



October 18, 2024

To: Kevin Campbell, Analyst, Idaho Legislative Services Office

From: John Buckwalter, Provost
Jennifer White, Senior Counsel for Government Relations
Peter Risse, Senior Advisor for Government Relations

CC: Joshua Whitworth, Executive Director, SBOE

Below, please find information responsive to your questions relating to undergraduate curriculum.

1. Does your institution offer undergraduate courses or seminars that include tenets of diversity, equity, or inclusion in the subjects studied?

Yes.

2. If the answer to 1 is yes, are any of these courses or seminars required for attainment of an associate's or bachelor's degree regardless of major?

Yes. Boise State's undergraduate general education program is designed to support students in learning important skills that will serve them in the workforce and in civic life. We refer to these as "durable skills," which have been identified as critical to workforce preparedness.

Boise State's University Learning Outcomes (ULO) identify ten (10) durable skills every Boise State graduate, regardless of major, should be able to apply to future problems:

- *Written Communication*: Write effectively in multiple contexts, for a variety of audiences.
- *Oral Communication*: Communicate effectively in speech, both as a speaker and listener.
- *Critical Inquiry*: Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
- *Ethics*: Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.
- *Diversity*: Apply knowledge of diversity to address social issues of local, regional, national, and/or global importance
- *Mathematics*: Apply knowledge and the methods of reasoning characteristic of mathematics to solve college-level problems.

- *Natural, Physical, and Applied Sciences*: Apply knowledge and the methods characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.
- *Visual and Performing Arts*: Apply knowledge and methods characteristic of visual and performing arts to explain and appreciate the significance of aesthetic products and creative activities.
- *Humanities*: Apply knowledge and the methods of inquiry characteristic of humanities disciplines to interpret and produce texts expressive of the human condition.
- *Social Sciences*: Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

These durable skills are addressed through Boise State’s required general education (i.e., “University Foundations”) courses:

UF Curriculum	Courses & Categories	Credits
University Foundations 100 & 200	UF 100: Foundations of Intellectual Life UF 200: Foundations of Ethics & Diversity	6
Foundations of Written Communication	ENGL 101: Writing and Rhetoric I ENGL 102: Writing and Rhetoric II	6
Foundations of Oral Communication	COMM 101 (<i>most students</i>) SOC 122: Sociological Comm (<i>limited enrollment</i>)	2-3
Foundations of the Discipline	Foundations of Mathematics	3
Foundations of the Discipline	Foundations of Natural, Physical, and Applied Sciences <i>Two courses from separate fields, one with lab</i>	7
Foundations of the Discipline	Foundations of Arts	3
Foundations of the Discipline	Foundations of Humanities	3
Foundations of the Discipline	Foundations of Social Sciences <i>Two courses from separate fields</i>	6
Finishing Foundations	Capstone course in discipline <i>Satisfied by major requirements</i>	1-4

Of the three terms relevant to this inquiry, only exposure to concepts of “diversity” (used in a broad sense) is a general education requirement for a bachelor’s degree, regardless of major. The Diversity ULO is specifically addressed in Boise State’s *University Foundations 200: Foundations of Ethics & Diversity* (UF200) course offerings, noted in the chart above.

Students must complete one (1) UF200 class, or three (3) hours of coursework (equal to 45 contact hours), to fulfill this general education requirement. Approximately, two-thirds (68%) of Boise State graduates have taken a UF200 course in the past three years. Roughly one-third (32%) of graduates fulfilled this requirement at another institution, such as a community college. An associate’s degree, dual enrollment, approved course equivalencies or [GEM Certification](#) meet these requirements.

In UF200 courses, students encounter ideas about ethics, human diversity, and experiential and viewpoint diversity.¹ These ideas may broaden or challenge their current beliefs, but no course requires that a student adopt a particular perspective. In many cases, exposure to a challenge helps students understand and deepen their beliefs and express their beliefs more effectively; this result is consistent with the intended outcomes for the course.

In 2024, the UF200 course prefix applied to 58 classes addressing 33 different themes. *See Response to Question 3, below.* Courses are taught by faculty from a variety of disciplines (e.g., business, engineering, health sciences, history, sociology).

Students choose the section/theme that best serves their educational goals. Succinctly, students enjoy a great deal of autonomy, self-determination, and personal responsibility in selecting how the UF200 requirement is fulfilled. Because UF200 is not a prerequisite for any other course, students can take it any semester before graduation. All section choices are found together in the student registration system, making it easier for students to see their menu of choices when selecting a course. Many students choose a section based on the theme of the section, but they may also make a selection based on some combination of time of day, reputation of the instructor, or mode of delivery (online/in-person).²

¹ The Undergraduate Catalog description for UF200 is: “UF200 FOUNDATIONS OF ETHICS AND DIVERSITY (3.0.3). Engages students in discussion of Ethics and diversity in contemporary societal issues. Courses include writing assignments and an experiential learning component. Topics may vary each time the course is taught. PREREQUISITE: English 102, UF100, and sophomore status.”

² Students have the opportunity for real choice. During Fall 2024, only ten (10) of the fifty-eight (58) courses filled during the registration period, with only six (6) with all sections filled. Each of the twenty-five (25) courses with waitlists (including the courses filled during the registration period) ended up admitting one or more waitlisted students. Only 19 students remained on a waitlist when enrollment was finalized.

Students are provided information so they can make an informed decision about what course they select. For example, students have access to a syllabus and, sometimes, a common course site that allows them to view planned assignments and readings at the beginning of the semester. If a student discovers that content in a syllabus or in the course is not what they expected or wanted, they can change to a different section during the first week of the semester or can drop the course without penalty before the second week ends.

Students also have the opportunity to report on their experience during and after the course to the professor and department leadership. At the end of the semester, students also complete course evaluations. Course evaluations are considered during faculty review and, as with all courses at the University, faculty members update their section/theme based on student feedback and their observations about student learning associated with assigned readings and activities.

Forty-one percent (41%) of the UF200 course sections have incorporated a program called *Perspectives* from the [Constructive Dialogue Institute](#).³ *Perspectives* “equips students with practical skills to engage in dialogue across lines of difference.” Next fall, all UF200 programs will be required to use *Perspectives* or to demonstrate how they will teach the concept of “dialogue across difference” in the classroom. This demonstrates the university’s deliberate effort within UF200 to help students grapple with experiential and viewpoint diversity (including their own), reframe “us versus them” mentalities, approach differences with curiosity, and navigate conflict and disagreement.

UF200 offerings are refreshed every three years, meaning new topics are proposed by faculty and some courses are eliminated, with student interest being one of the factors of review and approval. In 2024, the University Foundations program is partnering with Boise State’s Institute for Advancing American Values to promote the development of new UF200 themes related to civics, history, and American values as part of the statewide *America250* initiative.

3. If the answer to 2 is yes, please identify all such courses or seminars and provide a description of the course or seminar.

Please see attached theme descriptions for all UF200 courses taught in Fall 2024 and scheduled for Spring 2025.

³ The Constructive Dialogue Institute began as a project of the New York University Stern School of Business under the supervision of Professor Jonathan Haidt, American psychologist and author of *The Coddling of the American Mind* and, recently, *The Anxious Generation*. In January 2019, Constructive Dialogue Institute spun out of NYU-Stern to become an independent non-profit organization.

UF200 Foundations of Ethics & Diversity Course Topics and Descriptions:
Fall 2024 (in progress) and Spring 2025 (scheduled)

Students can choose one of the following courses:

EthDiv & What Matters

It seems right that we should judge other cultures by their own standards rather than ours. We often call this respect for diversity. It also seems right that what's right (or wrong) is objective, not merely a matter of opinion. We often call this ethics (or morality). These two ideas do not seem to fit together well. If what's right is objective, how can we judge other cultures by their own standards? For example, different places have different rules about the use of cannabis. Are some right and others wrong? Whose rules should you follow when you are traveling? In this class we will think hard about how ethics and respect for diversity might be compatible and what that means. I doubt we will come to the same answer, but we will get clearer about our own views and how to explain them to others!

EthDiv & Polyculturalism

What if there was a time and place where groups of people with differing ideologies lived side-by-side, blending their cultures to create one of the most artistically intriguing periods in human history? What could this teach us today? In this course section we will seek answers to these questions by "visiting" pivotal moments in the 700-year long period of Moorish rule in Spain and exploring the theory of "La Convivencia," which proposes that Muslims, Jews, and Christians co-existed for centuries in relative peace. By considering how past peoples reflected on matters of ethics and diversity, we will better understand and appreciate the significance of these concepts in the present.

EthDiv & Free Speech

We spend our cyber lives Tweeting, liking, sharing and following strangers in our digital world. And the First Amendment gives us broad freedom to publish what we see fit to print in the online universe. But do our First Amendment rights come with certain responsibilities? This course section uses the digital media landscape as a laboratory to consider the relationship between ourselves, media, ethics, and diversity as we consider the intended and unintended consequences of media production and consumption. In this course we'll ask questions about representation, online bullying, censorship, misinformation, hate speech, filter bubbles and more as we evaluate media jurisprudence, online diversity and our daily Instagram feeds under the auspices of classic and modern ethical frameworks. In this class we'll ask, "What is good?" and "What is right?" when it comes to our media appetite.

EthDiv & Refugee Crisis

This course will use human displacement and the global refugee crisis as topics of discussion and exploration. These issues are present in the Boise community, the United States, and worldwide. We will use the core concept of displacement to examine complex ethical, societal, and economic relationships. Who has access and who is denied access and why?

EthDiv Evolution/Religion

Many people think that evolution and religion are inherently at odds, but both can shed light on some of humanity's most profound and abiding questions about morality, ethics, behavior, and diversity. In this course section, we will examine the various ways in which evolutionary and religious perspectives interact and the different roles they play in helping us understand the world, the reasons they often come into conflict, and their capacity to inform and influence each other. We will explore these topics through several lenses, including history, philosophy, science, and law. The goal is that students leave this course with a deeper awareness of our connections and divisions, our virtues and vices, and our aspirations and instincts. This class will be oriented towards reading, writing, and lots of discussion.

EthDiv Beyond Sustainable

Sustainable communities take on the very difficult challenge of attempting to weigh and balance environmental health, economic security, social equity, and cultural heritage. In this course section, we will explore the critical ethical questions inherent in why we sustain, the significance of diversity in what we sustain and for whom, and the centrality of civic virtue, citizen engagement, civil discourse, discipline expertise, and intellectual humility in how we sustain.

EthDiv What Lies Beneath

Is tribal sovereignty a human right? What about potable water, access to nature, or personal safety? This section of UF 200 uses a variety of materials and projects to ask big, powerful questions about how we can be fair to one another when big, powerful interests conflict with smaller communities and with individual rights.

EthDiv & Food in the US

In this course section we will investigate how the concepts of ethics, diversity and human rights apply to the specific issue of food access, quality, safety and production. In short, we will examine how food is produced and distributed in the United States and the ethics behind the American food industry and workforce. Through an analysis of food, we will encounter other major ethical debates in modern American life. In addition, we will analyze the meaning of the term “diversity” as it applies to American food workers and consumers.

EthDiv Songs & Protest

The freedom both to love one's country and to identify its failures is critical for living in a diverse world. Is there a “right way” to protest? What does it mean to be a patriot? Tensions exist between varying views on national identity, citizenship, social activism, and resistance. In this course, we will use popular songs, mostly from the 20th and 21st centuries, to generate lively discussions about ethics and diversity related to social movements. Ultimately, we will investigate why people take action through song and the potential transformative effects of this art form.

EthDiv & Moral Courage

Winston Churchill once stated, "Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen." This course section melds moral philosophy, eastern and western traditions, creative non-fiction and personal reflection to examine moral courage and the role it plays in our identity as well as our vocation.

EthDiv Social Inequality

In this course section we will investigate how the concepts of ethics and diversity apply to the issue of social inequality in the world today. The first part of this course addresses the theoretical foundation and application of critical theory. After we provide a theoretical lens for understanding social injustice and inequality, we then begin to investigate various topics of inequality. Special emphasis is given to the following topics of social inequality: social class, globalization, race and ethnicity, gender, and education.

EthDiv Refugee/Immigrant

In this course section, we will explore the concepts of ethics and diversity from a wide range of contexts connected to ethical issues refugees/immigrants face in the United States and around the world. Also, we will explore, in a systematic manner, connections among race-ethnicity, class, and gender, and will examine issues of privilege and difference in U.S. society. Students and the course professor together will explore questions such as: How are values and ethics established in individuals and society? What are some helpful approaches to ethical questions?

EthDiv in Sports Film/Lit

What can we learn about ethics, diverse experiences, and cultural stories in sports films and literature? At the heart of exploring ethics, diversity, and story is exploring the human experience. To broaden our understanding of ourselves and others, in this course section we will study frameworks for ethical decision-making, ways of knowing, and ways of considering others' experiences by listening to their stories. We will read and watch sports stories as prisms through which to study these concepts, and we will use these concepts as prisms to see sports stories.

EthDiv in Graphic Novels

In this course section we will explore issues of Ethics and Diversity as represented in graphic novels. Comic books were some of the first media to seriously examine racial issues, drug use, government overreach, the sexualization and objectification of people, violence, and the power of people to make positive and substantive changes in the world around them. We will look at fictional depictions of these issues and use them to analyze the world around us.

EthDiv & Living Values

In this course section, we will focus on values identification, committed action to one's values, and mindfulness in relation to issues of importance in ethics and diversity. Emphasis will be on one's personal obligations in one's own life and in the larger community.

EthDiv & Idaho History

When folks think of the State of Idaho, diversity isn't usually one of the first words that come to mind. Why is that? A look into the past reveals that the Gem State has a rich and unique story to tell. In this course section, we will examine Idaho's history through the lenses of morality, ethics, diversity, and justice. What role has race played in our state's history? What about incarceration and imprisonment? Gender and sexuality? How have Idahoans worked together to fight injustice? A cursory exploration of these topics will help us understand how these big issues occur on a local level - and how we can continue to foster positive change going forward.

EthDiv & Soc-Eco Model

Utilizing stand-point theory as a guide, this course section aims to help students garner an understanding of the interplay between culture, identity, and power. During the first part of the course, students will examine their ethical frameworks as well as their own social identities. During the second part of the course, students will employ the Social-Ecological Model to examine their diverse social positions in comparison to relationships with others close to them, the community, and society at large.

EthDiv & Sci-Fi Writing

Why Science Fiction? As a genre, Sci-Fi innovatively addresses questions of why, how, and what if, inviting the curious to new considerations and making marginalized voices accessible. Our course explores ethical issues and concepts connected to diversity by reading, writing, and critiquing Sci-Fi. You will read short stories that explore otherness, social norms, hierarchy and power, colonialism, race, et cetera. You will also explore creative solutions to the social or technological problems that concern you by writing your own short story. And, you'll give feedback on other stories written in the class, including mine! Dare to be original, dare to be bold, and remember that you have to push boundaries to get to outer space.

EthDiv & Moral Problems

In this course section we begin by thinking through familiar moral codes and problems like what's right or wrong about eating meat or what is to be a good friend and work up to deeper questions about what we mean at all by right and wrong, bad and good, and what the main types of ethical frameworks are and how they may guide us. We shall then focus our moral inquiries on issues of citizenship and immigration, race and gender, and the historical dynamics of power, which we will study at both theoretical and cultural levels.

EthDiv & Memory

This course section will examine issues of ethics and diversity specifically through questions of how we relate to the past, how our personal and collective memories evolve over time, and how memory and memorialization function both socially and politically. We use our discussions of memory as a way of understanding ethical issues, diversity and systems of inequality.

EthDiv in Global Cultures

The 21st century presents unique challenges informed by an evolving world that invites rapid changes with each generation. This course section will engage students in research, discussions, and projects on emerging topics connected to the different sets of values and societal norms across the world through the lens of ethics and diversity in a global context. Students will learn skills and tools to navigate the reality of the world as a borderless complex environment that requires transformational thinkers and doers with high levels of emotional and cultural intelligence.

EthDiv & Hospitality

For centuries global religions have practiced hospitality as a way to identify their community by defining relationships with others. In this course section, through in-depth studies of ancient religious texts and stories of being guest, host, other, and friend, you will discover your understanding and responsibility of welcoming others in this 21st century global context toward encouraging a personal ethic and living diversity.

EthDiv & Higher Education

In this course section we will read, discuss and write about diversity and the role of higher education in diversity literacy. The essential questions of this course are: Why does the university require me to take UF200? Should the university require courses like this one for all majors? What are the consequences and benefits of mandating a course on ethics and diversity? How does higher education influence diversity, racism, and bias and reciprocally, how does diversity, racism and bias influence higher education?

EthDiv & Global Knowledge

Living in an interconnected world, global knowledge is important in today's classroom and workplace. In this course section we will examine new meanings and perspectives about oneself and the world we live in. We will explore ideas through ethical frameworks and diverse perspectives to reach solutions about complex global issues. Students will engage in the real-time, relevant challenges of civic and community life, as citizens of our local/global communities.

EthDiv & Folklore

In this course we will investigate issues related to ethics and diversity through the lens of folklore and fairy tales from around the world. Some of the questions we will explore are: how do fairy tales convey personal and social conflicts? Moral and ethical dilemmas? What can these stories tell us about topics such as gender, class, and identity, both our own and others? The course begins with students learning and applying select ethical frameworks to real-world situations before turning towards fictional stories both familiar and unfamiliar. While the course focuses mainly on narrative folklore, students will come away with an appreciation of folklore as an interdisciplinary field where humans learn from each other and the world that we inhabit in multiple ways.

EthDiv & Education Spaces

Schools and universities are diverse environments, and understanding the role of ethics and diversity in the classroom is essential for teachers and educational leaders. This course section examines important ethical issues in education, such as social inequity, classroom culture, and community engagement, as well as how these issues affect us all. How can we make our classrooms fair and inclusive when we are all so different?

EthDiv & Deviance

Using ideas from philosophy, cultural anthropology, and sociology, this course section will explore the moral and ethical implications of how labels and stereotypes perpetuate outmoded or limited ideas about the nature of acceptable social traits and behaviors throughout the world. By looking at various “deviant” categories, and studying the social codes and contexts that inform the perception of those categories, we will then look at how the penal system in America is a case study of how those perceptions play out for 2.26 million people every day.

EthDiv & Conspiracy

By developing and examining your own code of ethics, metacognition, and applying an informational lens to the world, this course section examines both the historical and current state of misinformation and conspiracism to help you break free of their potentially dangerous effects. In doing so, you will be encouraged to engage with information more ethically and learn the importance of diverse viewpoints for a broader, more inclusive, and in-depth understanding of your world.

EthDiv & Community

This course section focuses on how stakeholders with diverse perspectives, formed by their cultural identities and ethical standards, can impact an oppressed community. We will answer the question: "How do different cultural and ethical perspectives impact how and/or whether stakeholders (individuals, groups, organizations, governments, corporations) will respond to the systems of inequality that lead to a lack of safety, justice and equitable opportunity?"

EthDiv & "The Passions"

This course section examines the various ways that religion and ethics manifest in historical and contemporary contexts specifically when dealing with the phenomena of "the passions." We will focus on the interaction of ethics and religion through systems which are often considered both ethical and religious. Further analysis of these systems will play out in reading John Steinbeck's *Tortilla Flat*.

EthDiv & Food in the US

In this course section we will investigate how the concepts of ethics, diversity and human rights apply to the specific issue of food access, quality, safety and production. In short, we will examine how food is produced and distributed in the United States and the ethics behind the American food industry and workforce. Through an analysis of food, we will encounter other major ethical debates in modern American life. In addition, we will analyze the meaning of the term ‘diversity’ as it applies to American food workers and consumers.

EthDiv & Leadership

In this course section, we will explore how core concepts of ethics and diversity can make us better leaders. We will examine characteristics of good leaders such as integrity, self-awareness, and empathy and how these abilities might be enhanced with an understanding of ethics and diversity. How might an ethical framework promote integrity? How does reflecting on unconscious bias increase self-awareness? In what ways can exposure to different backgrounds increase our empathy and ability to relate to others? John F. Kennedy once said that “leadership and learning are indispensable to each other.” This course will give you knowledge and skills for leadership in any path you choose.

EthDiv & the Digital Age

Do you sometimes feel like you are controlled by algorithms? In this class, we will explore how you can lead a healthy, safe, equitable, and ethical online life driven by your values, not the priorities of an algorithm. We will explore issues of ethics and diversity associated with using technology, especially AI and social media, and consider our own rights and responsibilities. Using classical and modern ethical frameworks and psychological principles to guide us, we will then develop personal online plans for consuming and crafting content responsibly and safely. Our goal is to leave the course with a robust framework for navigating the digital landscape with critical awareness and confidence.

EthDiv & Disability

Do people have disabilities or do we exist in a society that creates conditions that disable people? Is it possible to envision a world wherein we interrogate the idea of “normal” and reframe our assumptions about what it means to include everyone? In this UF 200 course, we will approach disability as a form of human diversity, draw on ethical frameworks to examine issues of accommodation and access, and consider how a disability studies lens can guide us toward habits of mind and actions that include and benefit everyone.

EthDiv & Borders/Migration

The complexity of human migration continues to increase in a world of shifting power, politics, economics, and climate patterns. This class will look at human migration and displacement through multiple lenses and different perspectives, especially the relationships between the US, Mexico, and Central America. We will explore what motivates people to leave their homes in search of a better life, the dangers of doing so, the ethical/moral questions that arise, the impacts on diversity and identity of communities, and the consequences of global policies that affect human migration and displacement.

EthDiv & Epistemology & Me

What if you could better understand someone's argument by asking great questions about how their past experiences have influenced their beliefs? Better yet, what if we paid more attention to how our own experiences shape our approach to research, argumentation, and leadership? This section uses reflection, robust discussion, student-led learning, and real-world application to explore the ethical frameworks and sociological models that can help us come up with more creative, collaborative approaches to solving community problems.

EthDiv & American Identity

For most of our country's history, the national motto was *E pluribus unum*, "From many, one." Yet today, Americans seem increasingly divided over all sorts of issues, whether political, economic, social, or religious. Is it still possible to sustain unity through diversity? In this UF 200 section, we'll explore the idea of an American identity and ask whether we have, or could create, a common ethics or set of values out of our diverse perspectives. We'll discuss important values such as freedom and citizenship, equality and diversity, and "pursuit of happiness." We'll also put those values to the test by applying them to some of the most challenging issues of our times (as selected by you!). If you think it's important (and maybe fun?!) to explore big ideas and engage in constructive dialogue with your classmates across diverse perspectives, this course is for you.

EthDiv & Latin America

In this course section, the essential question is: How has U.S. foreign policy in Latin America affected ethnic diversity in the United States? This question supports the learning outcomes of ethics and diversity by presenting the relation between the history of U.S. political, military, and economic intervention in Latin America and its connection to Latin American migration to the United States. After learning about approaches to analyzing the ethicality of decisions and actions, we will apply these frameworks to specific historical events and policies such as immigration. Through analysis of literary texts by Latin American and U.S. Latinx authors, you will also learn about the challenges that many Latin American immigrants and U.S. Latinx citizens face.

EthDiv & Telling Stories

Is anyone responsible for history? Does history still influence us? If so, why? How? What do we do about that? In this course section we will explore personal histories and community histories and think about how we tell our stories.

EthDiv & Technology

In this course section we will examine multiple ethical frameworks for thinking about and examining technology, invention, and innovation seeking to better understand how the objects that permeate our modern world shape and guide our relationships to power and one another. We will not only look at how technology inscribes the various institutions and rules that govern modern society, but also examine your own role in supporting or resisting these structures.

EthDiv & Memory Culture

What aspects of the past are being remembered in the 20th and 21st centuries? How do memorials and museums add to the remembrance culture discourse and how do they reflect attempts to define and redefine the community's / a nation's narratives and memories? This course will move from local, state, and national discussions of remembrance and memory culture, to the more specific "culture of remembrance" ("Erinnerungskultur")--or confronting Nazi-era crimes by acknowledging responsibility for the Holocaust--in Germany.



Below is the information requested by Idaho State University regarding required courses that include tenets of diversity, equity, or inclusion:

1. Does your institution offer undergraduate courses or seminars that include tenets of diversity, equity, or inclusion in the subjects studied?

Yes. Some undergraduate courses do include content related to DEI topics. However, these are typically course-specific and vary by program.

2. If the answer to 1 is yes, are any of these courses or seminars required for attainment of an associate's or bachelor's degree regardless of major?

No. There are no courses that include DEI tenants that are required for all students across all programs. ISU does require students to take a General Education course that focuses on cultural diversity. A full list of courses available for students to fulfill this requirement is listed below and they include topics such as language training, global health systems, regional cultures, and comparative politics. Students are required to take **one (1) course of their choice** from the below list to complete their bachelor's degree.

ANTH 2201 Intermediate Shoshoni I (Equivalent to SHOS 2201)
Intermediate communication skills and grammar of Shoshoni. Deepens understanding of Shoshoni culture and builds on skills and knowledge gained in Elementary Shoshoni. Equivalent to SHOS 2201.

ANTH 2202 Intermediate Shoshoni II (Equivalent to SHOS 2202)
Intermediate communication skills and grammar of Shoshoni. Deepens understanding of Shoshoni culture and builds on skills and knowledge gained in Elementary Shoshoni. Equivalent to SHOS 2202.

ANTH 2212 Introduction to Folklore and Oral Tradition
Folklore genres and folk groups, including introductory experience in folklore fieldwork focused on study of a genre or group of genres within verbal, customary, or material culture.

ANTH 2237 Peoples and Cultures of the Old World
Examination of human social and cultural diversity from different parts of the Old World. Topics include social structure, ecology, religion, politics, and language.

ANTH 2238 Peoples and Cultures of the New World

Examination of the human, social, and cultural diversity from different parts of the New World. Topics include social structure, ecology, religion, politics, and language.

- ANTH 2239 Latino Peoples and Cultures*
Examination of the human, social and cultural diversity among Latino people in different regions of the world. Topics include ethnicity, health and healing, social structure, ecology, religion, politics, prehistory and language.
- ANTH 2258 Native American History (Equivalent to HIST 2258)*
Assesses diversity of North American natives, their life and thought; European impact; federal policy; and natives' response to continual cultural and physical assault.
- CHNS 2201 Intermediate Chinese I*
Extensive review of grammatical structures and continued emphasis on developing communication skills in Chinese. Contrastive study of culture as reflected in the Chinese language. Practice in the language laboratory is required.
- CHNS 2202 Intermediate Chinese II*
Continuation of CHNS 2201.
- GLBL 2207 Contemporary European Culture*
European culture in French, German, and Spanish-speaking countries is examined in terms of its historical bases and its contemporary expressions in customs, institutions, lifestyles, literature, art, and music.
- GLBL 2208 Cultures of the Spanish Speaking World*
Topics in art, history, literature and film of Spain, Spanish-America and Latino USA. Taught in English.
- GLBL 2209 Cultures of East Asia*
Overview of the cultures of China, Japan, and Korea, intended to help the student understand each within the framework of East Asian civilization, their historical importance and the crucial role they play in the world today.
- CE 1150 Engineering Marvels and Civilizations (Equivalent to ME 1150)*
Introduces engineering and scientific discoveries from different cultures and countries and their contributions to society. It identifies historical milestones in the advancement of engineering and its connections to societal and cultural developments. It presents the problematization and conceptualization of engineering as a societal and cultural phenomenon.
- CSD 2210 Human Communication, Differences, and Disorders through Literature and Media*

The purpose of this course is to foster knowledge of the importance of communication, and an awareness and acceptance of differences and disorders of communication. Students will explore communication differences and disorders as they are portrayed in media and literature, to consider the influence on public perception of communication differences/disorders. In completing the course, students will be better prepared to lead within a diverse culture of citizens.

CSD 2256 Deaf Culture and Community

Emphasizes aspects of Deafhood and Deaf culture. Focus on identity, language impact, educational issues, and minorities within the Deaf culture and how these affect language and identity. Includes examination of Deaf culture as a world-wide experience and contrasts it with American Deaf culture.

EDUC 2204 Families Community Culture

Examination of interactions among school, family, community, and culture as a basis for reflecting on the social contexts of learning. Field experience in designated settings with diverse populations may be required.

ENGL 2210 American Cultural Studies

Themes, symbols, and expressions within American cultures. Interdisciplinary cultural studies approach focuses on interactions among diverse groups and expressive modes such as folklore, elite art, and popular entertainment.

GLBL 2202 The World Today: Introduction to Global Issues

This course takes a thematic approach to highlight major Global issues including health, politics, sports, terrorism, women's empowerment, human rights, science, technology, poverty, etc., and how various regions of the world have responded to the stress and storm that often characterize these life challenges with particular focus on the past two decades. Students will critically analyze how cultural, social, economic, and/or environmental exchanges between people from different regions interact in our globalized world today.

GLBL 2270 World Regional Geography and Cultures

This course provides an introduction to world regions with an emphasis on geography scholarship, regional analysis, and spatial thinking skills. Students will learn more about the diversity of contemporary global cultures and environments and gain a deeper appreciation of world regions through their environmental, social, cultural, geopolitical, and economic characteristics.

HCA 1115 Global Health Systems

This course provides an overview of global health systems and the challenges and opportunities they face in delivering health care to populations around the world. Students

will examine health systems from a variety of perspectives, including political, economic, cultural, and social, and explore the impact of these factors on health outcomes.

- HIST 2201 Women In U.S. History*
A survey of the changing roles of women in U.S. history and an analysis of historical change through the perspective of gender.
- HIST 2251 Latin American History and Culture*
A transnational history of Latin America that covers Columbus' arrival in the Caribbean up to the present day. Emphasizes social, cultural, political, and environmental developments of individual countries and the region as a whole.
- HIST 2252 Asian History and Culture*
Explores Asia's rich history, including socio-cultural and political trends and shifts in terms of individual countries/societies and as a regional bloc.
- HIST 2254 Middle East History and Culture*
History of the Middle East as a world region from the emergence of Islam to 1500. Emphasis on cultures, peoples, and traditions associated with the Middle East and Islam, including the development and influence of social, political, and economic trends and institutions.
- HIST 2255 African History and Culture*
An introductory survey of Africa covering traditional political systems and culture, the impact of Christianity and Islam, the economic and political intrusion of Europe, and the development of economic and political crises in contemporary Africa.
- HIST 2258 Native American History (Equivalent to ANTH 2258)*
Assesses diversity of North American natives, their life and thought; European impact; federal policy; and natives' response to continual cultural and physical assault.
- JAPN 2201 Intermediate Japanese I*
Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Japanese. Contrastive study of culture as reflected in the Japanese language. Practice in the language laboratory is required.
- JAPN 2202 Intermediate Japanese II*
Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Japanese. Contrastive study of culture as reflected in the Japanese language.
- ME 1150 Engineering Marvels and Civilizations (Equivalent to CE 1150)*

Introduces engineering and scientific discoveries from different cultures and countries and their contributions to society. It identifies historical milestones in the advancement of engineering and its connections to societal and cultural developments. It presents the problematization and conceptualization of engineering as a societal and cultural phenomenon.

- PHIL 2210 Introduction to Asian Philosophies*
A study of Hindu, Buddhist, and other Far Eastern approaches to topics such as immortality, time, reality, mystical experience, the divinity of the soul, the question of duty. Emphasis varies.
- POLS 2231 Introduction to Comparative Politics*
Learn through comparison and contrast how nation-states develop distinct identities, different forms of government, and how these shape politics within a nation and relations between nations.
- RUSS 2201 Intermediate Russian I*
Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Russian. Contrastive study of culture as reflected in the Russian language. Practice in the language laboratory is required.
- RUSS 2202 Intermediate Russian II*
Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Russian. Contrastive study of culture as reflected in the Russian language. Practice in the language laboratory is required.
- SCPY 1001 Psychology of Diversity and Learning in Schools*
This course frames diversity as a broad, dynamic, and complex idea that encompasses differences in race, ethnicity, SES, language, gender, sexual orientation, religion, and disability status, to name a few. Psychological theories and research will be examined. Course will be activity driven with a service learning component. The goal of the course is to increase students' knowledge, exposure, self-awareness, and appreciation for diversity and its impact on school-age children.
- SHOS 2201 Intermediate Shoshoni I (Equivalent to ANTH 2201)*
Intermediate communication skills and grammar of Shoshoni. Deepens understanding of Shoshoni culture and builds on skills and knowledge gained in Elementary Shoshoni. Equivalent to ANTH 2201.
- SHOS 2202 Intermediate Shoshoni II (Equivalent to ANTH 2202)*
Intermediate communication skills and grammar of Shoshoni. Deepens understanding of

Shoshoni culture and builds on skills and knowledge gained in Elementary Shoshoni. Equivalent to ANTH 2202.

- SOC 2201 Introduction to Gender and Sexuality Studies*
This course will examine gender and sexuality from a sociological perspective. It will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. This course will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender change over time.
- SPAN 2201 Intermediate Spanish I*
Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Spanish. Contrastive study of culture as reflected in the Spanish language.
- SPAN 2202 Intermediate Spanish II*
Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Spanish. Contrastive study of culture as reflected in the Spanish language.
- SPAN 2221 Spanish for Heritage Speakers*
This course is for heritage, native, and other advanced speakers of Spanish with intermediate oral proficiency but little or no formal training in the language. Extensive review of grammatical structures, with a focus on understanding grammar, spelling, accents, and linguistic terminology across different contexts, including formal situations.

3. If the answer to 2 is yes, please identify all such courses or seminars and provide a description of the course or seminar.

Not applicable

10/18/2024

Legislative Inquiry Response

Lewis-Clark State College

1. Does your institution offer undergraduate courses or seminars that include tenets of diversity, equity, or inclusion in the subjects studied?

Yes.

2. If the answer to 1 is yes, are any of these courses or seminars required for attainment of an associate or bachelor's degree **regardless of major**?

No, but we do have a category of general education core related to “global perspectives” that requires each student to choose one 3-credit course from among a list of twenty-four options. When we created this category over 10 years ago, the goal was to expose LC State students, many of whom have never been out of our region, to a range of thought, cultures, and perspectives. For that reason, courses like Elementary Spanish, International Literature, World History, and Comparative Government reside in this category.

3. If the answer to 2 is yes, please identify all such courses or seminars and provide a description of the course or seminar.

We are including below a list (along with catalog descriptions) of each course in our general education core “global perspectives” area. While some of these courses, as indicated by their descriptions, contain elements related to diversity; it is important to note that students to self-determine their course of study in this category.

ANTH 102 Cultural Anthropology

A general introduction to the field of cultural anthropology. The course exposes students to an anthropological perspective on culture and humanity. Cross-cultural comparisons of language, ecology, economy, kinship/family, gender, social stratification, and change comprise the main topics. Theories of culture and methods of studying culture are briefly described.

ANTH 120 World Prehistory

This course takes a world-historical approach in discussing the development of humanity and culture over the past 5 million years. Examples are drawn from all continents. Theories of human and cultural development are introduced.

ANTH 170 Intro to Native American Studies

Issues facing contemporary native people are studied in the context of basic information about American Indian people in the United States. The diversity of Native historical roots and current social settings are discussed. The approach is topical and selective, rather than comprehensive.

ANTH 360 Race & Ethnicity

An introduction to the theoretical and substantive issues in the study of race and ethnicity. Students learn about the historical development of race and ethnicity as social categories and examine contemporary race and ethnic relations in the United States and other societies.

COMM 345 Intercultural Communication

Analytic study of the similarities and differences in verbal and nonverbal communication of various cultures. Includes language or code systems and the perception of relational and intent aspects of messages.

ENGL 258 International Literature

Contemporary literature as literary achievements, with attention to non-western writings. Writing integrated. Pre-requisite: [ENGL-101](#) or [ENGL-109](#).

ENGL 260 Native American Literature

This course explores the oral and written literature of the Native People of North America. It examines the stories as literature in themselves, as well as analysis written about them. The class will focus about two-thirds on traditional stories (oral literature) and about one-third on forms such as plays, novels, and modern forms of drama. Pre-requisites: [ENGL-101](#) or [ENGL-109](#).

ENGL 474 Native American Written Literature

Representative works by Native Americans in the written tradition but typically incorporating characteristics of the oral tradition along with modern themes. Pre-requisite: [ENGL-102](#) or [ENGL-109](#).

GEOG 102 Intro to Geography

This course uses the world-regional approach. That is, it is designed to offer students an introduction to the study of the interconnections among places and humans in the context of continuous change. It links geography to related physical sciences and social sciences.

HIST 101 World History 1

Surveys the development of society from Paleolithic era to the Reformation. Focuses on several facets of selected cultures, such as the evolution of civilizations, religion and philosophy, rhetorical tradition, and the unfolding of world commerce.

HIST 102 World History 2

Advent of the political and economic revolutions of the eighteenth and nineteenth centuries. Consequences of war, extension of economic, political, and social relationships beyond national borders. Identifies and expounds four themes: Development of Western World; Emergence of World System; Revolution and Ideology; War and Peace in the Twentieth Century.

HIST 111 US History 1

A survey of U.S. political, diplomatic, economic, social, and cultural history through the end of the Civil War. The class is designed to illustrate that the past is distinct from the present (the "past is a foreign country") yet provides a context for understanding our own time.

HIST 112 US History 2

A survey of U.S. political, diplomatic, economic, social, and cultural history from 1865 to the present. The class is designed to illustrate that the past is distinct from the present (the "past is a foreign country") yet provides a context for understanding our own time.

HRPT/SS 184 Diversity in Organizations

This course is designed to increase awareness and appreciation for the diversity that exists in contemporary American organizations. Students will explore historical and contemporary experiences from perspectives of both women and men of diverse races, ethnicities, social class, religions, sexual orientation, ages and abilities focusing on how those perspectives effect human relations in the workplace. Students will be encouraged to develop a critical consciousness and explore ways to eliminate negative stereotyping and discrimination that often leads to unequal treatment in organizations. Cross-listed with [SS-184](#).

ID 300C Ethics & Identity

This course takes an interdisciplinary approach to the study of ethical questions and cultural values as they relate to differences in race, ethnicity, gender, social class, and other categories that together form the basis of identity in the social world. Pre-requisite: [ENGL-102](#) or [ENGL-109](#), and a total of 24 credit hours in the General Education Core or instructor permission.

KIN 220 Social-Cultural Aspects of Sport

Investigation and discussion of the interrelationship among sports, culture and society. Broad overview of selected socio-cultural factors influencing and affected by sport. Introduction to the academic discipline of Sociology of Sport.

NP 101 Nez Perce Language and Culture

First of two sequential courses that constitute the first year of instruction in Nimipuutimt, Nez Perce language. Emphasis is on speaking and understanding, but the courses develop all four language skills in their normal order: listening, speaking, reading and writing. Within the context of language instruction, students will become familiar with Nez Perce attitudes and behaviors and the geography, political infrastructure and day-to-day life of Nez Perce people.

NP 102 Nez Perce Language and History

Second of two sequential courses that constitute the first year of instruction in Nimipuutimt, Nez Perce language. Emphasis is on speaking and understanding, but the courses develop all four language skills in their normal order: listening, speaking, reading and writing. Within the context of language instruction, students will become familiar with Nez Perce attitudes and behaviors and the geography, political infrastructure and day-to-day life of Nez Perce People.

POLS 285 Comparative Government

An introduction to the study of politics through the comparison of selected foreign governments. The significance of contrasts in the role of culture, constitutions, interest groups, parties, participation, and political institutions in the formation of policy are discussed and analyzed.

SOC 101 Intro to Sociology

An introduction to the basic concepts, principles and processes in sociology with materials relating to culture, social interaction, institutions and social change.

SPAN 101 Elementary Spanish 1

A course to bring beginning students to an ACTFL proficiency level of novice-high through study and practice of communicative skills, functional grammar, and the culture of Spanish-speaking areas.

SPAN 102 Elementary Spanish 2

A course to bring beginning students to an ACTFL proficiency level of intermediate-low through study and practice of communicative skills, functional grammar, and the culture of Spanish-speaking areas. Pre-requisite: [SPAN-101](#) or placement.

SPAN 201 Intermediate Spanish 1

A second-year course to bring students to an ACTFL proficiency level of intermediate-mid through practice of communicative skills, review of grammar, and study of the culture of Spanish-speaking areas. Emphasis on patterns of intonation and development of reading skills. Pre-requisite: [SPAN-102](#) or placement.

SPAN 202 Intermediate Spanish 2

A second-year course to bring students to an ACTFL proficiency level of intermediate-high through practice of communicative skills, review of grammar, and study of the culture of Spanish-speaking areas. Emphasis on patterns of intonation and development of reading skills. Pre-requisite: [SPAN-201](#) or placement.



University of Idaho

October 18, 2024

Dear Legislative Services Office,

Thank you for your recent inquiry. In recognition of the legislature's important role in our state and our shared commitment to the success of our students, we are pleased to respond to your questions.

1. Does your institution offer undergraduate courses or seminars that include tenets of diversity, equity, or inclusion?

Yes. We offer courses that expose students to a diversity of ideas when appropriate to the subject matter. However, students have the freedom to choose from a wide variety of academic programs and courses that will help them succeed in their future careers and lives. Many, many programs do not require courses that include tenets of diversity, equity, or inclusion.

2. Are any of these courses required for an associate's or bachelor's degree regardless of major?

Yes and no on diversity. Yes, the majority of students are required to meet general education requirements that are intended to offer learning of diversity of cultures for associate's or bachelor's degrees; however, students have great flexibility or choice in how they fulfill the requirement. U of I has an "American Diversity" requirement within our General Education curriculum. This curriculum is required for all undergraduate degrees and we offer a wide variety of options for them to meet this requirement. For example, the spectrum of topics goes from Adult Development and Aging to US History 1. Students can choose subjects that match their personal interests and career goals, and all are encouraged to make choices of topics of interest to them.

Our General Education curriculum includes statewide requirements such as math, science, English composition, humanities, and social sciences, but we have not focused on these subjects, as they do not directly relate to the spirit of your question.

Students are required to complete thirty-six credits within general education. The American diversity requirement is 1-4 of those credits. Within the student's flexibility, students may also withdraw from any course within 10 days for a full semester course with no penalty.

3. Please identify all such courses and provide descriptions.

A list of 45 courses that meet the "American Diversity" requirement is attached. Course descriptions are also included alongside the description of the requirement from our Catalog, section J-3-f (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>).

Thank you to our elected officials for your service. We would be happy to provide further information or answer any additional questions.

University of Idaho

SUBJECT	COURSE	COURSE_TITLE	COURSE_DESC
AIST	320	Native Amer & Indigenous Film	3 credits. Examines the representation of American Indians in film from early-mid 20th century Hollywood westerns to self representations of late 20th and early 21st century films made by Native Americans. Traces changes in the cinematic depictions of Native peoples and historical and cultural reasons for those changes. Emphasizes Native-made film as extension of oral tradition, indigenous aesthetics, and sovereignty. May include international Indigenous films.
AIST	411	Native American Architecture	An exploration of Native American architecture in North America, including ancient, historic, and contemporary buildings and settlements within their diverse social, cultural, and physical contexts. Additional assignments required for graduate credit. (Spring only)
AIST	422	Contemporary PNW Indians	This course is intended to impart an understanding of the vitality and rich diversity of contemporary Pacific Northwest American Indian societies, their histories, and their literatures, e.g., in the arts and expressive culture, in governmental affairs both indigenous and external, in economics, ecological relations and natural resources, in health care, and in family, social and religious life, in oral traditions, in world views and cultural values. This understanding is inclusive of both indigenous cultural, as well as contact-historical, expressions. An understanding of Tribal sovereignty and its varied meanings is key to this outcome. ANTH 422 is cooperative: open to WSU degree-seeking students.
AIST	484	Native & Indigenous Lit	3 credits, max 6. Cross-listed with ENGL 384. Significant texts, topics and traditions of American Indian, First Nations, and Indigenous writings in their literary and historical contexts, including the social and political circumstances out of which they arise. Emphasis on North America. Typically Offered: Varies. Prereqs: ENGL 102
AMST	301	Studies in American Culture	3 credits. In-depth exploration of a significant theme or issue in American society from a variety of disciplinary perspectives; specific focus may vary, but includes consistent incorporation of a historical dimension, attention to inequalities and diversity, and analysis of aspects of contemporary American culture including a global context. Typically Offered: Fall and Spring. Prereqs: ENGL 102; Junior standing or Permission
ANTH	329	Contemporary NA Indians	3 credits. Cross-listed with AIST 329. Histories, cultures, and practices of contemporary North American Indians.

ANTH	350	Food, Culture, and Society	<p>3 credits.</p> <p>Cross-listed with SOC 350.</p> <p>Examines the structural and cultural implications of eating and producing food in a global world. Utilizing a social scientific framework, it explores the history of particular foods and examines how food systems are racialized, classed and gendered. Primary foci include the social history of food holidays and taboos, the relationships between food and identity, the impact of agricultural production practices on food systems and food security, and forms of resistance to these impacts. Recommended Preparation: a 200-level sociology course. May include field trips. Typically Offered: Spring (Even Years). Prereqs: SOC 101</p>
ANTH	422	Contemporary PNW Indians	<p>3 credits. Cross-listed with AIST 422, RELS 422. Joint-listed with ANTH 522. This course is intended to impart an understanding of the vitality and rich diversity of contemporary Pacific Northwest American Indian societies, their histories, and their literatures, e.g., in the arts and expressive culture, in governmental affairs both indigenous and external, in economics, ecological relations and natural resources, in health care, and in family, social and religious life, in oral traditions, in world views and cultural values. This understanding is inclusive of both indigenous cultural, as well as contact-historical, expressions. An understanding of Tribal sovereignty and its varied meanings is key to this outcome. ANTH 422 is cooperative: open to WSU degree-seeking students. Cooperative: open to WSU degree-seeking students.</p>
ARCH	411	Native American Architecture	<p>3 credits. Cross-listed with AIST 411. Joint-listed with ARCH 511. An exploration of Native American architecture in North America, including ancient, historic, and contemporary buildings and settlements within their diverse social, cultural, and physical contexts. Additional assignments required for graduate credit. (Spring only)</p>
COMM	432	Gender and Communication	<p>3 credits. The nature of interpersonal communication and gender; identification, interpretation, and analyses of theories that offer explanations of gender and culture in interpersonal interactions. Typically Offered: At least once per year.</p>
CORS	232	Science on Your Plate	<p>3 credits. Cross-listed with FS 201. An interdisciplinary, thematically based course intended to provide the student with the skills to analyze and evaluate scientific claims and to make intelligent scientific and social decisions; among the topics addressed are the impact of science on society and the ethical dilemmas and moral consequences of scientific research; all themes/sections emphasize discussion, collaborative work, and the conduct of science, though not necessarily in a formal lab setting. See www.uidaho.edu/class/general-education for specific course titles and descriptions.</p>

CRIM	439	Inequalities/Justice System	3 credits. Critical focus on the issues of race, class, and gender and their consequences for the operation of the justice system; the role of the justice system in the history and experience of various minorities, theories of minority crime, and issues of selective enforcement, sentencing disparity, and disproportionate incarceration; the role of gender considered through the examination of offenders, victims, and criminal justice professionals. Typically Offered: Spring. Prereqs: CRIM 101
DAN	100	Dance in Society	3 credits. Introduction to dance as an art form, as entertainment, and as a lifelong activity; emphasis on appreciation and understanding of movement as an expression of human values, genres and historical styles, factors affecting change, current issues. Typically Offered: Fall and Spring.
EDCI	302	Tchnng Culturally Diverse Lnrs	3 credits. Joint-listed with EDCI 544. An examination of cultural and linguistic diversity in classrooms. Explores strategies for creating the culturally inclusive classroom that values diversity and supports student success. Examines the use of instructional planning as a tool for motivation and classroom management. Includes required field experiences. Typically Offered: Fall, Spring and Summer. Prereqs: EDCI 301 or ECDE 234; and admission to teacher education program
ENGL	380	U.S. Ethnic Literature	3 credits, max 6. Significant texts, topics, and writers from U.S. ethnic groups in their literary and historical contexts, including the social and political circumstances out of which they arise. Examines texts that encourage us to ask questions about identity, power, privilege, society, and the role of culture today and in the past. Typically Offered: Varies. Prereqs: ENGL 102
ENGL	384	Native & Indigenous Lit	3 credits, max 6. Cross-listed with AIST 484. Significant texts, topics and traditions of American Indian, First Nations, and Indigenous writings in their literary and historical contexts, including the social and political circumstances out of which they arise. Emphasis on North America. Typically Offered: Varies. Prereqs: ENGL 102
ENGL	402	Internship in Tutoring Writing	3 credits. Theoretical and practical issues involved in tutoring writing; directed experience tutoring students across the disciplines. Graded P/F. Graded Pass/Fail. Typically Offered: Fall and Spring. Prereqs: ENGL 102 or Equivalent and Permission
HIST	111	United States History I	3 credits. Political, diplomatic, economic, social, and cultural history; earliest times to 1877. Typically Offered: Fall.
HIST	112	United States History II	3 credits. Political, diplomatic, economic, social, and cultural history; 1877 to present. Typically Offered: Spring.
HIST	316	American Indian History	3 credits Cross-listed with AIST 316 Course investigates Indigenous people in North America from time immemorial to present. Emphasizes Native American resilience and adaptability in the face of colonialism.

HIST	414	History and Film	3 credits, max 6. The course focuses on the history of the Americas since 1900. Through readings, discussion and film, historical events and individuals are analyzed. Emphasis is placed on themes related to culture, race, gender, and historical memory. Typically Offered: Varies.
HIST	420	Hist Women Amer Soc	3 credits. Examination of the roles of women (social, economic, and political) in U.S. history from colonial times to the present. Typically Offered: Varies.
HIST	424	Amer Environmntl Hist	3 credits. Joint-listed with HIST 524. History of changing American attitudes and actions toward the environment over three centuries. Typically Offered: Fall.
HIST	454	Pictures and Power: Photography, Politics, and American History	3 credits. Explores how photography has shaped struggles over social justice in the United States since the nineteenth century. Examines a range of moments – from the crisis over antebellum slavery to class conflict in the late nineteenth century, from debates over poverty in the Great Depression to social movements of the 1960s to current human rights issues. In various periods, it considers subjects including the use of photography within social movements, the ethics of photojournalistic representation, the powers and limitations of news images, the use of photographs for surveillance and propaganda, the relation between photography and identity, and the role of spectatorship.
HIST	461	Idaho and the PNW	3 credits. Political, economic, social development; earliest times to the present. Typically Offered: Varies.
HIST	462	History of the American West	3 credits Survey of major developments in the American West, from the Great Plains to the Pacific Ocean and beyond, including racial and ethnic diversity, environment, gender, politics, and economics.
IAD	443	Universal Design	3 credits. Introduction to and application of universal design and accessible design concepts, principles, products, standards, laws, regulations, and guidelines to the design and adaptation of the built environment. Attendance at outside events (such as lectures, simulations, and completion of a service learning component) is required. One and a half hours of lecture and 3 hours arranged per week. Recommended Preparation: IAD 254 or ARCH 254. Typically Offered: Spring.
JAMM	340	Media and Diversity	3 credits. An examination of mass media's relationship to cultural diversity, including the social impact of media representations and the uses of mass media by diverse groups. Typically Offered: Varies. Prereqs: Sophomore standing
JAMM	441	Adv Concepts Media/Diversit	3 credits, max 6. A detailed exploration of a key issue or theory within mass media relating to cultural, social, or global diversity. Typically Offered: Varies. Prereqs: Junior Standing

JAMM	445	History of Mass Media	3 credits. Develops core historical understanding of significant social, political, economic, and technological developments in the mass media with a focus on cultural diversity and social power. Topics may include the media as independent witnesses to human events, the role of audiences, contributions made by underrepresented groups, or the importance of a free press to democracy. Typically Offered: Varies. Prereqs: Junior standing
LAS	315	Comparativ African-Am Cultures	3 credits. Gen Ed: American Diversity, International. Cross-listed with HIST 315. An overview of African American history in the U.S. from the late 19th century to the present; comparisons with the experience of African Americans in other parts of the Americas; study of important personalities and historical forces that have influenced African Americans and the societies in which they live.
MUSH	104	Jazz: An African American Art	3 credits. Grammy Museum Affiliate Series. Using current trends in jazz as a starting point, this course examines major innovators and styles in the history and origins of this African American art form and explores the cultural, societal and political impact of this music on America's collective consciousness. Not open for credit to music majors. Typically Offered: Spring.
MUSH	106	Women in Am. Popular Music	3 credits. Grammy Museum Affiliate Series. This course highlights and celebrates women who have played prominent roles in American popular music, including blues, country, funk, hip hop, pop, and rhythm and blues. Topics include the history of popular music, the inner workings of the commercial music industry, and gender bias and gender roles in the music industry. Not open for credit to music majors. Typically Offered: Fall.
MUSH	410	Studies in Jazz History	3 credits. Joint-listed with MUSH 510. Selected topics in jazz. Additional projects/assignments required for graduate credit.
MUSI	100	Introduction to Music	3 credits Not open for credit to majors. Introduction to the art and nature of music; emphasis on aural skills, historical styles, musical forms, and the literature of music.
MVSC	201	Health Fitness Sport Wellbeing	3 credits. This course examines the dynamic interaction among society, health, sport, fitness and wellbeing. It teaches skills necessary for affecting health related behavior for individuals, communities, and society in our contemporary world. It teaches the basic principles of program development and management in relation to physical activity, nutrition, fitness, sport, and wellbeing and career pathways within the field. Typically Offered: Fall, Spring and Summer.
POLS	101	American National Government	3 credits. This class will introduce students to the fundamentals of the American political system. Typically Offered: Fall and Spring.
POLS	333	American Political Culture	3 credits. Relation of public opinion and political action and affiliation to broad economic, social, religious, and intellectual developments.

POLS	468	Civil Liberties	3 credits. Joint-Listed: POLS 568. The Supreme Court and its role in protecting civil liberties; freedom of speech, press, and religion; due process, the Bill of Rights, and its application to the states; criminal justice. Additional projects/assignments required for graduate credit. Typically Offered: Spring.
PSYC	315	Psychology of Women	3 credits. This course will cover the empirical research regarding gender differences in domains that are of particular interest to women. These topics will include but not be limited to women in the workplace, cognitive and socialization differences, work-family issues, sexuality, childhood, adolescence, motherhood, identity, and intimate relationships. Typically Offered: Fall. Prereqs: PSYC 101
PSYC	419	Adult Development & Aging	3 credits. Analysis of change from early adulthood through death in the areas of social, cognitive, and physical development; examination of theories, concepts, and research in the area of lifespan development; study of the problems of aging, plasticity of functioning, and ingredients of successful aging. Typically Offered: Spring. Prereqs: PSYC 101
RELS	422	Contemporary PNW Indians	3 credits. Cross-listed with AIST 422, ANTH 422. Joint-listed with ANTH 522. This course is intended to impart an understanding of the vitality and rich diversity of contemporary Pacific Northwest American Indian societies, their histories, and their literatures, e.g., in the arts and expressive culture, in governmental affairs both indigenous and external, in economics, ecological relations and natural resources, in health care, and in family, social and religious life, in oral traditions, in world views and cultural values. This understanding is inclusive of both indigenous cultural, as well as contact-historical, expressions. An understanding of Tribal sovereignty and its varied meanings is key to this outcome. ANTH 422 is cooperative: open to WSU degree-seeking students. Cooperative: open to WSU degree-seeking students.
RELS	423	Religion, Culture & Society	3 credits. RelS 423 Religion, Culture and Society. See Soc 422.
RSTM	106	Intro to Sport Management	3 credits. Introduction to sport management with an emphasis on historical, humanistic, cultural, and artistic perspectives of sport. How these perspectives are intertwined within the foundations of sport management and the roles that sport plays in the human experience are focal points of discussion. The course also provides an overview of sport management careers as well as current issues and future trends. Typically Offered: Spring.
SOC	201	Intro to Inequity and Justice	3 credits. An interdisciplinary and historical study of social inequities and inclusion in a cross-cultural global context. The course examines multiple forms of diversity and stratification including, but not limited to, culture, class, race/ethnic, gender/sexuality, religious diversity, and political ideology in an effort to raise students' ability to interact with and understand others in our increasingly multicultural world. Courses may vary in their emphasis on United States' or international experiences. May include service learning. Typically Offered: Fall, Spring and Varies. Prereqs: SOC 101

SOC	350	Food, Culture, and Society	3 credits. Cross-listed with ANTH 350. Examines the structural and cultural implications of eating and producing food in a global world. Utilizing a social scientific framework, it explores the history of particular foods and examines how food systems are racialized, classed and gendered. Primary foci include the social history of food holidays and taboos, the relationships between food and identity, the impact of agricultural production practices on food systems and food security, and forms of resistance to these impacts. Recommended Preparation: a 200-level sociology course. May include field trips. Typically Offered: Spring (Even Years). Prereqs: SOC 101
WGSS	201	Intro to WGSS	3 credits. Survey of and introduction to the study of women's lives and the social construction of gender and sexuality across times and cultures. Thematic examination of the diversity of women's experiences in families, at work, with the law, in health care, in literature, in the media, in language; exploration of differences and similarities, including ethnicity, sexuality, class, and age. Examination of ideals of femininity and masculinity in the US and elsewhere.

Catlog Desscription of American Diversity Requirement

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate, and collaborate with those from diverse communities within the United States and throughout the world. The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status. One course chosen from the approved American diversity courses listed below is required. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.