emphatically political than other art forms. In this course, we will study three "cases" in the history of world cinema in an effort to get some understanding of how films operate on and in history. We will conceive "history" not as a progression of events through time but rather as a series of struggles among individuals and groups within particular societies. Because resistance to oppression is an explicit goal of the films we will study, we will focus on how cinema addresses sites of solidarity and oppression like ethnicities, tribal structures, religion communities, and genders and modes of sexual expression and practice. (WCore: WCFAH, DE)</p>			
GNDR	101	Gender, Sex, and Identity	4 Credits
<p>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: WCFAH, DE)</p>			
GNDR	131	Philosophy of Gender and Power	4 Credits
<p>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)</p>			
GNDR	350	Gender in Society	4 Credits
<p>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)</p>			
HIST	120	The Story of America	4 Credits
<p>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)</p>			
HIST	206	Homelands and Contested Spaces	4 Credits
<p>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)</p>			
JUST	109	Power and Social Change	4 Credits
<p>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)</p>			

JUST	310	Law and Society	4 Credits
<p>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)</p>			
LMW	114	Searching for America	4 Credits
<p>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 backgrounds. 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: WCF, DE)</p>			
NURS	310	Vulnerable Populations	4 Credits
<p>This course will examine and analyze a vulnerable population using two approaches. The first approach will be to scrutinize the vulnerable population through an aggregate lens of diversity that includes the risk factors, trends, and health disparities in a vulnerable population of the student's choosing. Some, but not all, populations the student can choose from include: the chronically ill and disabled, persons living with HIV/AIDS, those living with alcohol or substance abuse, the suicide or homicide prone, those that are homeless, immigrants and refugees, and the elderly. In the second approach the student will describe and synthesize the concepts of power, privilege, and subordination in the selected vulnerable population. The student will be expected to examine the selected population through the lens of a person in that population. (WCORE: DE)</p>			
PHIL	129	Race, Power, and Privilege	4 Credits
<p>No one lives as just an individual but rather all of us live within and interact with systems of identity, oppression, and privilege. Many people find solidarity, belonging, and pride in our relationships with categories such as race but these categories are also sites of oppression and privilege. In this course, we will look at how systems of racism and privilege contribute to how we define ourselves, how we are defined by society, and how the world we know is defined. We will do this from a philosophical perspective. This means that while we will occasionally discuss concrete issues such as affirmative action and equal pay laws we will concentrate on theories of oppression, privilege, intersectionality, and resistance. This means that we will do a lot of abstract thinking in this course. While the topics that we will investigate in this class are different than what you would find in most philosophy courses we will be learning how to think philosophically about important issues that are part of who we are.</p> <p>We will read a wide variety of sources written by living philosophers of race, some sources from philosophers working in the early twentieth century, as well as quite a bit of work from theorists working in literature and sociology. Looking at sources from different time periods and disciplines will highlight how concepts related to race and power change significantly over time, as well as reflecting that "Philosophy of Race" as a subfield is always interdisciplinary. Assignments and discussions will encourage students to complicate the ways they view their own identity, question the simplified accounts of power that they encounter from the media, engage in social justice work, and reflect upon that work in meaningful ways. (WCORE: WCF, DE)</p>			
PHIL	131	Philosophy of Gender and Power	4 Credits
<p>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: WCF, DE)</p>			
PHIL	221	Ethics of Diversity	4 Credits
<p>In the context of philosophy, ethics is the study of moral decisions and moral actions. To put it more simply, the aim of this course is to ask the question "What ought I do?" Throughout this term we will ask this question again and again, sometimes in the context of concrete decisions and sometimes in the context of more abstract theories of right and wrong. In the process, we will read the work of authors who are trying to answer the same questions, investigate their works thoroughly, and analyze their ideas and our own through writing and class discussion. (WCORE: WCF, DE)</p>			
SOC	105	The Sociological Imagination	4 Credits
<p>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)</p>			
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 within 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	342	Sociology of the Life Course	4 Credits
This course examines the life course using a sociological perspective. We will examine the social processes associated with the life course, connecting individual experiences to larger social and historical processes. Life course theory will be used to highlight the following aspects of the aging process: 1) individuals are shaped by historical time and place; 2) individual lives are interconnected to others through social interaction; 3) individuals make choices for their lives and construct their own life course within the context of historical and social opportunities and constraints; 4) the timing of life events shapes an individual's immediate and future life course. During the last few weeks of class we will also explore a number of social issues central to our aging society. (WCore: WCSBS, DE)			
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	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)			
WCSBS	103	Communicating Across Cultures	4 Credits
Student explore intercultural communication concepts and theories. Students learn to become flexible communicators by: understanding concepts such as cultural value patterns and cultural-ethnic identity; exploring the process of crossing boundaries such as the development of culture shock; knowing how attitudes and beliefs influence behaviors and how cultural values are expressed through language. Cultural boundaries examined in this course include culture, race, and ethnicity. (WCore: WCSBS, DE)			
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, 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, DE)			
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)			

WCORE QUANTITATIVE EMPHASIS COURSES

WCore Requirements

CMPT	150	Math and Technology of Entertainment Arts	4 Credits
Explore the math and technology behind compute 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)			
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 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 simulation and sampling distributions. A key component of the course is the introduction of the statistical language R for analysis and R Markdown for the presentation of statistical analysis. (WCore: QE)			
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. (WCore: QE)			
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	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)			
GEOL	107	Geology of the American West	4 Credits
This class uses case studies in Western North America to introduce students to the field of geology. Through investigations of the Pacific Northwest, the Colorado Plateau, the Wyoming Craton, and the Wasatch Mountains, students will learn the theories and concepts that geologists use to understand our entire planet. Be warned: this class will change the way you see the world. (WCore: WCSAM, QE)			

GEOL	111	National Parks Geology	4 Credits
Many of America's National Parks were designated because of their geologic beauty and history. This course will examine geologic principles and concepts through the lens of National Park Service units, as they often represent the most exquisite examples of geologic phenomena. Geology within national parks tells a story of the evolution of North America, from mountain building, to volcanism, to historic inland seas and giant beasts of an earlier geologic age. (WCore: WCSAM, QE)			
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)			
NURS	450	Older Adults in the Community	4 Credits
In this course the RN student will focus on the physical, mental, emotional, social, and spiritual aspects of aging. Through the evidence based practice concepts learned in NURS 391 and the teaching mentoring concepts learned through NURS 385, students will assess the health patterns of an older adult in the community to identify the environmental factors impacting the community-dwelling older adult. The student will acquire knowledge about diverse community resources available for older adults in the community. To coincide with NURS 385, students will continue with a focus on health promotion relevant to their older adult in the community. (WCore: QE)			
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, 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 Niño. (WCore: WCSAM, QE)			
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, QE)			
WCSAM	112	Personal Wealth Foundations	3 Credits
This course presents the student with practical solutions to the contemporary issue of a debt laden society whose populace lacks the financial skills to properly manage their finances. The course discusses the key components of financial planning - wealth protection, accumulation, and distribution. Practical application and experimentation of financial principles will be applied to money management, insurance, credit, investing, and the financial marketplace. Implementation of the principles taught and skills learned in this course will allow students to find success in their personal finances. (WCore: WCSAM and QE)			
WCSAM	113	Probability, Risk, and Reward	4 Credits
An engaging introduction to probabilistic thinking through the exploration of games of chance, cognitive biases, applications in business, health, and science, and fascinating episodes in the history of probability. (WCore: WCSAM, QE)			
WCSAM	116	Introduction to the Universe	4 Credits
This course will introduce students to the field of astronomy, starting with students reproducing the ancient insights into the motions of the sun, moon, planets, and stars, and continuing through new modern discoveries such as dark matter and 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, QE)			

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 University 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, QE)			
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, QE)			
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)			

WCORE WRITING EMPHASIS COURSES

WCore Requirements

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 will 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	123	Citizenship & 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	202	America’s Best Idea	4 Credits
In 1872 the U.S. Congress declared the Yellowstone region the world’s first “national park.” In 1916 Congress created the National Park Service, “which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.” Today the Park Service manages 407 “units” with 28 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)			
LMW	104	Books That Changed the World	4 Credits
Literature can be a powerful tool for social change. This course examines the international tradition of literary activism in which writers expose injustice, demand change, and inspire solidarity and struggle. (WCore: WCFah, WE)			
LMW	105	Communicating Through Writing	4 Credits
This course immerses students into the process of becoming university 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 university context. (WCore: WCFah, WE)			
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: WCFah, 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: WCFah, 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: WCFah, WE)			
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 17 th -century England and global modernity, drawing on theorists such as Stephen Greenblatt, Clifford Geertz, and René 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: WCFah, WE)			
LMW	204	Epistolarity: Letters to and From	4 Credits

<p>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 university-wide learning goals (writing/critical thinking/creative-reflective), plus diversity, because understanding issues of power, subordination, and privilege are inextricable from creating a standpoint from which to speak. (WCORE: WCFAH, WE)</p>			
LMW	207	Global Food Movements: Farms to Social Media	4 Credits
<p>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: WCFAH, WE)</p>			
LMW	210	Digital Narratives	4 Credits
<p>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: WCFAH, WE)</p>			
LMW	215	Vampire Literature	4 Credits
<p>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)</p>			
PHIL	134	Philosophy, Identity, and the Self	4 Credits
<p>When we begin to look at the world philosophically, we begin to question the basic assumptions in our lives that we used to ignore. This forces us to start to live in our world with shakier scaffolding than before. However, while this can be uncomfortable and often downright annoying, it also allows us to reflect on what we truly find valuable and encourages to build more meaningful relationships with ourselves, our loved ones, and our world. Throughout this course, we will read philosophical reflections on five core questions in philosophy. Moreover, we will write about and discuss how these questions enter into our own lives and how the ideas of fellow philosophers shake or stabilize our own scaffolding. (WCORE: WCFAH, WE)</p>			
PHIL	208	Philosophy of Love & Sex	4 Credits
<p>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)</p>			
PLSC	106	Explorations in Politics	4 Credits
<p>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)</p>			
WCSBS	132	The Art of Adulthood	3 Credits
<p>You're in university, 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</p>			

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	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, WE)			
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 university 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)			

WCORE RESEARCH EMPHASIS COURSES

WCore Requirements

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)			
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)			
FILM	110	Making Sense of Movies	4 Credits
This course examines the formal elements of film and its history, from the earliest experiments in motion photography through the present. Students will learn the terminology and concepts of film analysis (mise-en-scene, montage, cinematography, etc.) in the context of film's evolution across the twentieth century. Films may include profanity, violence, and/or sexually explicit images. (WCore: WCFah, RE)			
FILM	210	(Un)American Cinema	4 Credits
This course seeks to understand American film history in light of one decisive set of events: the House Un-American Activities Committee hearings on communism in the film industry and the resulting industry blacklist. These events extended from 1947 until the late 1950s, which is obviously a small portion of American cinema history. We will situate them in relation to a broader historical context. For instance, the blacklist is incomprehensible without some sense of how the Hollywood studio system operated and the threat it was under in the late forties. And if the economic conditions in Hollywood played a decisive role in the blacklist, they continue to determine the political and aesthetic character of American movies to this day. We will treat the blacklist as a particularly vivid convergence of the factors that have shaped American cinema from the beginning, including the circumstances of international capitalism (and communism), the political beliefs and artistic aspirations of particular filmmakers, and the struggle between nativism and cosmopolitanism in American culture as a whole and in American cinema in particular. (WCore: WCFah, RE)			
HIST	124	Film and Memory	4 Credits
This course analyzes the intersection between film culture and the past by placing memory at the center of analysis. In other words, it explores how different genres of film, from war dramas to			

science fiction, shape the way communities remember the past and imagine the future. We will explore the representation of diverse societies and people groups in a variety of global films, focusing especially on the film industries of post-1945 Germany(s), the Soviet Union/ Russia, Japan, and China/ Hong Kong. This course will consider how 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	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)

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: WCFAH, RE)

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)

NURS	391	Nursing Theory and Research	4 Credits

This course will prepare the RN student to explore nursing theory and the research process. This course is two-fold: One part of the course will focus on research ethics and students will earn a certificate on Protecting Human Research Participants through the National Institute of health. In the second part of this course students will identify a practice problem in their current area of employment and utilize course concepts to offer evidence-based solutions to that problem. As learned in NURS 385, students will present their research findings at their place of employment. (WCore: RE)

PHIL	202	History of Philosophy II	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)

PSYC	105	Bust That Psych Myth	4 Credits

This course provides a foundation and hands-on experience in the scientific study of human emotion, cognition and behavior. Through this exploration, the course presents students with opportunity to interact with material in ways that help them understand the context of psychology as a behavioral science among other fields that focus on human behavior (both individual and group) culture, and society, and the context of psychology among other sciences. Other issues discussed will be myths about popular psychology, the effect those myths have on the general public, and how broader society's denial of research findings may be caused by deficits in scientific literacy. (WCore: WCSAM, RE)

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: RE).

WCFAH	219	The Music of Two Ring Cycles	4 Credits

<p>In this course, students will examine music composed for two of the greatest fantasy epics ever created, Richard Wagner's 4-opera Der Ring des Niebelungen and Howard Shore's soundtracks to the 3-film version of J.R.R. Tolkien's The Lord of the Rings. Comparisons between the literary content of the cycles are inevitable, from the subject matter to parallel plot developments and even the fantasy creatures that inhabit each world, and these will be studied in the course. In addition to these correspondences, the composers of each cycle used very similar compositional devices to organize the musical content, providing continuity over 10+ hours of music while simultaneously clearly delineating characters, objects, emotional states and more abstract ideas. Students will present their own specialized research on diverse topics relating to the two cycles to their classmates. (WCore: WCFAH, RE)</p>			
WCSAM	201	Geobiology of the Universe	4 Credits
<p>This course explores the interdisciplinary methods of space exploration and the extraordinary data that we accrue through Earth analogs, remote sensing, women/manned missions, and unmanned 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, RE)</p>			
WCSBS	131	Folklore of Many Americas	4 Credits
<p>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)</p>			

WCORE ENGAGING THE WORLD COURSES

WCore Requirements

CHEM	306	Quantitative Chemistry	4 Credits
<p>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)</p>			
COMM	365	Intercultural and Global Communication	4 Credits
<p>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)</p>			
ECON	319	International Economics	4 Credits
<p>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)</p>			
EDUC	206	How to Change the World?	3 Credits
<p>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)</p>			
EDUC	307	Globalization of Education	3 Credits
<p>This course analyzes the political, economic, and social forces that have led to 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)</p>			
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)			
ENVI	333	Native West	4 Credits
This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 331, ENVI 332, and HIST 202). Native peoples inhabited all of the American West; today's Native nations exercise sovereignty over fragments of their former territory. This course investigates the "Native history" of some of the West, based upon the Expeditions itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Native nations and investigate their roles in land-use issues. For example, the Klamath Reservation was "terminated" in the 1950s, but some Klamath peoples successfully regained their legal tribal status and have asserted their rights to water and fish under nineteenth century treaties. Other potential Native Nation site visits include Fort Hall, Crow, Flathead, Colville, Burns Paiute, Pyramid Lake, and Hopi. Students will hear from Native peoples, public lands managers, scholars, and activists along our route. They will research Native history in primary and secondary sources, keep reflective journals, write short reflective papers, prepare questions for oral histories of guest lecturers/speakers, and present to the class as well as post their writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD)			
ENVI	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)			
GEOL	205	Climate Science & Consequences	4 Credits
A study of the earth as a dynamic system focusing on the human dimensions of global change. (WCore: EWRLD)			
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)			
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)

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	325	The Native West	4 Credits
This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 330A, ENVI 330B, and one of: ENVI 330D or HIST 202). Native peoples inhabited all of the American West; today's Native nations exercise sovereignty over fragments of their former territory. This course investigates the "Native history" of some of the West, based upon the Expeditions itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Native nations and investigate their roles in land-use issues. For example, the Klamath Reservation was "terminated" in the 1950s, but some Klamath peoples successfully regained their legal tribal status and have asserted their rights to water and fish under nineteenth-century treaties. Other potential Native Nation site visits include Fort Hall, Crow, Flathead, Colville, Burns Paiute, Pyramid Lake, and Hopi.			
Students will hear from Native peoples, public lands managers, scholars, and activists along our route. They will research Native history in primary and secondary sources, keep reflective journals, write short reflective papers, prepare questions for oral histories of guest lecturers and speakers and present to the class as well as post their writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD)			
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	329	Culture and 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? Culture and Society in East Asia 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 celebrities, 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.			
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	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)			
JUST	221	Community Justice	4 Credits

<p>This course is designed to provide understanding to students regarding the meaning of social justice and community building to advocate for social equity. In regard to Justice Studies social equity is vital to the liberation of marginalized communities. This course is aimed at teaching students the history, theory and practice realities of community building locally and globally through discussion and exploration. This course will have a service learning component with a nonprofit organization focused on providing junior high school students with the information, skills and understanding for university preparation through the mentoring of university students. Students will learn to critically analyze current social and economic conditions that are embedded in US societal structures. They will gain knowledge and insight of issues underlying oppression while learning approaches to social equity and advocacy. Students will study policy and politics that influence social injustices based on race, ethnicity, socio-cultural and gender characteristics. (WCore: EWRLD)</p>			
JUST	318	Humanitarian Justice	4 Credits
<p>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. There are no prerequisites for this course. (WCore: EWRLD)</p>			
LMW	231	Global Shakespeares	4 Credits
<p>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)</p>			
LMW	335	Englishes of the World	4 Credits
<p>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.</p> <p>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. (WCore: EWRLD)</p>			
MGMT	412C	Citizen Diplomacy	4 Credits
<p>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)</p>			
MUSC	207	World Music, World Perspectives	3 Credits
<p>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)</p>			
NURS	314	Community and Mental Health Nursing	4 Credits
<p>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)</p>			

NURS	470	Culture, Health, and Illness	5 Credits
<p>This course explores cultural diversity and its influence on healthcare and disparate health outcomes. Students will be exposed to topics such as: the nursing population's impact on health care disparities, health disparities and inequities in minorities, HIV and AIDS, ethnicities, religion, and the gay, lesbian, and transgender community. While students explore those topics they will seek out best practices along with integrative modalities in treating underprivileged and minority populations. Other topics that will be addressed will be global health, and principles of genetics and genetic influence on health. Finally, students will be exposed to a culture of their choice in an in depth level and use evidence-based practice to shared best practices related to caring for and treating their culture of choice. (WCore: EWRLD)</p>			
PLSC	306	Comparative Politics	4 Credits
<p>This course focuses on the comparative interdisciplinary study of different forms of power, politics, government, and governance across space, culture, time, and levels of analysis. Because the field of Comparative Politics is extremely broad and diverse, each edition of the course focuses on only certain regions and specific themes (e.g., Global South, Former Eastern Bloc, Global North). Course participants will learn how to employ the different perspectives of the interdisciplinary comparative approach to conducting comparative political analyses across different historical cases, cultural spheres, geographical areas, thematic fields, and levels of political aggregation (from local, to national, regional, and global). With its focus on the challenges of globalization, democratization, diversity, social justice, and ecological sustainability across time, space, and cultures, this course will enable participants to critically assess the merits and demerits of the different forms which power and politics can take in its structural, institutional, ideological, social-transformational and practical or policy dimensions. (WCore: EWRLD)</p>			
PLSC	315	Theories of Global Politics	4 Credits
<p>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)</p>			
PLSC	316	Issues in Global Politics	4 Credits
<p>This course engages with key conversations in global politics, such as those surrounding political economy, education, healthcare, diversity, ecology and security. We will explore each of these areas alongside conceptions of social justice, inclusion and equity. Through a combination of textual analysis, class speakers and civic engagement events, this course enables students to explore political issues in theory and practice. (WCore: EWRLD)</p>			
PSYC	315	Human Services Practicum	4 Credits
<p>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)</p>			
PUBH	250	Global Health	4 Credits
<p>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).</p>			
SOC	395	Applied Sociology	4 Credits
<p>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. (WCore: EWRLD)</p>			
SPAN	301	The Spanish Speaking World	4 Credits
<p>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)</p>			
THTR	358	Global Stages and Stories: Theatre of Ancient Civilizations through the 19th Century	3 Credits

Study of the history of theatre and dramatic literature from its origins in ancient civilization through the nineteenth century. (WCore: EWRLD)			
WRIT	405	Agents of Change	3 Credits
Agents, advocates, champions, and leaders - These express the roles students will experience in this course. As change agents, students will collaborate and communicate with an intention to create change for the common good. The course content will focus on global challenges from multiple perspectives. Topics may include the following: sustainability, economic security, public health, global migration, global citizenship, and global climate patterns. Students will engage in identity self-awareness to reflect on their beliefs. A strong emphasis will be on research, writing, and communication, as well as exploring leadership and collaboration skills. The writing, communication, and team-work skills gained in this course will transfer to private, professional, and post-graduate writing contexts. (WCore: EWRLD)			

WCORE SENIOR CAPSTONE COURSES

WCore Requirements

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)			
ART	475	Senior 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	PRJ5.5	Financial Plan	4 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 proforma financial statements will be developed. (WCore: SC)			
BBA	PRJ5.F	Financial Business 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. (WCore: SC)			
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)			
CMPT	390	Senior Capstone	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 University. (WCore: SC)			
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 and internships, as well as through professional work experience. The course should be taken in one of the last two semesters before graduation. (WCore: SC)			
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. (WCore: SC)			
ECON	485	Senior Seminar in Economics	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.			
<i>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. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical. (WCore: SC)</i>			
EDUC	418	Student Teaching Seminar	2 Credits
Student teachers meet four times on campus throughout the duration of the student teaching semester. In-depth discussion and reading enable students to acquire and refine skills needed by all professional teachers. Topics include parent relationships, student assessment and grades, professional growth and collaboration with colleagues, and other issues. Visits from practicing experts from the profession are included also. Case studies and portfolios are presented and explored. (WCore: SC)			
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 university-wide sharing of their learning portfolio. (WCore: SC)			
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. (WCore: SC)			
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)			
GEOL	360	Field Geology	6 Credits
This course, which should preferably be taken in the summer before senior year, provides 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)			
HIST	490	Research Seminar in History	3 Credits
A required seminar for history majors, continuing the work begun in HIST 390. (WCore: SC)			

JUST	490	Senior Capstone	4 Credits
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)			
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)			
MATH	485	Senior Seminar	2 Credits
This class will collaboratively review the core areas of undergraduate mathematics and build a more complete and integrated view of mathematics. All students will be required to take the Mathematics ETS exam at the conclusion of the course. Teaching and academic majors must register for the Senior Seminar during the spring semester of their senior year. Students who will be student teaching during that semester may take it the previous year. (WCore: SC)			
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)			
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	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)			
NEURO	409	Advanced Topics in 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)			

NURS	410	Nursing Leadership Capstone RN to BS	6 Credits
In this course the RN student will have an opportunity to demonstrate competency skills, and knowledge gained through previous course work and service learning. An important aspect of this course, and a central concept throughout this program, is nursing leadership. The student will have three opportunities to demonstrate their new knowledge of expanded nursing leadership. First, using discussion format students will provide peers with content on assigned topics such as problem solving, change, conflict, organizational assessment, and legal and ethical aspects of practice. Overall the quality of health care practices will be examined. Secondly, students will continue with a service learning activity that they developed in NURS 385 (Teaching, Mentoring, and Health Promotion). Finally, the student will complete a capstone and management experience at an agency or organization that is different from where they currently practice in order to diversify their nursing background. (WCore: SC)			
NURS	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	410	Seminar in Outdoor Education 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)			
PHIL	390	Thesis Research Preseminar in Philosophy	4 Credits
A required seminar for senior philosophy majors, focusing on research, analysis, and writing techniques aimed at a particular topic or question in philosophy, in preparation for the production of a senior thesis in PHIL 490. Majors and minors should take this class during the fall semester of their senior year. PHIL 390 results in a thesis paper of 25–30 pages for Philosophy minors only. (WCore: SC)			
PHIL	490	Research Seminar in Philosophy	4 Credits
A required seminar for Philosophy majors, continuing the work begun in PHIL 390. Students produce a substantial piece of original scholarship in Philosophy. Philosophy majors should take this class during the spring semester of their senior year. (WCore: SC)			
PLSC	490	Senior Capstone	4 Credits
A required course for all senior political studies majors. 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)			
PSYC	400K	The Science of Psychotherapy	4 Credits
Perceived by some as a nonscientific practice, there are thousands of controlled research studies that demonstrate the efficacy of psychotherapy as a systematic practice informed by psychological principles. Students will learn pertinent research designs, key research findings, and debates in the field as to why psychotherapy is effective. This course is ideal for students who want to attend graduate school in a helping profession. Prerequisites: PSYC 252, 390, junior or senior status, or consent of instructor. (WCore: SC)			
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. (WCore: SC)			
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	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, DATA 150, or DATA 220 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	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)			
THTR	485	Theatre Senior Seminar	2 Credits
This capstone serves as a final opportunity for graduating seniors to receive faculty evaluation of their portfolio, vitae, resume, and monologues. This course will provide an appraisal of a plan of action for success in graduate school and/or a student's chosen profession. It is a final opportunity for a student to undergo personal, professional, and programmatic assessment. (WCore: SC)			
WCSAM	400	Science Capstone	2 Credits
This capstone seminar provides students with an opportunity to extend their learning through designing and conducting an interdisciplinary science capstone project in small teams. Students will learn how to develop and complete collaborative STEM (science, technology, engineering, and mathematics) research projects, and present their work both on campus and in the local community. This course is designed to complement senior projects within students' majors. (WCore: SC)			