



COMMUNITY LEADERSHIP MINOR

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The Community Leadership minor engages students in a study of community dynamics and the issues at the heart of maintaining healthy and equitable communities; at the same time, it guides students in exploring how one leads within a community and challenges them to put their knowledge into practice through experiential learning. Similar to the Organizational Leadership minor, this minor exposes students to contemporary leadership concepts and theories, and to their application in a variety of contexts; likewise, the minor includes skill development in critical thinking, creative problem solving, and ethical decision-making, which are the foundation to becoming a positive change agent. As they complete this minor, students will apply theories of leadership to address the challenges of human rights, social justice, diversity, equity, and inclusion. The courses help students develop and implement their own values-centered and strengths-based leadership philosophy and style that is grounded in ethics and contemporary theory.

This 21-credit hour minor requires students to take introductory courses in leadership theory and in ethics, and a course that offers a broad overview of people living in community; to provide a capstone experience, the minor also requires students to put leadership into practice. Three upper-level elective course allow students to study community issues in-depth, choosing topics that interest them most.

You can find the course descriptions for all courses required for this minor by clicking on the following links:

- [Economics Course Descriptions](#)
- [Education Course Descriptions](#)
- [Global and Transnational Course Descriptions](#)
- [Health and Exercise Science Course Descriptions](#)
- [History Course Descriptions](#)
- [Music Course Descriptions](#)
- [Organizational Leadership Course Descriptions](#)
- [Philosophy Course Descriptions](#)
- [Political Science Course Descriptions](#)
- [Religion Course Descriptions](#)
- [Sociology Course Descriptions](#)

Student's Last Name

First Name

Middle Initial

Advisor

Date Minor Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (9 hrs)				
LST 201	Leadership Theories & Practice	3		
PHL 212	Introduction to Ethics	3		
SOC 111	Introduction to Sociology	3		
or EDU 225	Human Experience Across Ages	3		
Civic Leadership in Practice (3 hrs)				
LST 133	Service Learning Leadership Lab	3		
or LST 301	Organizational Leadership Mentoring	3		
or LST 399	Leadership Internship	3		
Upper-Level Electives (choose 2 from one group and one from the other) (9 hrs)				
<i>Community Dynamics</i>				
GTS 320	Global Inequality	3		
GTS/SOC 330	Global City	3		
HES 355	Women's Health Issues	3		
HES 357	Community Nutrition	3		
HIS 310	Topics in Public History	3		
PSY 374	Stereotyping, Prejudice, and Group Conflict	3		
<i>Civic Action</i>				
ECN 334	Economic Development	3		
EDU 385	Diversity in Education	3		
LST 340	Great Leaders	3		
MUS 335	Song and Community	3		
POL 337	Human Rights	3		
REL 307	Social Justice in Modern Christian Thought	3		
TOTAL HOURS FOR MINOR		21 hrs		

If any substitutions or waivers of requirements are allowed, please list below and initial.

ECN – Economics

ECN 110 Introduction to Economics (3 hrs.) This introductory course will briefly explore the historical foundations of economics systems including the foundation of private property rights, the emergence of capitalism and market-based economy, and its rise in different forms in the US and around the world. The course will then move to the study of microeconomic topics such as scarcity, theory of markets and effects of the market structures on the resource allocation and social welfare. After exploring markets and market structures, the course will move into topics from macroeconomic such as measurements of an economy, basic classical and Keynesian theory and the macroeconomic tools of fiscal and monetary policy. Finally, this course will conclude with a look at the economics of international trade, and exchange rates. This is an excellent course to explore subject matter of economics for those who have not done any economics before and would like to get an introduction to its subject matter or to pursue further study in business and economics.

ECN 211 Principles of Macroeconomics (3 hrs.) An introductory course that examines, in an international context, the causes and consequences of economic growth, inflation and unemployment, and how government fiscal and monetary policies affect macroeconomic outcomes. Prerequisite: MAT 114 or MAT 122 or MAT 124.

ECN 212 Principles of Microeconomics (3 hrs.) An introductory course to acquaint the student with consumer choice, the market system, resource allocation, and the decisions of firms in markets with varying degrees of competition with applications relating to public policy. Prerequisite: MAT 114 or higher.

ECN 308 Economics of Industrial Organization (3 hrs.) In this course students will study business firms' behavior under different market structures. The course studies behavior of firms: their strategy, performance, and interactions under various market conditions and levels of competition. It explains and studies reasons behind business practices such as mergers, acquisition, price discrimination, advertising, product selections, innovations vertical restraints, cartels and exclusionary conducts. It also explains why there are economic regulations, such as antitrust and other industrial regulations. This course will introduce game theory as a tool of economic analysis. Prerequisites: ECN 212 and either MAT 122 or MAT 124 or permission from instructor. Basic understanding of principles of microeconomics, algebra, and calculus is necessary and these will not be reviewed in the class.

ECN 310 International Trade and Finance (3 hrs.) Studies international movements of goods and services and monetary flows. Covers international trade theory, trade policy, institutional evolution of the world economy, balance of payments and exchange rates. Prerequisite: ECN 211 and ECN 212.

ECN 316 Public Finance (3 hrs.) Examines the role of government in a market system and develops the tools necessary to evaluate government policies. Explores the development and growth of the public sector of the economy, the theory and character of public revenue, expenditure, and debt; studies the use of public finance to achieve economic stability, promote economic growth, and effect other social goals; and examines federal, state, and local taxes, expenditure, and administration. Offered every other spring semester. Prerequisites: ECN 211 and 212.

ECN 325 Money, Banking, and Financial Markets (3 hrs.) A study of the roles of the financial sector and of monetary policy on the economy. Explores essential features of financial markets; discusses concerns of bank managers in making investment choices; examines the roles of the Federal Reserve and banks in the money supply process; explores the importance of money in the economy; and examines the importance of exchange rate movements in international investing. Prerequisite: ECN 211.

ECN 331 Intermediate Macroeconomic Theory (3 hrs.) This course provides a working understanding of the economy as a whole in an international context. It examines the relationship between such measures of aggregate economic activity as income, unemployment, inflation and interest rates. It develops models of economic activity and uses them to analyze the effects of changes in the economic environment, private behavior and government policy. It also evaluates the potential for government fiscal and monetary policies to affect economic activities. Prerequisite: ECN 211, ECN 212 & MAT 114 or MAT 122 or higher.

ECN 334 Economic Development (3 hrs.) This course examines the concept and measurement of development, the main factors that prevent development from taking place, alternative approaches to guiding development, and how development can be made sustainable. It investigates how human resources are transformed in the process of economic development and how that transformation contributes to the development process itself. It discusses how capital is mobilized and allocated for development purposes. It also explores the importance of agriculture, primary production, and industrial development, and analyzes the macroeconomic management of a developing economy open to world markets. Offered every other fall semester. Prerequisites: ECN 211.

ECN 337 Open Economy Macroeconomics (3 hrs.) This is an applied macroeconomics course, where students will be exposed to the theories of open market international aspects of finance and macroeconomics. The course will investigate modern monetary and exchange rate relationships between countries. We will analyze the balance of payments of countries, understand the issues related to international capital flows, and explain how exchange rates are determined. In addition, the standard aggregate supply and demand and the IS-LM models will be expanded to open market economies. Prerequisites: ECN 211, ECN 212.

ECN 351 Price theory and Managerial Decisions (3 hrs.) An intensive study of the tools which economists use to analyze the allocation resources among alternative uses. Topics discussed include consumer demand (consumer's choice); the determinants of price, output, and employment in various market situations (production and markets); the effects of imperfect competition on resource allocation; and it will then use the concepts to examine business decision techniques. Special emphasis will be placed on the statistical derivation and interpretation of demand and cost curves, and decision making under uncertainty. Prerequisites: ECN 212, MAT 114 and MAT 122.

ECN 355 Research Methods for Business and Social Sciences Applications (3 hrs.) This course provides the students with an overview of research methods that are commonly used to support economic, business, public policy research and decision-making. The course emphasizes business and social sciences applications. This course will enhance students understanding of quantitative, statistical and qualitative methods used in business, economics and other social sciences. Students will learn survey methods, sampling and probability distribution, statistical inference, multiple regression technique, time-series analysis and forecasting, and analysis of multivariate system using matrices such as input-output model, activity analysis, and simple linear programming. This course is writing intensive. Prerequisite: MAT 114, BUS 210, ECN 211, ECN 212, or Permission from instructor.

ECN 360 Mathematical Economics (3 hrs.) This course gives students majoring in economics and business a sound grounding in mathematical economics that has become indispensable for proper understanding of the current economics and business literatures. The course provides an introduction to a wide array of mathematical techniques used in solving economic problems and developing economic theories. Students will learn and apply integral and differential calculus, differential equations, linear algebra to study and explore economic optimization, static equilibrium analysis, linear economic models, and economic dynamics. The course will provide students an excellent grounding to work in applied and theoretical economics, econometrics and economic modeling. Prerequisites: MAT 124, MAT 215, and ECN 331, or permission from the instructor for students with strong mathematics background (such as seniors with Math majors or Economics majors who have combined GPA above 3.5 in MAT 122 and ECN 355).

ECN 362 Sports Economics (3 hrs.) This course introduces students to how economic concepts apply to the business and practice of sports. The sports world is filled with empirical evidence that illustrates economics in action and allows for testing economic theories. Basic economic models will be applied to evaluate professional and amateur sports. We will investigate topics such as the league structure, labor-relations, incentive structures, salary caps, stadium financing, etc. In addition to our attention to professional sports, we will also spend a portion of our time on college athletic programs. By the end of the course, students should be able to distinguish the sports industry from most other types of business industries. Prerequisites: MAT 114, MAT 122 or higher, and ECN 212.

ECN 364 Labor Economics (3 hrs.) This is an applied microeconomics course, where students will be exposed to the theories of the labor market and the effects of various government policies on the labor market in the U.S. Socioeconomic issues such as legal and illegal immigration, race and gender discrimination will be investigated in the course. Essentially, students will be using microeconomic economic theories to analyze the determinants of labor demand, labor supply, the causes and effects of wage differential, unemployment and labor unions. Complex topic of worker's compensation and wage structure will also be explored. Prerequisites: ECN 212 and MAT 124 or higher.

ECN 367 Econometrics (3 hrs.) An intensive study of the use of multivariate linear regression techniques applied to the estimation of economic relationships. This study will include the assumptions of the statistical model, how to recognize when these assumptions have been violated by the economic model or the data, and what corrective procedures are appropriate. Also discussed will be methods for checking forecast accuracy in advance of the forecast period and simultaneous equation estimation procedures. Prerequisites: ECN 355 or MAT 313 and ECN 110 or both ECN 212 & 211 or permission of instructor.

ECN/ENV 377 Environmental and Resource Economics (3 hrs.) This course will introduce students to the theories and methods used to understand and evaluate environmental problems and policies. The class will provide students the much-needed exposure to the non-competitive markets, the methods to analyze such markets, and the effects of these markets on economic institutions. The objective of this course is to introduce students to theories and methods used to understand and evaluate the environmental problems and policies. We will start with concepts of externalities, public goods, property rights and why markets could fail in these cases. Policies to correct market failure in domestic and international situations will be examined. Students will explore the common property problem in case of renewable resources and the public policies used to correct the problem. Prerequisites: MAT 122 or MAT 124, and ECN 212.

ECN 425 Senior Seminar (3 hrs.) This course provides the capstone experience in economics. Students will learn how to apply knowledge gained in economics courses to further their understanding of contemporary economic issues. The course provides a review of intermediate macroeconomics, price theory and econometrics. Students will complete a senior thesis which provides an opportunity to conduct original research on an economic or interdisciplinary issue. Students will present and discuss their research results in class throughout the semester. Prerequisites: Senior standing, ECN 331, (ECN 367 or ECN 355), and at least two economics electives or consent of instructor.

EDU – Education

EDU 101 Introduction to Teaching (1 hr.) Open to all students. This course serves as an introduction to those considering a major in any area of education. Basic terminology and theories of teaching and learning are team taught by Education Department faculty. A series of field trips to local schools provides information about K-12 school organization and characteristics of each level. This course serves as a prerequisite to EDU 290.

EDU/HES 206 Growth and Development through Elementary Physical Education (3 hrs.) This course is meant to prepare students to teach physical education and movement activities to elementary school children. By identifying patterns of growth and development, students will be able to develop methods to successfully teach fundamental movement skill and physical education concepts through quality instruction, games, dance, health-related fitness and perceptual-motor activities. This course is for K-9, K-12 physical education majors. Offered in even numbered fall semesters.

EDU/HES 207 School Health, PE, & Safety in Elementary (3 hrs.) This course examines the principles of teaching health, physical fitness, and safety for wellness and optimal development with an emphasis on the needs of children. Offered in fall semesters.

EDU 210 Literature for Children and Youth (3 hrs.) Students explore a variety of genre and multicultural literature for children and adolescents. Extensive reading is required to develop experience in selecting appropriate texts for classroom use. Classroom strategies are presented for using literature in curriculum design. A literature portfolio is an integral part of the course. Offered every spring semester. Prerequisites: ENG 103.

EDU/PSY 221 Educational Psychology (3 hrs.) The application of psychological principles of learning, cognition, and child and adolescent development to the educational process in elementary and secondary schools. Topics include the impact of psychological knowledge on student learning, teaching, motivation, management of the classroom, and assessment of student learning.

EDU 225 Human Experiences Across the Years (3 hrs.) The course explores scientific theory and practice in the field of human growth and development with an emphasis on experiences of the individual through the course of the lifespan. From pre-birth through end of life, humans are defined by momentous occasions and changes, and they grow accordingly. The emphasis of the course is on socio-emotional life events, but will also address both cognitive and physical development. The course is targeted to non-Education majors as a course intended to meet the Human Behavior Theme. Some topics include: infertility issues, childhood obesity, adolescent issues in the 21st century, concerns of young adults and career, the family, middle-age adjustment, and senior living arrangements.

EDU 230 Child and Adolescent Growth and Development (3 hrs.) This course explores current theory and knowledge in the field of childhood growth, cognitive and psychosocial development from ages pre-birth through adolescence. Major learning theories will be interrelated with information on physical, psychosocial, cognitive and language development. The goals and methods of childhood education will be studied and important contributions from social and behavioral scientists will be analyzed and evaluated for those planning to work with children and/or adolescents. Offered each semester.

EDU 231 Education of Exceptional Individuals (3 hrs.) This course is a study of the special needs and characteristics of individuals who are classified as exceptional. Students focus on the unique characteristics associated with giftedness, sensory impairments, learning disabilities, attention disorders, mental impairments, behavioral and emotional problems, physical disabilities and chronic health problems, and other at-risk factors. Legal aspects of schooling and curricular adaptations are explored. Offered in fall semester. Prerequisites: EDU 101 For Education Majors.

EDU 260 Emergent Literacy (3 hrs.) Students will develop knowledge and skills necessary to promote early literacy development, including the components of emergent literacy, oral language acquisition, phonological and phonemic awareness, alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and reading fluency. A variety of teaching techniques will be examined including creative dramatics, storytelling and a wide range of children's literature. Commercial reading programs and series used in many school districts will also be compared and evaluated. Offered in alternating spring semesters.

EDU 280 Programs in Early Childhood (3 hrs.) This course applies relationship of theory and practice in early childhood education programs, explores issues of family structures, systems and dynamics within the context of culture and examines firsthand a variety of state and federal programs available for young children. The course includes a practicum component in an approved childcare setting. Students will also examine current issues in child advocacy at the state or federal level, and develop a plan to support chosen legislation designed to help young children through an action plan. Offered every third spring semester as needed.

EDU 288 Assessment in Early Childhood (2 hrs.) This course will introduce students to a variety of assessment procedures and instruments that can be used to evaluate learning and the developmental achievements of young children. Students will have a chance to observe young children and various assessment testing first hand. The official position papers of ACEI (Association of Childhood Educators International) and NAEYC (National Association of Educators of Young Children) will be examined also. Offered in even-year fall semesters.

EDU 290 Foundations of Education (3 hrs.) This course provides a framework for understanding educational issues from historical, philosophical and societal perspectives. On-site observations are an integral part of the course so that students may gain understanding of the purpose of education, forces shaping it, and the individual responsibility required in becoming a teacher. Required for all education majors. Prerequisites: EDU 101 For Education Majors.

EDU 291 Education Practicum I (2 hrs.) This initial practicum experience is designed to acquaint students with the life of one classroom as students spend thirty clock hours observing and assisting in an assigned school classroom. Students should plan to take this course concurrently with EDU 290, Foundations of Education. A reflective learning log is required to record observations, comments, questions, and insights. Prerequisites: EDU 101 For Education Majors.

EDU 295 Place-Based and Service Learning: Education in the Community & the Classroom (4 hrs.) Today's future teachers must embrace current trends in education. One of those is understanding the importance of place-based and service learning. This community outreach work connects the college with area businesses and schools. Through place-based experiences, pre-service teachers develop the skills to work with community businesses and classrooms that will hopefully carry over into their own future classrooms. Prerequisites: EDU 101 recommended.

EDU 306 Teaching Reading (3 hrs.) Students will learn about the nature of reading and language development in the context of the whole school curriculum for elementary and middle grades. Topics include the examination of reading as a meaning construction process, the development of appropriate instructional strategies, and the assessment and evaluation issues related to social and cultural diversity. Instructional content and strategies are aligned with state and national guidelines and standards. Offered every fall. Prerequisites: EDU 290, 291 and admission to teacher education program.

EDU 307 Teaching STEAM in 21st Century Classrooms (4 hrs.) Today's future teachers must embrace current trends in education. One of those is understanding the importance of cross-collaboration between Science, Technology, Engineering, Arts, and Mathematics (STEAM). In this class, students will learn not only how to integrate these subjects in their early childhood or elementary classroom, but they will also experience it as students. Prerequisites: EDU101, EDU231, EDU290, EDU291, and declaration of major in education. Must be admitted into TEP (Previously offered as EDU310/EDU203).

EDU 308 Methods of Teaching Social Studies in Elementary and Middle Schools (3 hrs.) Social studies is content focused as students explore concepts, teaching methods, materials, related literature and integrated curriculum design for elementary and middle school grades. Inquiry projects emphasize theme cycles and demonstration lessons. Curricular and instructional objectives using the standards and guidelines of state and national professional organizations such as the National Council for Social Studies are included. Offered every fall semester. Prerequisites: EDU 290, 291, and admission to teacher education program.

EDU 309 Teaching of Writing in Middle and Secondary Schools (3 hrs.) Students will experience the essentials of process writing for transactional, expressive, and poetic writing. Writing in content areas and evaluating and assessing writing are stressed. This course is required for middle school majors and secondary majors with an English language arts concentration. Offered in even year fall semesters. Prerequisites: ENG 103, at least one writing intensive course, and admission to the teacher education program.

EDU 320 Teaching Middle School: Curriculum & Philosophy of Teaching the Middle Years (4 hrs.) This course examines the philosophy and curriculum development in the middle school, including school and classroom design, teaching methodology, curriculum strategies, and organizational structures. Teaching and learning theory and strategies for middle school students are explored along with curriculum design based on the developmental characteristics of children in grades 5-9. Students will spend 3 hours in class and 1 hour in field. Prerequisites: EDU 101, EDU 230, EDU 231, EDU, 290, 291, Education Major/Minor declared, and admission to teacher education program (TEP); or by permission. Offered odd year spring semesters or as needed. (Previously offered as EDU311/314)

EDU/PED 345 Methods of Teaching Middle School Physical Education (3 hrs.) This course is designed for students planning to teach middle school age physical education programs. Topics include program development, selecting and implementing instructional units, integrating physical education with other disciplines, professional development, and teaching assessment.

EDU 350 Digital Literacy (3 hrs.) This course is geared towards today's digital citizens who plan to teach in the current technology-infused classrooms. Future educators are entering schools that are 1:1, so students must be prepared to work in a technology-rich environment. The class will integrate digital literacy across the curriculum, motivate students to embrace technology as both a consumer and a producer, and require that they participate in the course as both student and an educator. This will be a hands-on, interactive, seminar-type course. Acceptance to the Teacher Education Program and EDU 231.

EDU 351 Methods of Teaching Elementary/Middle School Mathematics (3 hrs.) This course is the second part of an integrated methods and content course for elementary and middle school teachers. Topics include fractions, decimals, geometry, probability and statistics, measurement and other appropriate topics. Offered every spring semester. Prerequisites: C or better in MAT 231.

EDU 370 Business Programs Implementation (3 hrs.) This course seeks to prepare future Secondary Business Teachers with information about various programs, comparisons and evaluations of ideal instruction as well as familiarizing the student with professional career and vocational organizations related to Business Education. Students will directly observe in secondary business classes Grades 7-12, and interview teachers, administrators, sponsors of organizations and community partnership leaders from the business community. After several written assignments, students will present a Power Point presentation to other business education students. Prerequisites: EDU 290, 291 and 425, and admission to the teacher education program.

EDU 380 Integrated Curriculum in Early Childhood (3 hrs.) This course seeks to integrate the disciplines of language arts, math, social studies, music, art and science in preparation of curriculum content for early childhood and kindergarten classrooms. Students prepare detailed long-term lesson plans and collect resources to implement the plans. Plans developed will meet the MO Pre K and Show-Me Standards as well as the ACEI and NAEYC Standards for Early Childhood Classrooms. Offered every third spring semester or as needed. Prerequisites: EDU 290 or permission of the instructor.

EDU 385 Diversity in Education (3 hrs.) This course will introduce both education and non-education majors to the role of the 21st century school in a diverse society. Students in this course will study important issues, approaches, and strategies in working with and forming connections with a population that is ethnically and culturally diverse. In addition, an emphasis of this course is to promote teaching tolerance and anti-bias in a land where discrimination and sexism still exist. To live as an informed and tolerant adult in an increasingly pluralistic America is a major focus of this course. Specific topics to be explored include: understanding ourselves and others' values and belief systems, learning the language of prejudice, and creating unity in a diverse America. Offered every fall semester. Prerequisites: One of the following: EDU 290, PSY 113, SOC 111, POL 211 or PHL/REL 102, or permission of the instructor.

EDU 392 Reading & Writing in the Content Area (3 hrs.) This course helps pre-service teachers explore methods to facilitate students' reading comprehension of content area materials (texts, non-fiction trade books, and other supplements). It is based on the recognition that reading in the content areas (non-fiction/informational) requires explicit strategies that are best taught in the context of the content area. It is also recognized that the most effective teacher of content area reading strategies is the teacher of the content area. Prerequisites: EDU 290, 291 and admission to teacher education program.

EDU 393 Education Practicum II (2 hrs.) This practicum is an intensely supervised pre-student teaching experience, which includes forty-five actual clock hours in a K-12 classroom. Action research is conducted in the assigned classroom and presented to an audience such as the Undergraduate Research Forum. Offered each semester. Prerequisites: EDU 291 and admission to the teacher education program.

EDU 398 Independent Study (1-3 hrs.) An individual study or research topic not covered in regular course offerings is done with the supervision of faculty. Students need permission of the instructor and the program director. It is the responsibility of the student to provide a rationale and an outline of the proposed study. Open only to education majors.

EDU 417 Advanced Practicum (1-6 hrs.) The principal objective of this course is to provide a student the opportunity to spend time in different age group classrooms (preK-12). Students can take this course multiple times for varied credit hours based on their own schedule. For example, an elementary major may take 1 credit hour to spend 15 hours in a 5th grade classroom one semester and then for 2 credit hours another semester in a 2nd grade classroom. These practicums give them a broader range of experience and helps inform them for what age they want to student teach. Secondary folks also need to gain experience in all grade levels to be best prepared not only for student teaching but for their career in general. Prerequisites: EDU 231, EDU 291, and EDU 393 (can be concurrent with EDU 393).

EDU 425 Secondary School Teaching (3 hrs.) Students explore the general principles, activities, schedules, and interactions of teachers and students in secondary schools. Course content includes teaching-learning process emphasizing methods of instruction and evaluation. Offered in fall semester. Prerequisites: Admission to teacher education program.

EDU 431 Teaching English in Middle and Secondary Schools (3 hrs.) This course is designed for those students who plan to teach English in high school settings. Along with an examination of issues, attitudes, and trends in teaching English/language arts, students develop materials and strategies for teaching and evaluating writing, speaking, listening, reading and viewing competencies. State and national standards and guidelines are used for content orientation. Offered every other fall semester. Prerequisites: EDU 425, completion of appropriate English courses, and admission to the teacher education program.

EDU 433 Teaching Mathematics in Middle and Secondary Schools (3 hrs.) This course is offered for those who plan to teach mathematics in high schools. Students explore curriculum development and instructional methods and gain experience with multimedia materials and resources that are appropriate for classroom use. State and national standards are used as guidelines for content orientation. Offered every other fall semester or as needed. Prerequisites: EDU 425, completion of appropriate math courses, and admission to the teacher education program.

EDU 434 Methods of Teaching Middle School and Secondary Physical Education (3 hrs.) This course is designed for students planning to teach middle school and secondary physical education programs. Topics include program development, selecting and implementing instructional units, class organization and management, assessment, integrating physical education with other disciplines, and professional development. Prerequisite: EDU 290.

EDU 435 Teaching Social Studies in Middle and Secondary Schools (3 hrs.) The content of this course includes recommendations of state and national groups, which have approved standards for teaching social studies. Students explore issues, trends and methods in social studies instruction for secondary school students. Students plan lessons and themes and engage in the kinds of projects, e.g., writing, research, and audio-visual, which they will present in their own classrooms in secondary schools. Offered every other fall semester. Prerequisites: EDU 425, completion of appropriate social science courses, and admission to the teacher education program.

EDU 436 Teaching Science in Middle and Secondary Schools (3 hrs.) Students study issues, trends, and methods in teaching science for secondary school students. Curriculum projects are based on objectives and concepts that are included in state and national standards for science teaching. Offered in even year fall semesters. Prerequisites: EDU 425, completion of appropriate science courses, and admission to teacher education program.

EDU/FLG 437 Methods of Teaching a Foreign Language (3 hrs.) Students study issues, trends and methods in teaching a foreign language to students in elementary, middle and secondary students. Projects involve lesson planning development and unit planning. Offered as needed.

EDU 441 Reading Assessment and Advancement (3 hrs.) This is a study of multiple formal and informal assessments that includes miscue analysis. Students prepare a reader profile that includes assessment procedures, identification of reading strengths and needs, and recommendations for strategies to promote advancement toward reading proficiency. Students work with at least one reader. Offered in spring semesters. Prerequisites: EDU 306 and admission to the teacher education program.

EDU 453 Classroom Management and Organization (3 hrs.) This course focuses on multiple factors that affect student learning and behavior. Students study effective classroom and behavioral management techniques, dealing with specific issues and practices and developing their own plans for their own classrooms. A series of management plans are designed and brought together in a comprehensive management plan, which becomes part of the state mandated portfolio. Students deal with everything from room arrangement, rules of general conduct and classroom procedures, to teaching tolerance, dealing with bullying and violence, and grading and assessment. Offered every semester. Prerequisites: EDU/PSY 221, EDU 291, admission to the teacher education program.

EDU 490 Educational Seminar (3 hrs.) This course is taken concurrently with student teaching. It serves as an orientation to student teaching and functions as a formative structure for the experience. This seminar meets regularly throughout the student teaching semester allowing students to share experiences, strengthen competencies and address topics of concern. Completion of the state mandated portfolio and completion of the application for certification process are integral to the course. Preparation for employment interviews and how to fill out teaching applications to districts are covered as well. Offered each semester.

EDU 492 Student Teaching: Early Childhood Education or Elementary School (6-12 hrs.) This course is for students seeking certification in early childhood, Pre-K-Grade 3 or elementary education, grades 1-6. Concurrent enrollment in EDU 490 is required. Students gradually assume full responsibility for classroom instruction during the experience. Students are required to engage in all professional activities, which their cooperating school provides. Intense supervision and feedback are provided by a cooperating classroom teacher and a college supervisor. Special fee required. Prerequisites: Admission to student teaching, passing score for the national certification exam, and substitute certificate. Offered each semester.

EDU 495 Student Teaching: Middle School (6-12 hrs.) This course is for students seeking certification in middle school education, grades 5-9. Concurrent enrollment in EDU 490 is required. Students gradually assume full responsibility for classroom instruction during the experience. Students are required to engage in all professional activities, which their cooperating school provides. Intense supervision and feedback are provided by a cooperating classroom teacher and a college supervisor. Special fee required. Prerequisites: Admission to student teaching, passing score for the national certification exam, and substitute certificate. Offered each semester.

EDU 497 Student Teaching: Secondary School (6-12 hrs.) This course is for students seeking certification in secondary education, grades 9-12. Concurrent enrollment in EDU 490 is required. Students gradually assume full responsibility for classroom instruction during the experience. Students are required to engage in all professional activities, which their cooperating school provides. Intense supervision and feedback are provided by a cooperating classroom teacher and a college supervisor. Special fee required. Prerequisites: Admission to student teaching, passing score for the national certification exam, and substitute certificate. Offered each semester.

GTS – Global and Transnational Studies

GTS 105 International Student Transition Seminar (1 hr.) International Student Transition Seminar is a one-credit hour seminar course designed for new international students. The course offers a general orientation to American culture and to Westminster College campus culture. The course covers subjects such as adjusting to American culture and communication styles, developing a successful financial plan, workplace/classroom etiquette, navigating the American health system, and more. It also covers the rules and regulations all F-1 international students must understand in order to maintain their non-immigrant status. This course is an elective course consistent with our campus commitment to developing "leaders in a global community." CR/D/F only.

GTS 110 Introduction to Study Abroad (1 hr.) This course will introduce students to the study abroad experience. It will focus on why students should study abroad, how students go about studying abroad, and where they may want to study abroad. The course will also focus on the logistics of preparing to study and travel abroad.

GTS 115 Making Sense of Study Abroad (1 hr.) This course helps students reflect on their study abroad experience. Study abroad is a basic global experience, putting students in a different culture outside of their own cultural comfort zone. The act of spending an extended amount of time in a different culture makes the students transnational actors. The class will discuss the similarities and differences in cultures, the underlying structures of globalization that the students observed or experienced, and whether their perception of America (or their home countries) has changed. Formal writing, group interaction, and power point presentations are required for satisfactory completion of the course.

GTS 201 Introduction to Global & Transnational Studies (3 hr.) An introductory examination of the interconnected, multi-cultural, multi-national "global village" in which we live and work today, with special attention to social and cultural conflicts, problems and prospects. The course is designed to introduce and demonstrate the importance of Global & Transnational Studies in today's world and in the lives and careers of students. Students from all majors and backgrounds are welcome.

GTS 212 Model United Nations Team (2 hr.) Students will develop the skills of research, writing, debate, and negotiation in order to participate in the Westminster College Model United Nations team. Students will explore one country in depth and examine a range of global issues as they prepare to represent their country at the American Model United Nations Conference in Chicago.

GTS 306 West European Government and Politics (3 hrs.) A study of the foundations, structures and functions of the governments of selected major European countries. Offered every other spring semester. Prerequisites: GTS 201 or HIS 106 or POL 112 or POL 212 or SEC 201 or permission of the instructor.

GTS 308 Post-Soviet Politics (3 hrs.) An examination of the history of the Soviet political system since 1917; the influence of ideology; the role played by the Communist Party, the bureaucracy, interest groups and other actors; political culture, socialization and participation; current economic and social policy issues; and the future evolution of the system. Prerequisites: GTS 201 or HIST 106 or POL 112 or POL 212 or SEC 201 or permission of the instructor.

GTS 310 Memory and Culture in Global Perspective (3 hr.) What do we really know about the past? How do we acquire and internalize knowledge about our own lives, our family histories, or the events that shaped the societies, nations, and other groups to which we belong? Is this storehouse of “memory” reliable? How skeptical should we be about information that is presented to us about our collective past? This seminar will begin by reviewing influential writings on the social, cultural, and historical dimensions of memory. Participants will then examine case studies from different parts of the world in which people try to come to terms with challenging, even disturbing, collective experiences. The role of social memory will be explored in connection with national and transnational identities, religion, cultural trauma (e.g. slavery, genocide), truth and reconciliation efforts, monuments and commemorations, transition justice, and related topics. Finally, we will ask whether global media and education are creating a store of shared memory that is more truly transnational than ever before in history. The seminar welcomes all students who have completed at least one introductory course in the social sciences or humanities (including interdisciplinary listings). Prerequisites: Any ONE of the following—GTS 201, SOC 111, ANT 115, HIS 109, HIS 110, PHL 101, POL 212, PSY 112, PSY 113—OR instructor permission.

GTS 320 Global Inequality (3 hr.) This seminar will examine economic inequality in global, historical, and socioeconomic perspective. After briefly reviewing classic works on the origin and nature of inequality, we will survey the broad sweep of economic history and then consider inter- and intra-national inequality from the perspective of a political economy of the world system. Although the focus is primarily on economic dimensions, there will be some attention to intersections with gender, race/ethnicity, religion, age and other axes of inequality. Writing-Intensive. Prerequisites: Any one of the following: GTS 201, BUS 340, ECN 211, ECN 212, SOC 111, POL 212, or instructor permission.

GTS 325 Middle East and North African Politics (3 hrs.) An examination of political issues within and between the countries in the Middle East and North Africa. In this course, students will examine the role of religion in politics, the causes and consequences of military conflicts in the region, efforts to promote (and diminish) the rights of marginalized groups, and the wide diversity of political institutions that exist in the area. Prerequisites: GTS 201, SEC 201, POL 212, or permission of the instructor.

GTS 330 The Global City (3 hr.) This seminar offers an intensive survey of social science literature on the city in global perspective. Topics examined will typically include: classical perspectives on urbanism and urbanization; historical transformations in the relationship between city and country; the role of cities in regional, national, and pan-national development; transnational inter-city networks; cities as platforms for collective action, including protest; as well as the impact of such factors as new inequalities, cultural flows, digital connectivity, human security, urban social problems, transnational migration, terrorism, and war. Prerequisites—any one of the following: GTS 201, ECN 110, ECN 211, POL 212, SOC 111, or instructor permission.

GTS 346 Chinese Politics and Influence (3 hrs.) An examination of how China’s emergence as an economic, diplomatic, and military heavyweight is shifting the global balance of power, shaping the responses of governments and intergovernmental organizations, and posing fundamental questions about the nature of world order itself. Prerequisites: GTS 201, SEC 201, POL 212, or permission of the instructor.

GTS 401 Research Seminar (3 hr.) This interdisciplinary seminar is open to any student with an interest in national, transnational, and global issues and who has met the specified prerequisites. Its core objective is to cultivate an ability to comprehend, discuss, and produce scholarly research at an advanced undergraduate level. Required readings cover seminal works and exemplary texts in transnational and international studies. In class meetings, students work as a collaborative team to analyze assigned readings and provide feedback on classmates’ research. During the initial weeks of the course, students submit research proposals and begin assembling relevant scholarly sources. In the remainder of the term, students prepare cumulative portions and rough drafts of a research paper, culminating in a final draft approximately 25 pages in length. The most outstanding papers will be submitted as a session for the spring Undergraduate Scholars Forum. 3 credit hours. Prerequisites: GTS 201 or instructor permission; junior or senior status.

GTS 402 International/Transnational Studies Senior Thesis I (3 hr.) Students majoring in Global & Transnational Studies who have a cumulative GPA of 3.30 or higher in the major may elect to write a senior thesis for honors recognition. “Graduate with Honors” will be noted on their transcript provided they complete the thesis with a grade of B or better. Prerequisites: GTS 401.

HES – Health and Exercise Science

HES 101 Intro to Exercise Science (1 hrs.) This class will provide an opportunity for students to understand the scope of health professions related to Exercise Science as they begin their studies in the major and explore professions: e.g. medicine, nursing, physician assistant, physical therapy, occupational therapy, personal training, dietetics, chiropractic, strength and conditioning coaching. Students will also meet with WC Career Services, learn about major requirements/ advising, how to write professionally, and how to track and reflect on their progress in the major through major’s portfolio (in Canvas).

HES 104 First Aid and Cardiopulmonary Resuscitation (Fee) (1 hr.) Designed around the National American Red Cross modules, this course will provide students with the knowledge and skills necessary in an emergency. The content and activities will prepare students to recognize emergencies and make appropriate decisions regarding care. It will also provide information on the prevention of injury and illness, with a focus on personal safety. Offered fall and spring semesters.

HES 132 Wellness Concepts (2 hrs., second block, Spring semester) Students identify their current wellness status, acquire accurate wellness information, and develop skills to analyze health claims, and work toward personal wellness objectives. Physical Education Majors will take this course concurrently with Physical Fitness (PED A22) to meet state requirements for health-related fitness and wellness. Offered spring semester.

HES 204 Fitness and Wellness Concepts (3 hrs.) Students’ baseline fitness values are assessed, fitness principles are learned, and training and behavioral strategies are developed through in-class activities. Students identify their current wellness status, acquire wellness information, develop skills to analyze health claims, and work toward personal wellness objectives. Offered spring semester.

HES 205 Stress Management (3 hrs.) This course introduces students to basic principles and theories of stress and techniques to effectively manage stress. Based on holistic health perspective, student will identify the various causes of stress and be introduced to a variety of stress management techniques and stress-reducing behaviors. Ultimately, students will develop and practice approaches that will contribute to optimal lifelong health.

HES/EDU 206 Elementary Physical Education Methods (3 hrs.) This course is meant to prepare students to teach physical education and movement activities to elementary school children. By identifying patterns of growth and development, students will be able to develop methods to successfully teach fundamental movement skill and physical education concepts through quality instruction, games, dance, health-related fitness and perceptual-motor activities. This course is for K-9, K-12 physical education majors. Offered in spring odd semesters.

HES/EDU 207 School Health, Physical Education and Safety in Elementary (3 hrs.) This course examines the principles of teaching health, physical fitness, and safety for wellness and optimal development with an emphasis on the needs of children. Offered in fall semesters.

HES 208 Creative Movement and Rhythms (3 hrs.) An introduction to the elements of creative movement and dance. Through a variety of learning experiences, students will examine movement forms as more than just physical activity, but as a means of self-expression and a vital aspect of culture. This course will give students practice in designing movement-learning experiences for persons of all ages. Offered in fall semester.

HES 215 Principles of Motor Learning (3 hrs.) The class will include lecture and laboratory experiences to study the principles and factors that influence motor skill acquisition and development. With an understanding of the theoretical bases, students will learn methods and teaching approaches that improve motor skill development and retention. Offered in odd numbered spring semesters.

HES 220 Social Science in Sport (2 hrs.) An analysis of the significance of physical activity in society and culture. Motivation and self-concept as applied to play, game, sport, and athletics are examined. Offered in fall semester.

HES/PSY 231 Sports Psychology (3 hrs.) An examination of the psychological factors influencing participants and, to a lesser extent, spectators in sport. Topics include the use of behavioristic principles to develop skills, and the effects of causal attribution, attention, anxiety, coaching strategy, and imagery on athletic performance. Additional special topics include audience effects, children in sports, and the psychological benefits of exercise. Offered in fall semester.

HES 232 Care and Prevention of Athletic Injuries (3 hrs.) This course is designed to provide students with introductory information concerning primary injury care and management, with a special emphasis on the preventative aspects of athletic injuries. Students will learn the practical techniques for applying terminology and anatomy for evaluation and care of various injuries as they pertain to the knee, ankle, shoulder, elbow, spine, and head/face. Students will also be introduced to basic modalities used in the field of athletic training, basic training and conditioning guidelines, and how to deal with environmental issues as they pertain to athletics as well as apply those skills in the practical setting. Additional information regarding legal and organizational issues will also be addressed. (Previously offered as HES 230/235).

HES/GTS 240 Introduction to Global Public Health (3 hrs.) The course will study foundational public health concepts in a global context, using an evidence-based approach. Students will understand the complexities inherent in improving health on a global scale, the impact of poverty and inequality, the role of institutions and major players in global health, and the link between global and local health problems and solutions. General Education credit is earned through class activities in which students explore aspects of various cultures (history and tradition, institutions such as family and faith communities, economy, politics and law) and their impact on health status and strategies for prevention and treatment of disease. Offered in fall semester.

HES 251 Introduction to Nutrition (3 hrs.) This is an introductory nutrition class covering the major nutrients (carbohydrates, lipids, proteins, vitamins, minerals, and water) and their role in energy balance, weight management, the digestive process, and overall health. Students will learn the basics of healthy eating through the life cycle along with the basic nutritional science concepts of metabolism and digestion. Students will also learn about nutrition misinformation, fad diets, and food politics. This course will give students the fundamental knowledge they will need to make informed decisions about foods. Course fee required. Offered in fall semester.

HES 261 Introduction to Epidemiology (3 hrs.) This course will introduce basic principles and concepts of epidemiology by describing the various ways that disease (and other health-related conditions and events) occur in populations. The course will emphasize the practical use of epidemiology and lectures will be complemented by case studies and readings of contemporary issues in disease and public health. Offered online spring semester.

HES 309 History and Philosophy of Physical Education (2 hrs.) Designed to assist students to develop an historical perspective and viable personal philosophy of physical education. Offered in fall odd semesters.

HES 321 Kinesiology (3 hrs.) The study of human motion through the application of anatomical and physiological fundamentals, as well as basic biomechanical principles. Information will be presented in a lecture/ laboratory format. Prerequisites: BIO 107 or BIO 114/115 or BIO 124/125.

HES 340 Exercise Physiology (3 hrs.) This course is designed to study the responses and adaptations of the functions of the human body to physical exercise, and the contribution of exercise to optimal health. This course integrates the knowledge of biological processes and applies it to sport and exercise. The material covered is pertinent to teaching, coaching, and appropriate for students interested in health and exercise. Prerequisites: BIO 114/115 and BIO 124/125 (with a grade of B- or higher) or BIO 107. Offered fall semester.

HES 342 Exercise Prescription (3 hrs.) The class will cover general principles of exercise prescription for healthy persons and individuals with special needs. Particular emphasis will be on training to improve fitness and performance. Fitness testing and risk factor assessment will be the basis of developing a safe effective exercise program. Course Prerequisite: HES/PED 340 Exercise Physiology. Offered spring semester.

HES 350 Theories of Adapted Physical Education (3 hrs.) Designed to identify exceptional children and to provide a learning environment suitable to their needs and capabilities. Offered in spring of odd numbered years, even fall semesters. Requires two hours of lecture and one hour of activity.

HES/WGS 355 Women's Health Issues (3 hrs.) This course will explore the topic from three perspectives: holistic health perspective, a developmental perspective, and sociocultural or global perspective. Readings, discussion, lecture, writings, research, and presentations will consider these perspectives in better understanding women's health issues. Prerequisite: One course from the following: PSY 112, PSY 113, NSC 108, BIO 114/115, SOC 111, WGS 210, REL 102. Offered spring odd semesters.

HES 357 Community Nutrition (3 hrs.) Student will explore the interrelationships between nutrition and health in community settings (local and global communities). The effect of socio-economic, environmental, cultural, and political factors on health and nutritional status will be examined. Food and nutrition policies and interventions designed to enhance the well-being of populations groups will be discussed. Each student will complete a culminating service learning project based on interest area derived from class readings, discussion and experiences. Prerequisites: One course from the following: PSY 112 or 113; BIO 107, 108, 114, or 124; SOC 111; ECN 212; POL 112; or PHL 101. Course fee required. Offered spring semester.

HES 398 Independent Study Advanced study in health and/or physical education not covered in regular course offerings. Students work on a subject selected in conference with the instructor.

HES 399 Internship Supervised experience in a cooperative program with business, government, community, or related establishment in the areas of health and/or physical education.

HES 405 Measurement and Evaluation in Physical Education (2 hrs.) An examination of various tools of measurement and an analysis of the purposes, values and limitations of measurement tools in relation to objectives. Field experience is included. Offered in spring of odd numbered years. Prerequisites: MAT 114. Offered spring semester.

HES 406 Management in Physical Education and Athletics (2 hrs.) A study in the development and promotion of educationally sound programs. Offered in spring of odd numbered years. Offered spring semester.

HIS – History

HIS 101 British History to 1800 (3 hrs.) An introductory course covering British/British Isles social, intellectual, cultural and political history.

HIS 102 Survey of British History from 1800 to the Present (3 hrs.) An introductory course covering British social, intellectual, cultural, and political history.

HIS 103 History of the United States to 1877 (3 hrs.) A survey course covering American social, intellectual, economic and political development from pre-colonial times to 1890.

HIS 104 History of the United States since 1877 (3 hrs.) A survey course covering American social, intellectual, economic and political development from 1890 to the present. A student may take this course without having had HIS 103.

HIS 109 World History I (3 hrs.) This course will emphasize the economic, cultural, and political interrelationships between different parts of the world as well as the global issues that define the modern era.

HIS 110 World History II (3 hrs.) This course will cover global history from the Enlightenment to the present. It will lay a foundation for understanding the breadth of human experience and how that experience has shaped the world we live in. Rather than focus solely on the separate development of civilizations, this course will emphasize the connections between cultures. In other words, we will look at cross-cultural interactions and compare global reactions to common problems. Additionally, this course will expose students to historical methods, thereby enabling students to discover the complexity of past and present events, to examine the interrelationship of such factors as politics, economics, race, gender, culture, and religion, and to reflect more thoughtfully on the national and international issues that face them today.

HIS 279 African Civilization (3 hrs.) A general survey of economic, political, and cultural world of sub-Saharan Africa from ancient times to the present. Offered in alternate years.

HIS 310 Topics in Public History (3 hrs.) Public History encompasses all the ways in which the study of the past is presented to the public in a non-academic way. In other words, it is the fun way of learning history. This course offers multiple ways for students to examine the theory behind different aspects of Public History and then allows them to gain practical experience of the discipline through either high-impact, project-based, or service-learning assignments or through dedicated travel courses.

HIS 335 Topics in U.S. Social, Cultural, or Political History (3 hrs.) This course explores an aspect of domestic U.S. History which sheds light on broader issues surrounding the nation's identity. Topics are selected based on the most pressing issues facing society today. Students will gain vital research, writing, and presentation skills while engaging with thought-provoking and often challenging subjects.

HIS 340 Topics in Diplomatic and Military History (3 hrs.) Beginning as a relatively small nation of thirteen states tied to the East Coast of North America, the United States rapidly ascended to a position of global preeminence through aggressive territorial expansion and through a series of military engagements. The policies and processes involved left a profound impact on the lives of those affected and on the course of world history. This class offers a deep examination of one aspect of U.S. Diplomatic or Military History to illuminate the causes and consequences of the United States' rise to superpower status.

HIS 350 Topics in Early World History (3 hrs.) This course uses a variety of different topics to explore traditions, change, and growing connections in the pre-modern world. Components of the course include seminar style discussions of primary sources and scholarly articles, research projects, and project presentations. Examples of topics include Medieval Pilgrimages (world religious and travel history) and the Vikings (Medieval Scandinavian, Islamic, Eastern European, and North American history with an emphasis on archaeology as history and modern political and cultural influences).

HIS 360 Topics in Modern World History (3 hrs.). This course uses a variety of different topics to explore the connections and themes of the post-1500 world. Components of the course include seminar style discussions of primary sources and scholarly articles, research projects, and project presentations. Examples of topics include Deviant and Degenerate Art (world history through culture from 1800-1980) and WWI and the Treaty of Versailles (military, diplomatic, and colonial world history from 1900-1960).

HIS 390 Historical Methods (3 hrs). This course allows students to study the philosophy and methods of historical research, writing, and thinking. History majors and minors should enroll in this course in the Spring semester of their sophomore year. Prerequisites: Two 100-level history courses or permission of the instructor.

HIS 396 Applied History (1 hr.) This course is designed for History Majors and Minors to focus their practical and intellectual skills toward a rewarding career after graduation. The course will help students explore career/grad school options, connect them to graduates who have excelled in a variety of fields, help them find professional opportunities to present and publish their work, help them develop and refine a stellar cover letter and resume, and help them practice job talks and job market etiquette. Prerequisites: HIS 390, or with the consent of the instructor

HIS 397 History for the Public (1 hr.) This course is open to History Majors and Minors who have completed - or who are currently working on - their undergraduate thesis. It introduces them to the many ways they can present their work to the public including conference presentations, op-eds, journal articles, museum displays, documentary films, and more. Students will be expected to present their work in one or more of these outlets by the end of the course. In doing so, this course will enhance both their professional skills and profile. Prerequisites: HIS 390, or with the consent of the instructor.

HIS 398 Independent Study (1-3 hrs.) Systematic reading, guided by members of the department, on particular historical periods, problems, or personalities. Enrollment by permission of the instructor.

HIS 422 Senior Thesis (2 hrs.) The practical application of the techniques of historical research preparatory to HIS 423. Required of all history majors in the fall semester of the senior year. Prerequisites: HIS 390.

HIS 423 Senior Thesis (3 hrs.) The practical application of the techniques of historical research, analysis, and composition culminating in a thesis. Students will defend their theses in seminar. Required of all history majors in the spring semester of the senior year. Prerequisite HIS 422.

HIS 424 Senior Thesis (1 hr.) Rewriting the senior thesis based on faculty and student critiques.

MUS – Music

MUS LB5 Churchill Singers (2 hrs.) The Churchill Singers uphold the mission of Westminster College and collectively embody the principles practiced by Churchill the statesman. Through choral singing the Churchill Singers consider issues of social, spiritual, and global significance and address these issues artistically, intellectually, and practically. Members of the Churchill Singers are not only recognized for their musical abilities but also for their campus and community leadership and the ways in which they personify the College values of integrity, fairness, respect, and responsibility. Membership in Churchill Singers is by audition only. Auditions are held at the end of every spring semester. If openings arise, auditions for specific voice parts will occur in December for the following spring semester.

MUS 101 Applied Music Instruction-Beginner (1 hr.) Designed for the beginning student in voice, piano, instrumental or guitar. Students will develop basic music reading skills and achieve a fundamental understanding of musical analysis, interpretation, and performance. Separate fee required. Offered fall and spring semesters.

MUS 105 Fundamentals of Music (3 hrs.) An introductory course in the fundamentals of music theory. Basic music theory principals from music symbols to simple analysis of melodic and harmonic material are introduced. Offered fall semester of a two-year rotation.

MUS 106 Theories and Practices of Musical Expression and Performance (3 hrs.) Musical performances entail far more than the accurate realization of a composer's notations. For a performance to reflect the intent of the composer and also communicate the sentiments of the performer, that performer must investigate the context within which the piece originated and make informed decisions regarding musical expression and interpretation. In this course, student musicians will learn a methodology that suggests appropriate steps toward musical interpretation and historical investigation of a composition; together, this interpretative and investigative methodology will suggest approaches for creating more expressive musical performances. At various significant junctures throughout the course, students will present "Inform-ances" (performances accompanied by appropriate musical information) to each other and the College community.

MUS 201 Applied Music Instruction-Intermediate (1 hr.) Private lessons for the intermediate piano, voice, instrumental and guitar student. Intermediate students already possess a fundamental ability to read and interpret music. Applied instruction is devoted to developing musical independence in preparation, analysis, and interpretation of various styles of music while continued emphasis on technique is addressed. Offered fall and spring semesters. Separate fee required.

MUS 205 Music in the Western World (3 hrs.) Investigation of the development of music and musical style from antiquity to the present day. Designed to build familiarity with major style trends in the history of music through an exploration of selected works and personalities as well as how such trends interact with and effect western culture. Offered fall and spring semesters.

MUS 208 Music Theory II (3 hrs.) In-depth analysis of Common Practice Period Music. Emphasis on the study of harmony will build upon skills learned in MUS 105. Prerequisites: MUS 105 or consent of instructor. Offered in spring semesters in rotation with other 300-level music courses.

MUS 301 Applied Music Instruction-Advanced (2 hrs.) Private lessons for the advanced piano, voice, instrumental, and guitar student. Applied instruction is dedicated to the synthesis of technique, analysis, interpretation, and critical judgment as students prepare for cumulative performance assessments. Separate fee required. Offered Fall and Spring semesters.

MUS 303 Music History and Literature I (3 hrs.) An in-depth study of music history and literature from the medieval period through the Baroque. Offered in the fall semester in rotation with other required courses.

MUS 304 Music History and Literature II (3 hrs.) An in-depth study of music history and literature from the Baroque period through the present. Offered in spring semesters in rotation with required courses.

MUS 312 Music of Resistance, Revolution & Liberation (3 hrs.) The role of popular song and its impact upon social and political change at home and abroad - from the American Labour Movement Wobblies to the Singing Revolution in Estonia, and from Civil Rights freedom songs to Apartheid protest songs in South Africa, we will explore how music has united people, raised awareness of controversial issues, and effected change in society and politics. In order to personally understand and experience one way in which music has functioned politically and socially, we will begin learning broadside ballads and ultimately writing our own broadside to share with members of our campus community. Also, by maintaining a course blog, we will not only share our understandings and opinions regarding course topics, but we will also strengthen research skills and familiarize ourselves with valuable sources for information. The concluding weeks of the semester will spotlight contemporary manifestations of music resistance, revolution, and liberation – in particular, expressions found around the world. The semester will culminate with presentations about these contemporary expressions that are open to the campus community. This course seeks “to integrate disciplinary knowledge and to explore its relevance to contemporary issues and problems.” This course seeks to demonstrate the intersection of communal music with social and political movements. Prerequisite: MUS 105 or MUS 205.

MUS/LST 335 Song and the Community (3 hrs.) Have you ever lifted your voice in song? Are you drawn to the notion of peace, justice, and equality for all people of the world? Do you believe in the power of grass-roots efforts to transform communities? MUS 335 is a crossroads where communal song will be used to build bridges across divides of ethnicity, race, gender, religion, social class, sexual orientation, and age. As we explore ideas of identity and community, we will employ the tradition of shared song as a tool to unite people of diverse backgrounds upon a common ground of song. Through song, we will extend our sense of common ground by sharing cultural codes of songs from folk traditions around the world. In this course, we will learn the art of “lifting a song” in small groups and large gatherings. We will study historical examples of song lifting as practiced among members of the Labor Movement, participants of the Civil Rights Movement, and the Folk Movement of the 1960s and 70s. We will analyze the work of song leaders like Pete Seeger, Odetta, Bernice Johnson Reagon, and Ysaye M. Barnwell and learn the songs that played pivotal roles in their work building communities and addressing issues of social, economic, political, and environmental consequence. Like these song leaders, we will develop the skills to build coalitions through shared singing and to promote unity and solidarity for specific, relevant issues. This course will be experiential: students will read music, compose song lyrics, sing, play instruments, and lead singing. The ability to read music is required. Also there is a strong service-learning component to this course as students will lead in the making of music with various groups and organizations locally.

LST – Organizational Leadership

LST 100 Peer Mentoring (1 hr.) This course will encourage students who are serving as peer mentors for the Westminster First Year Experience to continue to develop their skills as mentors and effectively support new students’ transition to college. Students will not only engage in service to the college by supporting their mentees and first-year instructors, but also will be asked to establish personal and professional goals that they will work to develop through the mentoring experience.

LST 101 The Leader Within (1 hr.) This course introduces all first-year students to the College’s challenge of “developing leaders in a global community” by first becoming engaged, responsible members of the college learning community. Students will explore the meaning of “personal leadership” and ways in which they will make meaningful contributions to our campus and in the world. Additionally, they will develop a plan for academic and co-curricular success, become acquainted with Westminster’s history, values, mission, and campus support services, and begin appreciating the value of a liberal arts education. Topics will engage students in discussions regarding life decisions and first-year transitional issues, including the areas of relationship-building, cross-cultural understanding, ethical leadership, wellness, and academic practices.

LST 131 Theoretically Based Leadership Lab (1 hr.) This seminar-style course will introduce students to theories of leadership as those theories relate to personal and group leadership, organizational change and other relevant leadership issues and theories. Students will apply the information presented in the course to improve their leadership skills and develop an understanding of their role in the community. Using active learning strategies, the course will emphasize listening, communication, critical thinking, and problem-solving skills. Permission of the instructor may be required for enrollment. The course may be repeated with change of topic. At the instructor’s option, the course may be offered with a second hour of credit with the addition of a service-learning project. The service-learning project will require a minimum of 15 hours of service.

LST 132 Problem Based Leadership Lab (1 hr.) This seminar-style course will introduce students to theories of leadership through the examination of campus, community, national and global issues and problems. Students will apply the information presented in the course and problem-solving techniques to improve their leadership skills, and develop strategies for addressing community challenges. Using active learning strategies, decision making models, the social change model, or change theories, the course will emphasize listening, communication, critical thinking, and problem-solving skills. Permission of the instructor may be required for enrollment. The course may be repeated with change of topic. At the instructor’s option, the course may be offered with a second hour of credit with the addition of a service-learning project. The service-learning project will require a minimum of 15 hours of service.

LST 133 Service-Learning Leadership Lab (1 or 2 hrs.) This service-learning course will introduce students to theories of leadership and the relationship between service and leadership. Through the use of a service-learning project, students will relate leadership theory to service, community needs and civic engagement. Students will apply the information presented in the course to improve their leadership skills, understand community issues, and develop strategies for addressing community challenges. Using active learning strategies, the course will emphasize listening, communication, critical thinking, and problem-solving skills. Permission of the instructor may be required for enrollment. The course may be repeated with change of topic. The course will require a minimum of 15 hours of service per credit hour.

LST 134 Career Management I (1 hrs.) Introduction to Career Management: is an overview of the basics of deciding on a major, which includes assessments, research, self-reflection and preparing job-searching materials (resume, cover letter, interviewing, etc.)

LST 180 Tutoring Skills I (2 hrs.) This course is designed to teach tutors about the issues typically encountered in peer tutoring. Topics range from basic information to more advanced approaches to handling specific problems and/or issues. There is a focus on ethics and communication skills in addition to topics more directly related to successful tutoring. The course utilizes an on-line component and bi-weekly seminar style meetings to enable tutors to discuss their reactions to the topics presented in the course. Also, tutors may meet with faculty lab directors in small groups to discuss tutoring in the labs (i.e. writing lab, math lab, accounting lab, or tier II lab).

LST 201 Leadership Theories and Practice (3 hrs.) This course will serve as an introductory seminar for students interested in minoring in Organizational Leadership at Westminster or studying leadership in general. The course will focus on: 1) familiarizing students with the academic literature and general theories of leadership in the social sciences and other disciplines; 2) aiding students in developing academic skills that improve their leadership abilities; 3) providing practical opportunities for students to apply their leadership skills; and 4) creating a stepping-stone for further study of leadership-related topics in other courses. The course will most likely have a mentor or mentors to help in the facilitation of dialogue and information.

LST 205 Mediation and Conflict Resolution (3 hrs.) LST 205 is designed for students pursuing a minor in Organizational Leadership but is open to all students. It satisfies the "Communication Skills" requirement of this minor. This course focuses on the analytical, methodological and practical tools of conflict mediation with an emphasis on conflict prevention, management, and resolution. The course provides students with an introduction to the theories of conflict, conflict resolution, and mediation. Students will then be challenged to apply these theories to real cases taken from history, current events, and community or campus conflicts. The course will also provide a laboratory for students to learn and develop their mediation and conflict resolution skills. Students may choose a service-learning alternative that allows them to integrate out of the classroom experiences with theory through campus or community placements (e.g., involvement with the Fulton Housing Authority Mediation Program).

LST 210 Leadership for Non-Profit Organizations (3 hrs.) This 3-hour course will take an in-depth examination of special and/or specific topics in leadership. Students will examine the leadership issues, requirements, strategies and techniques that may be unique to the topic. The course will examine the issue from both the individual leadership and group leadership perspectives. (Courses might include: gender and leadership, leadership for non-profit organizations, fund raising for non-profit organizations, and leadership in government.)

LST 236 Work-Life Design (2 hrs.) Job or career mobility are the new buzzwords as more employees seek careers that align with their values, skills, and life goals earned through promotions, advancement, or a change in their job roles. To become a competitive job candidate, employees must evaluate and invest in their professional skills and career development to gain control over their personal and professional lives. Work Life Design aims to develop these modern career development skills which include life design concepts for the adult learner who may be in the process of career transition. Besides polishing their resume and expanding their network, students can expect to learn work-life balance, career transition and growth strategies, how to work at peak performance and remain engaged in their careers.

LST 240 Leading Oneself to Personal Wellness (3 hrs.) Wellness is an essential component to productivity, disease prevention and management, optimal functioning, and thus, overall personal development. This course will take a "whole-person" approach using the six dimensions of wellness: physical, emotional, spiritual, occupational, social, and intellectual. There will be an emphasis on practical and sustainable behavioral change that includes personal self-reflection and environmental awareness. Each topic will include a self-assessment plan. Topics include stress management, nutrition, fitness, worksite wellness programming, health-promotion and assessment of risk, and wellness leadership. Prerequisite LST201.

LST 250 Leadership Communication (3 hrs.) Excellent communication is essential for effective leadership and for any organization to thrive. This course offers an overview and application of the development of communication skills, whether it is learning to lead teams, resolving conflict, disseminating information clearly, or becoming a better public speaker. The influence of social media on our society will be covered to examine how individuals, as well as organizations can use these communication tools effectively. Additionally, the course will explore the use of technology as tools to enhance and improve organizational communication, and the many ways in which technology can be used to improve organizations and serve as a source of competitive advantage. Prerequisite LST201.

LST 280 Tutoring Skills II (2 hrs.) This course expands upon and augments the material in LST 180. Material from LST 180 is reviewed in order to foster an understanding of the important elements of difference between students as they relate to successful tutoring practice and to all aspects of interactions among people. Different approaches to learning and teaching are discussed as well as ethical practice in these areas. This course also explores the leadership role that tutors play on the Westminster campus. The course utilizes an on-line component and bi-weekly seminar style meetings to enable tutors to discuss their reactions to the topics presented in the course. Also, tutors may meet with faculty lab directors in small groups to discuss tutoring in the labs (i.e. writing lab, math lab, accounting lab, or tier II lab).

LST 301 Organizational Leadership Mentoring (1-4 hrs.) This course will allow the upper-level Organizational Leadership minor or student who has completed an introductory course in Organizational Leadership to develop their mentoring and leadership skills while advancing their knowledge of leadership theory. In addition to the instruction provided, the student will develop their mentoring and leadership skills through one of the following instructor-approved experiences: 1) Serve as teaching assistant to LST 201 Leadership Theories/Practices and mentor to students taking this class; 2) Serve as a Westminster Seminar Mentor; 3) Assist with the course development and serve as teaching assistant for a Leadership Lab (LST 131/132/133); or 4) Serve in another leadership/mentoring role as approved by the instructor and the coordinator of the Organizational Leadership program. In addition to the leadership and mentoring experiences, the student will increase their knowledge of leadership theory and develop higher level mentoring skills through research, reflective journaling, or other methods as assigned by the instructor. Prerequisites: LST 201 or LST 205.

LST 325 Cross-Cultural Leadership (3 hrs.) Today's world demands culturally-intelligent leaders – leaders who understand themselves and the culture from which they come, and who are able to use their cross-cultural skills to make a positive difference regardless of cultural setting, whether it is across the globe or in their own community. Developing cross-cultural competence is the primary goal for this course, attained through a case study/problem-based learning method that challenges students, individually and in groups, to apply their critical thinking skills to real challenges faced by cultures different than their own. It enhances a student's ability to see challenges from multiple points of view and pushes them to broaden and deepen their ability to use different filters to understand human behavior and organizational dynamics. Ultimately, it is a course for students who feel a "call to action" and want to make the world a better place by collaborating with others who come from different cultures and back-stories. Prerequisites: LST 201, GTS 201, or GTS 210.

LST 330 Diversity & Ethics in Leadership (3 hrs.) Appreciating the opportunities and challenges that come from a diverse workforce is essential for leaders. This course reviews research on worker similarities and differences based on age, generation, culture, race, ethnicity, nationality, disability status, gender identification, and sexual orientation. In addition, this course will discuss ethical issues that arise in the workforce and in society which demand enlightened leadership. Students will learn to apply this knowledge as they become more competent leaders in a global society. Prerequisite LST 201.

LST 340 Great Leaders (3 hrs.) This course examines great leaders and focuses on the struggles they faced and the leadership habits and techniques they employed to transcend those difficulties. Drawing on their knowledge from previous leadership modules, this course will allow students to see examples of leadership in practice. The subjects chosen will reflect the broad diversity of leaders crossing all political, gender, and ethnic lines. This course will also provide a biographical overview Winston Churchill and of some of the other influential leaders Westminster College has welcomed to its campus to deliver the Green Lecture. From presidents to musicians, entrepreneurs, and activists, Westminster has become a key destination for global leaders to deliver transformative speeches. Prerequisite LST201.

LST 334 Career Management III (1 hrs.) Further tracks the progress of one's personal career development path and career goals with an emphasis on the current job market, employment trends, and completing more advanced job searching or graduate school application materials. In-depth case studies and research will be required.

LST 350 Leading Teams and Group Dynamics (3 hrs.) Collaboration, teamwork, and group cohesion are crucial elements to organizations and high performing work groups. This course focuses on high performance teams and what makes them work. Selected theories and concepts will describe the stages of team development, the establishment of group norms, barriers to effective teamwork, team productivity, and team-building techniques. The course also analyzes the process of group communication, particularly in the context of task-oriented and decision-making groups, and methods to mediate group conflicts. Prerequisite LST201.

LST 335 Song and the Community (3 hrs.) Have you ever lifted your voice in song? Are you drawn to the notion of peace, justice, and equality for all people of the world? Do you believe in the power of grass-roots efforts to transform communities? LST 335 is a crossroads where communal song will be used to build bridges across divides of ethnicity, race, gender, religion, social class, sexual orientation, and age. As we explore ideas of identity and community, we will employ the tradition of shared song as a tool to unite people of diverse backgrounds upon a common ground of song. Through song, we will extend our sense of common ground by sharing cultural codes of songs from folk traditions around the world. In this course, we will learn the art of "lifting a song" in small groups and large gatherings. We will study historical examples of song lifting as practiced among members of the Labor Movement, participants of the Civil Rights Movement, and the Folk Movement of the 1960s and 70s. We will analyze the work of song leaders like Pete Seeger, Odetta, Bernice Johnson Reagon, and Ysaye M. Barnwell and learn the songs that played pivotal roles in their work building communities and addressing issues of social, economic, political, and environmental consequence. Like these song leaders, we will develop the skills to build coalitions through shared singing and to promote unity and solidarity for specific, relevant issues. This course will be experiential: students will read music, compose song lyrics, sing, play instruments, and lead singing. The ability to read music is required. Also there is a strong service-learning component to this course as students will lead in the making of music with various groups and organizations locally.

LST 380 College Tutoring III (2 hrs.) This course is designed to teach tutors about the issues typically encountered in peer tutoring. Students in this course design and carry out an independent project that addresses a student success support need identified by each student with assistance from the course instructor. Students in this course provide tutoring for a lower-level course and review information learned in the previous tutoring courses. Prerequisite: Open to students who have successfully completed LST 280.

LST 399 Leadership Internship (3 hrs.) This course will allow the upper-level Organizational Leadership minor to complete an internship in Organizational Leadership. The student will utilize the Organizational Leadership coordinator/director and LST 301 instructor (who may at times be different people) as resource persons in completing the course. The final grade for the course will be assigned by the LST minor coordinator or a designate mutually arranged by the LST minor coordinator and the student. The student will work through assignment in the internship with the minor coordinator, or the faculty member who oversees the special project, and the internship coordinator. The internship may include private and public sector opportunities, which include for-profit and non-profit organizations. The minor coordinator, the internship coordinator and the student will decide jointly how the internship will broadly configure to the LST minor program. Hence, the minor coordinator or his/her/their designate will be responsible for assigning the final grade for the internship.

LST 410 Advanced Topics in Leadership (3 hrs.) Students will examine issues in selected topic areas of leadership at an advanced level. Selected topic areas may include change leadership, leadership agility, and political leadership. Prerequisite LST201.

PHL – Philosophy

PHL 101 Introduction to Philosophy Through Film (3 hrs.) This course utilizes films and media to help explore the major areas of philosophy relating to who and what we are and how we should live our lives. More specifically, it explores questions relating to the belief in God; knowledge of the world; the relationship between minds, bodies, and persons; freedom and responsibility; and ethics and morality. Offered each semester

PHL/REL 102 World Religions (3 hrs.) One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do, we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. "Agreeing" with the various religions we will be studying is not required; however, "understanding" them is. Typically offered every semester.

PHL 120 History of Philosophy (3 hrs.) This course explores the history of western philosophy with an emphasis on the ancient, medieval and modern philosophical eras. Pursued chronologically, most attention is given to central figures such as Socrates, Plato, Aristotle, Aquinas, Descartes, Locke, Hume and Kant though a broader range will be investigated with an emphasis on their views relating to ethics, political theory, and metaphysics/epistemology (relating to the nature of reality and how we come to know such). The course also focuses on applying historical philosophical thought to our contemporary world.

PHL 212 Introduction to Ethics (3 hrs.) An introductory survey that begins with a brief introduction of ethical theory before moving on to explore specific applied ethical issues such as the following: abortion, euthanasia, sexual morality, human cloning, animal rights, war and terrorism, and distributive justice. The focus of the course is developing critical ethical reasoning that enables deeper normative insights in to how we should live our lives. Offered each spring.

PHL 218 Introduction to Logic (3 hrs.) Drawing from a broad spectrum of controversial issues, this course is a systematic introduction to techniques for constructing, analyzing, and evaluating arguments using ordinary language instead of formal systems of inference. Offered every other spring.

PHL 242 Biomedical Ethics (3 hrs.) The course begins with a brief introduction to ethical theories and to major moral principles used in analyzing problems in biomedical ethics. Theories and principles are then applied to a sampling of biomedical cases such as the following: severely impaired newborns and their parents' right to refuse treatment for them; the justification for genetic manipulation and screening; physician-assisted suicide; doctor-patient confidentiality and informed consent; the use of fetal-cell tissues; living wills and their relationship to personal identity. The readings include analyses by physicians, jurists, and philosophers of the ethical and philosophical questions raised by the cases and issues considered.

PHL 244 Business Ethics (3 hrs.) A study of moral problems arising in business and industry: consumer rights, property rights and employee rights; the obligations of employees, owners and managers, governmental regulation and economic justice.

PHL 246 Environmental Ethics (3 hrs.) An examination of ethical issues arising from our use of natural resources, animate and inanimate, and different ethical perspectives regarding our relationship to the rest of the natural world (both now and in context of future generations). Most of the course is devoted to examining contemporary environmental issues (pollution, global warming, preservation of species, etc.) using traditional ethical theories, biocentric and ecocentric ethics, deep ecology, and concepts from economics and policy analysis. Offered every other spring semester.

PHL 302 The Meaning of Life (3 hrs.) What is the meaning of life? Most of us have asked this question of ourselves and perhaps of other people we respected. For, in addition to understanding the world in which we live, we want to make sense of how to make our own lives as meaningful as possible to know not only why we're living, but that we're living our lives with intention, purpose, and commitment. Through interesting and pertinent books, writing selections, films, and a community service/experiential learning project, this course will address this profound, abstract, and personal question. Prerequisite: One PHL or REL course, or permission of the instructors.

PHL 320 Philosophy & Literature (3 hrs.) This course examines philosophy, and particularly existentialist philosophy, through literature. We will focus on existentialist themes involving life's meaning, authenticity, freedom/responsibility, and identity as exemplified by the works of Dostoevsky, Kierkegaard, Nietzsche, Ortega, Heidegger, Sartre, de Beauvoir, and Camus. We will pursue these topics both through primary and secondary philosophical essays, and also through the literary works of such writers as Camus, Kundera, Barth, Crumey, and Hesse. Prerequisites: Any one of the following PHL 101, 212, 221, 222, 242, 244, 246; ENG 204, 205, 206, 238, 239, 248, 249; CLA 215; FRE 280; GER 204; LAT 204.

PHL 324 Genetic Manipulation (3 hrs.) This seminar provides an interdisciplinary examination of practices and policies relating to actual or imagined genetic manipulation of human beings and other life forms. We will discuss the history and practice of eugenics, the attempt to create "better" offspring, and its relationship to potential genetic technology. In part drawing from a Rawlsian framework we will discuss issues such as human cloning, genetic screening, and genetic manipulations of humans in light of principles such as justice, fairness, discrimination and other values such as the sanctity of life. We will also consider broader genetic manipulation of plants and animals and resulting ethical controversies from broadly scientific, ecological, philosophical and religious perspectives. Prerequisite: Any ONE of the following: Bio 114/115, BIO 328 BIO 124/125, BIO 100 General Biology I, PHL 101, 212, 221, 222, 242, 244, 246, or REL 101, 102.

PHL 333 Asian Philosophy and Religion (3 hrs.) The purpose of this course is to provide a detailed overview of the key thinkers and issues of the four major traditions of Eastern Philosophy: Indian, Chinese, Japanese, and Islamic. A variety of primary and secondary source readings are used to elucidate issues in metaphysics (including philosophy of religion), epistemology, ethics, political philosophy, and aesthetics. Prerequisite: Any ASN, PHL or REL course.

PHL/REL 342 Philosophy, Religion, and Science (3 hrs.) The common perception today is that, for centuries, science and religion have stood in conflict with each other—e.g. as demonstrated by conflicting perspectives between Charles Darwin and the Bible concerning the theory of evolution. Philosophy itself was foundational to scientific inquiry, though its approach differs from both science and religion and can also be seen by some as adversarial to each. This course explores three themes—cosmology and creation, evolution and providence, and genetics and human nature—from the vantage points of philosophy, religion, and science with the goal of presenting a fresh conversation between these fields which does not reduce to adversarial positions. Prerequisite: One course in philosophy or religious studies or one course in the natural sciences, or permission of the instructor.

PHL 398 Independent Study (1-4 hrs.) This course permits advanced study of topics not covered in regularly offered courses on a research-tutorial basis. The topic is defined by the student in conference with the instructor. Prerequisite: two previous courses in philosophy, a major or minor in philosophy, and permission of instructor.

PHL 410 Major Areas of Philosophy (3 hrs.) An intensive study of a major area of philosophy such as philosophy of religion, Eastern philosophy, ethics, metaphysics, epistemology, or philosophy of mind. May be repeated for credit with change of topic. Prerequisite varies depending on course.

PHL 420 Major Philosophers (3 hrs.) An intensive study of the thought of a single major philosopher such as Plato, Aristotle, Hume, or Kant. May be repeated for credit with change of topic. Prerequisite varies depending on course.

PHL 430 Philosophical Problems (3 hrs.) An intensive study of a relatively specific philosophical problem such as evolution vs. Intelligent Designer Theory, genetic manipulation (relating to human cloning/ eugenics), the mind-body problem, animal rights, philosophy of death and dying. May be repeated for credit with change of topic. Prerequisite varies depending on course.

POL – Political Science

POL 112 Introduction to Political Science (3 hrs.) An introductory study of political action, institutions and argument. Some current controversies in American politics will be considered, together with the experience of other countries where comparison is helpful.

POL 211 American Government and Politics (3 hrs.) An introduction to American government and politics through an examination of interactions between citizens and political institutions in the formation and the execution of public policies.

POL 212 Introduction to International Relations (3 hrs.) This course explores key issues in the international system including war, terrorism, human rights, and international law, international institutions like the United Nations, and theories of international relations.

POL 301 The American Presidency (3 hrs.) A study of the modern American presidency in terms of its concepts and controversies. Prerequisites: POL 211.

POL 304 American Political Theory (3 hrs.) Focuses on the political philosophies expressed in the Declaration of Independence and the U.S. Constitution. Considers the viability of these philosophies in the context of contemporary American society and politics. Prerequisites: POL 112 or 205, or permission of the instructor.

POL 305 International Law and Organizations (3 hrs.) An analysis of the nature, sources, function and development of international law and organizations with special reference to the role and function of the United Nations' system for resolving international disputes. Prerequisites: POL 212 or permission of the instructor.

POL 306 West European Government and Politics (3 hrs.) A study of the foundations, structures and functions of the governments of selected major European countries. Offered every other spring semester. Prerequisites: GTS 201 or HIS 106 or POL 112 or POL 212 or SEC 201 or permission of the instructor.

POL 308 Post-Soviet Politics (3 hrs.) An examination of the history of the Soviet political system since 1917; the influence of ideology; the role played by the Communist Party, the bureaucracy, interest groups and other actors; political culture, socialization and participation; current economic and social policy issues; and the future evolution of the system. Prerequisites: GTS 201 or HIST 106 or POL 112 or POL 212 or SEC 201 or permission of the instructor.

POL 311 Political Parties, Voting and Campaign Strategies (3 hrs.) Reviews the evolution and role of political parties and elections in the American political system. Examines the decline-of-parties thesis and recent developments in campaign strategy. This course is offered in the Fall semester of even-numbered years and students are required to participate in political campaigns of their choice. Prerequisites: POL 112 or 211.

POL 314 American Constitutional Law and Politics (3 hrs.) This course, (1) explores how the decisions of the U.S. Supreme Court have influenced the country's understanding of the Constitution, (2) considers the political forces that shaped the decisions, as well as the political effects of those decisions and (3) details the contours of the significant rights articulated in the decisions. Prerequisites: POL 211.

POL 316 American Jurisprudence (3 hrs.) This course, (1) introduces and critiques the major philosophies of law, (2) applies these philosophies to various issues and cases and (3) orients the student to legal reasoning and other legal methods of analysis and inquiry. This course should help prepare students for the study of law, or law-related topics. Prerequisites: POL 211.

POL 324 Central Europe (3 hrs.) This course will examine the unique problems of this region from an interdisciplinary perspective. Since the demise of the Cold War in 1989, and with it the collapse of the wall between eastern and western Europe, this region has become a crucible for a changing world order and a changing Europe. Analysis of a series of current themes from a political science and a historical perspective will form the backbone of the course. We will also look at the issues from both a regional and a national point of view. These topics will include: the reunification of Germany; the ethnic/nationality question; the legacy of communism; the rise of neo-fascism; diplomatic integration into NATO or the European Union; tensions over Ukraine. Prerequisites: HIS 110, GTS 201, or POL 212.

POL 325 Middle East and North African Politics (3 hrs.) An examination of political issues within and between the countries in the Middle East and North Africa. In this course, students will examine the role of religion in politics, the causes and consequences of military conflicts in the region, efforts to promote (and diminish) the rights of marginalized groups, and the wide diversity of political institutions that exist in the area. Prerequisites: GTS 201, SEC 201, POL 212, or permission of the instructor.

POL 326 Environmental Politics and Policy (3 hrs.) This course seeks to explore and understand four broad, interrelated topics: (1) the major political processes, actors, conditions and controversies involved in the formulation and implementation of environmental policies at the local, national and international levels; (2) some of the major pieces of legislation that constitute environmental policy in the United States and the world community; (3) some of the techniques and approaches that policy analysts employ to assess the effectiveness and costs of environmental policies and (4) issues that will shape environmental politics and policies in the immediate future, such as population growth, global warming, habitat destruction and resource depletion. Offered every other fall semester. Prerequisites: POL 112 or POL 211 or ENV 105.

POL 328 National Security Agencies (3 hrs.) To understand the politics and processes of national security, we must have an understanding of the national security labyrinth at the national level. The purpose of this course is to ensure the students' knowledge about the institutional design, oversight mechanisms and shortcomings, missions, and relationship of the varied institutions of the national security bureaucracy. Prerequisites: POL 211, SEC 201, or permission of the instructor.

POL 332 National Security Law I (3 hrs.) The purpose of this class is to provide an understanding of the sources, impact and limitations of laws that impact the national security of the United States. We will look at the three branches of government and the roles that each plays in the legal environment related to national security. Additionally, there will be discussion of international laws and their effect on the security of the United States. Prerequisites: Any of the following: POL 211; POL 301; POL 305; POL 314; POL 362; any Security Studies course (SEC designation); OR permission of the instructor.

POL 333 National Security Law II (3 hrs.) This class delves deeply into legal issues facing national security, including traditional legal frameworks, and legal questions in emerging areas of national security law. Prerequisite: POL 211, POL 301, POL 305, POL 314, POL 362, or any Security Studies Course.

POL 335 Politics and Security of Developing Nations (3 hrs.) In this course, students will undertake a comparative investigation of the political dynamics of the developing world. Looking across Latin America, Asia, and Africa, students will identify and contrast patterns of political behavior across regions and analyze models of economic development, governance, and security challenges that occur in the developing world. By taking a policy-making perspective, students will assess problems and analyze solutions to current issues in developing nations. Prerequisites: POL 112, 212, SEC 201 or permission of the instructor.

POL 337 Human Rights and Security (3 hrs.) This course examines the evolution of the international system of human rights. It will consider fundamental legal, moral, and political debates related to human rights and look for avenues to make progress in human rights protection. It will also examine the relationship between human rights and human security and the challenges associated with the provision of human security in the 21st century, with special attention paid to human trafficking and economic development. Prerequisites: POL 112, 212, SEC 201, GTS 201, or permission of the instructor.

POL 342 U.S. Supreme Court (3 hrs.) This course is intended to provide insight into the United States Supreme Court. It will cover subjects that include, but are not limited to: understanding Supreme Court opinions; how justices are chosen to sit upon the Court; the reasons why the Supreme Court makes the decisions it does; and the impact of the Supreme Court on the political and legal landscape in the United States. Prerequisite: POL 211 or permission of the instructor.

POL 343 Congress (3 hrs.) This course will broadly examine the legislative branch of the United States government. Topics include: elections, committees, inter-branch relations, and spatial models of voting. The roles of Congress in our political system are two-fold: 1) to represent issues and concerns of the citizenry; and 2) to make policy for the nation – “to govern.” How does the structure of Congress impact the behavior of its members? What makes for “quality” representation? These questions, and more, will be discussed in this course. Prerequisites: POL 112, POL 211 or permission of the instructor.

POL 345 Politics and Film (3 hrs.) Film and visual images can help us understand contemporary politics. Films often shape and illustrate the public's perception of politics. This course will examine the portrayal of politics in movies. The course will have different themes each semester it is taught, including, but not limited to, the American presidency, race and gender, legislative politics, war, terrorism, and elections. Prerequisites: Any of the following: FAR 215, HIS 104, POL 112, or POL 211.

POL 351 Women and Politics (3 hrs.) This course explores the connection between gender and politics in America and in international contexts. Topics under investigation include political participation and the exercise of political leadership by women, the evolution of social movements in support of women's rights, critical social and political issues of concern to women such as health, employment, security, and education, and debates over relevant public policies. Prerequisites: POL 112, 211, 212, WGS 210, or permission of the instructor.

POL 362 American Foreign Policy (3 hrs.) A study of the diplomatic process designed to provide a realistic insight into the stresses and demands upon modern policy-making, including the roles of the president and Department of State. The course includes an analysis of postwar American programs, policies and difficulties in foreign affairs. Prerequisites: POL 211 or 212.

POL 370 Drugs, Politics and Public Policy (3 hrs.) Examines the response of the American political system to the use of psychoactive drugs. Class will consider questions pertaining to the explanation of human behavior, the structure and dynamics of American society and politics, the formation of public policy and fundamental issues of moral and political philosophy to encourage critical and sophisticated thought regarding the actual and desired relationship of American citizens with psychoactive drugs and possible political strategies for responding to perceived issues. Prerequisites: POL 112, or 212.

REL – Religion

REL 101 Introduction to the Bible (3 hrs.) Examines the historical context in which the Bible (including both the Hebrew Bible, Old Testament, and the New Testament) was written, the various types of literature found in the Bible and the important impact of the Bible on the Western cultural tradition. Some attention will be given to the questions of the Bible's relevance in addressing contemporary ethical issues. Typically offered every semester."

REL/PHL 102 World Religions (3 hrs.) One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do, we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. “Agreeing” with the various religions we will be studying is not required; however, “understanding” them is. Typically offered every semester.

REL 302 The Meaning of Life (3 hrs.) What is the meaning of life? Most of us have asked this question of ourselves and perhaps of other people we respected. For, in addition to understanding the world in which we live, we want to make sense of how to make our own lives as meaningful as possible—to know not only why we're living, but that we're living our lives with intention, purpose, and commitment. Through interesting and pertinent books, writing selections, films, and a community service/experiential learning project, this course will address this profound, abstract, and personal question. Prerequisite: One PHL or REL course, or permission of the instructors.

REL 305 Perceptions of Death (3 hrs.) No matter our gender, race, nationality, socio-economic status, and religious commitment, all of us shall one day die. And by whatever term it is referred—passing away, dying, croaking, giving up the ghost, passing, becoming fertilizer, succumbing to physical finitude, falling asleep (the euphemism in the time of Jesus)—not one of us shall be able to avoid death. Of course, death especially in Western, American culture, is not often discussed: Death is counter-cultural in that our society—with its obsession with youth, the new, and vitality—either dismisses death as an event that happens to someone else or denies death as an inevitable reality by emphasizing a false sense of personal earthly immortality. This interdisciplinary course will study the phenomenon of death in its biological, psychological, social, cultural, ethical, and religious dimensions. Topics will include the problem of defining death; the fear and denial of death; the institutionalization and secularization of death in the modern world; the dying person and the process of death; grief; funerals; suicide; beliefs concerning life after death; literary treatments of death; and ethical issues surrounding death (such as the artificial prolongation of life, euthanasia, capital punishment, cloning, and genocide). Typically offered every other year. Prerequisites: 3 hours of Religious Studies credit or permission of instructor.

REL 307 Social Justice in Modern Christian Thought (3 hrs.) With a focus on social ethics, this course will explore the moral implications of the Christian commitment, the formulation and development of the principles of Christian ethics for persons and within communities, and their applications to areas of contemporary life. The course will address issues such as economic justice, poverty and wealth, criminal justice and capital punishment, war and pacifism, as well as environmentalism and food consumption. We will give attention to Catholic Social Teaching, Liberation Theology, and Anabaptist thought, among others. Typically offered once every year. Prerequisites: REL 101 or REL 102.

REL 316 The Teachings of Jesus (3 hrs.) The emphasis of this course is upon developing a historical understanding of Jesus. The teachings of Jesus are examined, using the Biblical Gospels, parallel Jewish and Greek and Roman documents and early extra biblical Christian texts as source materials. Attention will be given to the interpretation of Jesus in the Gospels, Paul and other early Christian sources. Interpretations of Jesus throughout history and in the contemporary world which shape the reception history of the “teachings of Jesus” will be studied. Typically offered every other year. Prerequisites: REL 101.

REL 319 Recent Christian Thought (3 hrs.) An introduction to major themes, writers and movements in contemporary Christian theology, against the background of an historical overview of the development of Christian thought. Typically offered once every three-four years. Prerequisites: 3 hours of Religious Studies credit.

REL 333 Asian Philosophy and Religion (3 hrs.) The purpose of this course is to provide a detailed overview of the key thinkers and issues of the four major traditions of Eastern Philosophy: Indian, Chinese, Japanese, and Islamic. A variety of primary and secondary source readings are used to elucidate issues in metaphysics (including philosophy of religion), epistemology, ethics, political philosophy, and aesthetics. Prerequisite: Any ASN, PHL or REL course.

REL 335 Sex and Gender in the Christian Tradition (3 hrs.) This course is a critical study of sexuality and gender within the Christian tradition. Using biblical perspectives, theological positions, ethical reasoning, church traditions, faith commitments and empirical data as our guides, we will explore several realms of contemporary Christian conversation. Lenses for interpretation used within the course include Womanist ethics, Queer theory and theology, and Feminist biblical exegesis. It examines key ethical variables such as human nature, God, the church, love, justice and empowerment in such major issues of sexuality and gender as human eroticism, marriage, partnering, divorce, contraception, reproduction, sexual identity and sexual violence. Typically offered every other year. Prerequisites: 3 hours of credit in REL or WGS.

REL/PHL 342 Philosophy, Religion, and Science (3 hrs.) The common perception today is that, for centuries, science and religion have stood in conflict with each other – e.g. as demonstrated by conflicting perspectives between Charles Darwin and the Bible concerning the theory of evolution. Philosophy itself was foundational to scientific inquiry, though its approach differs from both science and religion and can also be seen by some as adversarial to each. This course explores three themes—cosmology and creation, evolution and providence, and genetics and human nature—from the vantage points of philosophy, religion, and science with the goal of presenting a fresh conversation between these fields which does not reduce to adversarial positions. Prerequisite: One course in philosophy or religious studies or one course in the natural sciences, or permission of the instructor.

REL 345 The Writings of C.S. Lewis (3 hrs.) C.S. Lewis has been long recognized as one of the premier theologians and writers of the twentieth century. This course will examine Lewis' theology through the lens of his works of fiction, emphasizing religious themes such as the nature of belief, the problem of evil, temptation, conversion, and death. (Previously offered as PHL 410/REL 300).

REL 346 / GTS 300 Religion and Violence (3 hrs.) The Holocaust and Other Genocides: This course will investigate a number of large-scale outbreaks of violence among humans in the 20th and 21st centuries. The Holocaust will be studied first, and will then be used as a springboard to examine other genocides or atrocities.

REL 398 Independent Studies in Religion (1-4 hrs.) This course permits advanced study of areas in religion not covered by regular listings on a research-tutorial basis. The precise topic is defined by the student in conference with the instructor. Offered as needed. Prerequisites: six hours of religion and permission of the instructor.

SOC – Sociology

SOC 111 Introduction to Sociology (3 hrs.) This course provides an introduction to the theories and methods used by sociologists to understand society. It explores topics ranging from culture to social institutions, including education, the economy, and government. It also examines how social identities, such as race, class, and gender affect people's lives and life chances.

SOC 315 Gender and Society (3 hrs.) This course examines multiple aspects of gender, including how it is constructed through our social interactions, how it is challenged by people who do not conform to traditional conceptions of gender and sexuality, and how ideas about gender vary by culture. It will also explore the role of social institutions, such as the media, work, and family, in shaping our ideas about gender and sexuality. Prerequisites include any one of the following: SOC 111 or WGS 210.

SOC 317 Race and Ethnicity (3 hrs.) This course explores various aspects of race and ethnicity, including the social construction of racial and ethnic categories, theoretical perspectives on prejudice and discrimination, and how race and ethnicity are embedded in social institutions. The course includes discussion of some of the most pressing issues in American society, such new forms of discrimination, racial inequality in the criminal justice system, and how the racial/ethnic system is changing over time. Although the course focuses on the United States, it draws on international examples for comparative purposes. Prerequisite: SOC 111.

SOC 318/ PSY 418 Adult Develop & Aging (3 hrs.) An investigation of theories and research in adult development, from young adulthood to old age. Emphasizes gains and losses in cognitive, social, emotional, and physical development as well as death and grieving. Offered occasionally. Prerequisites: PSY 112, 113, SOC 111 or ANT 115.

SOC 332 Prisons and Social Control(3 hrs.) This course offers a critical approach to the study of prisons and social control in society by focusing on prisons as complex social institutions that are shaped by social, historical, political, economic and cultural forces. The course examines such issues as the functions of incarceration and other forms of social control, the dynamics of the prison environment, and the effects of incarceration on prisoners and society more broadly. SOC 111 or ANT 115.

SOC 345 Sociology of Religion (3 hrs.) The course will endeavor to introduce students to the major thinkers in the field of the sociology of religion, to some of its central theories regarding the nature of religion and the relationship between religion and society, and to some applications of its theories to specific religions and societies. Prerequisites include any one of the following: SOC 111, ANT 115; REL 101, 102; CLA 215; HIS 105.

SOC 360 Sociological Theory (3 hrs.) This course will provide students with an overview of classical and contemporary sociological theory. Through a critical examination of primary texts, the course will explore fundamental questions concerning modern societies, including why societies change or remain stable over time, what are the forces that govern human interactions, and how can we explain some of the causes and consequences of social inequality. Prerequisites: SOC 111 or ANT 115.

SOC 363 Deviance (3 hrs.) Deviance is a fluid concept. How we determine what behaviors are “deviant” changes over time and varies according to context. This course will provide an overview of the sociology of deviance, including issues of labeling and stigma, the medicalization of deviance, and the politics that shape how deviance is defined and subject to sanctions. Specific areas of “deviance” that we will address include homosexuality, mental illness, and alcohol and drug use, among others. Prerequisites: SOC 111 or ANT 115.

SOC 375 Social Science Research Methods (3 hrs.) This course is designed to teach students how to collect and analyze data using the qualitative and quantitative methods most commonly employed in the social sciences, including surveys, ethnography, content analysis, qualitative interviews, experiments and focus groups. Students will acquire hands-on experience collecting data using four of these methods and learn how to interpret data presented in academic writing. The course will also address issues pertaining to validity, reliability, sampling, research ethics, and the use of secondary sources. Prerequisites: SOC 111, ANT 115, or POL 112.

SOC 398 Independent Study (1-4 hrs.) Topics of special interest on a tutorial basis, or supervised field research projects. Prerequisites: SOC 111 or ANT 115 or permission of instructor.

SOC 431 Sociology Honors Thesis (2 hrs.) An option for upper-class majors who successfully complete the theory and methods requirements. Students produce an original critical paper based on either library or field research in consultation with the members of the department.