

Fall 2017

ARTST 121–01 Studio I: Painting (4 credits)

In this class students will use a variety of drawing materials and water-based paints to learn and apply different brainstorming techniques. Projects will reinforce the steps of the creative process and that inspire innovation, teamwork, and play. Emphasis will be placed on finding multiple and novel solutions to problems. Projects in this class may explore drawing, pen & ink, watercolor, and acrylic painting. Basic course materials will be supplied, however students may be required to purchase additional materials necessary to complete their projects.

ARTST 121–02 Studio I: Stained Glass (4 credits)

This course is designed to acquaint students with three basic areas in the study and construction of stained glass; history, design concepts, and skills in cutting, soldering, and fitting glass. Basic course materials will be supplied, however students may be required to obtain additional materials necessary to complete their projects.

ARTST 121–03 Studio I: Printmaking (4 credits)

In this class students will use a basic printmaking techniques to learn and apply different brainstorming techniques. Projects will reinforce the steps of the creative process and that inspire innovation, teamwork, and play. Emphasis will be placed on finding multiple and novel solutions to problems. Projects in this class may explore monoprints, collagraphy, relief and silkscreen. Basic course materials will be supplied, however students may be required to purchase additional materials necessary to complete their projects.

ARTST 122–01 Studio I CE: Kitchen & Table (4 credits)

An introduction to clay with an emphasis on function in the context of preparing and sharing food. Students will try their hands at making casseroles, ferment crocks, serving dishes, tableware, and more as we work with community members to plan and serve a fundraiser meal to support local hunger organizations. CE credit

ARTST 221–01 Studio II: Sculptural Glass (2 credits)

This course is an introduction to the casting process in glass. Students will learn clay sculpting, wax carving, mold-making and kiln firing procedures to produce glass objects. An historical overview of the use of glass as a sculptural medium will be included.

ARTST 222–01 Studio II CE: Art as Activism (4 credits)

Activist art ignites dialogue, inspires demands for change, and provides platforms for reflection, collaboration, and community building. Through research and practice, we will explore relationships between art and activism and investigate the potential for the creative process to inspire productive communication and meaningful change. Students will have the opportunity to pursue work that responds to issues that are most important to them. An emphasis will be placed on engaging with communities outside the classroom. CE credit

ENV 462–01 Special Topics Env Toxicology & Chem (2 credits)

This course involves presentations of research findings in environmental toxicology and chemistry by invited scientists and Pacific University faculty and presentation and discussion of literature research by students.

Prerequisite: CHEM 300. 1 credit.

CJLS 355–01 Gangs (4 credits)

This course will explore a broad range of criminal gangs including youth gangs, organized crime, motorcycle clubs, international gangs, and more. Law enforcement of gang activity and its effects will be evaluated, specifically the Racketeer Influenced and Corrupt Organizations Act (RICO). Further, students will learn about

motivations and incentives to join gangs as well as challenges associated with leaving gangs. Community organizations who work with gangs, former gang members, and gang-affected youth will also be discussed.

GSS 255-01 Sexual Identity and Development (4 credits)

This course provides a framework for thinking critically about the historical and contemporary application of sexuality, sexual identity and sexual identity development. We will examine the differences between and among discourses of 'sexualities', sexual 'orientation', what constitutes 'sex' in particular places and times. We will also assess historical, sociological, anthropological, and cultural studies of sexuality in the 20th and 21st centuries. We will interrogate social and cultural constructions of 'paraphilias', 'fetish', desire, pleasure, and other narratives of sex and sexuality.

IS/HUM 311-01 Global Skills 1--Prepare (2 credits)

In our globalized world, the ability to engage with cultural differences is a valuable skill. This course is designed to develop your intercultural communication skills and broaden your worldview for a smoother adaptation to study abroad or other cross-cultural contexts. You'll get the most out of your cross-cultural experience and learn to communicate in diverse social and cultural settings. International students and students preparing for study abroad/international careers are encouraged to enroll in the program. "Global Skills I" is part of a 3-course program to maximize your learning experience; see IS/HUM 312 and IS/HUM 313. Counts toward core requirements: International Perspective and Diverse Perspectives.

IS/HUM 312-01 Global Skills 2--Engage (1 credit)

This is an online course to support Pacific students studying abroad or participating in a semester-long cross-cultural experience, and it is open to international students studying at Pacific. Through online discussions, experiential assignments and written reflection, you will engage in processing your intercultural experiences while they are happening. As a result, you will adapt more effectively and deeply with your host culture. Global Skills 2 is part of a 3-course program to develop intercultural competence. Prerequisite: IS 311 or HUM 311 (exception for international students at Pacific University or those who have taken IS 201). Counts toward core requirements: International Perspective and Diverse Perspectives.

IS/HUM 313-01 Global Skills 3--Leverage (1 credit)

In this course, you will learn how to articulate your intercultural experience as an advantage on resumes and during job interviews. Additionally, the course is designed to help you retain your intercultural communication skills, which typically fade after re-entry. The course will support you through your "reverse culture shock" and help you to transition from study-abroad or cross-cultural programs. GS 3 students may help mentor GS 1 students. Global Skills 3 is part of a 3-course program to develop intercultural competence. See descriptions for IS/HUM 311 & 312. Prerequisites: IS 311 or HUM 311 AND IS 312 or HUM 312. Counts towards core requirements: International Perspectives and Diverse Perspectives.

OL-155-01 Intro to Expedition Planning (1 credit)

The course will give students the tools to help them plan for the elements of a group expedition in a rugged wilderness area outside of the United States. The focus of this course is developing students' judgment, decision-making, and critical thinking skills so that they can more effectively participate on expeditionary trips. Students will also be exposed to historical approaches to international expeditions through readings and discussion. One of the primary outcomes of this course will be developing a detailed plan through preliminary textual and Internet investigation, begin making contacts in the area of travel, and developing a risk management plan that students will use following the course.

POLS 255/355-01 The Populist Challenge to Democracy (4 credits)

Exploration of competing concepts and definitions of populism and competing explanations for the phenomenon. In addition, the course will involve a survey of historical and contemporary left-wing and right-wing populist leaders and movements in the United States, Latin America, and Europe. Leaders covered will include but not be limited to William Jennings Bryan, Huey Long, Donald Trump, Juan Perón, Hugo Chavez, Adolf Hitler, Benito Mussolini, and Jean-Marie Le Pen and his daughter, Marine Le Pen.

SOC 150-01 ST in Introductory Sociology: Education as the Great Equalizer? (4 credits)

Through an in-depth and critical analysis of the U.S. education system, this course introduces students to the foundational concepts, theories, and research methods in sociology. Education is popularly known as a "great equalizer," offering resources that anyone can access to prosper in life. Increasingly, however, U.S. schools reproduce inequality rather than lessen it. Throughout the semester, students will gain a general understanding of how sociologists think and ask questions about the world, as we shine our analytical lights on the U.S. education system to deepen our understanding of key sociological concepts. Topics include: the historical and theoretical perspectives on the role of education in U.S. society; trends in educational attainment; the ways in which family, race, class, and gender shape school experiences; stratification between and within schools; segregation, desegregation, and resegregation of U.S. public schools; and how policy and legislation can intervene to improve (or not) school quality