2014 Diversity Handbook
To learn more about diversity, equal opportunity, and affirmative action issues, visit our website at:
www.wwu.edu/eoo

Western Washington University (WWU), in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. Inquiries may be directed to the Vice Provost for Equal Opportunity & Employment Diversity, Title IX and ADA Coordinator, Equal Opportunity Office, Western Washington University, Old Main 345, MS 9021, 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eoo@wwu.edu.

To request this document in an alternate format, please contact Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity & Employment Diversity, and ADA Coordinator, Equal Opportunity Office, at eoo@wwu.edu, (360) 650-3307 (voice) or WA Relay: 711
Introduction

Dear Colleagues,

I am delighted to present an updated edition of the Western Washington University (Western) Diversity Handbook. This document represents a compilation of impressive programs, projects, initiatives, and courses, all of which attest to Western’s strong commitment to valuing diversity. The academic Colleges and Administrative Units’ response to our request for Handbook submissions was met with unprecedented enthusiasm, bringing the total number of entries to 356, up from 303 in our previous edition. Individuals do make a difference, and as you read through this publication, you will discover how many lives are positively affected because of the significant contributions of Western’s outstanding faculty, staff and students.

Western continues to place increasing emphasis on recognizing and valuing diversity and inclusiveness, and we are dedicated to understanding and appreciating the excellence and richness that come from this, especially in an educational setting. The University has articulated this commitment in its strategic goals that include Western serving as a “model for institutional… diversity…” and characterizing, among its many values, “an environment that welcomes and embraces diversity.”

The 356 programs, projects, initiatives and courses in the Diversity Handbook cross all disciplines. This publication is an example of the exceptional efforts of a diverse group of talented individuals whose collective work has served to move Western ahead in an array of areas that recognize and appreciate differences. As you read through the pages of this Handbook, I encourage you to focus on these efforts and how they so keenly illustrate the inclusion of so many different groups on our campus and the involvement of so many highly dedicated individuals in teaching, research, administrative and service endeavors.

I am deeply appreciative of all the faculty and staff who contributed to this most recent update to the Diversity Handbook. Special thanks and recognition also go to the Equal Opportunity Office staff, for their assistance in compiling and editing this document.

Sue Guenter-Schlesinger, Ph.D.
Vice Provost, Equal Opportunity and Employment Diversity
Title IX and ADA Coordinator
Equal Opportunity Office
# Table of Contents

## Section I

**President’s & Provost’s Office Initiatives**

- ADA (Americans with Disabilities Act) Coordinator .................................................. 3  
- Affirmative Action Program (AAP): Outreach for a Diverse Workforce .......................... 3  
- American Democracy Project ......................................................................................... 4  
- Diversity Achievement Award ......................................................................................... 4  
- Diversity Handbook ......................................................................................................... 5  
- Diversity-Related Compliance Trainings ......................................................................... 5  
- Equal Opportunity Office ................................................................................................. 6  
- President’s Taskforce on Equity, Inclusion and Diversity ................................................ 7  
- Sexual Harassment Prevention Trainings ......................................................................... 8  
- Special Assistant to the President for Diversity ............................................................... 9  
- Title IX Coordinator ........................................................................................................ 10  
- Western’s Leadership Advantage Scholars Program ....................................................... 11

## Section II

**General Programs to Enhance Diversity**

- Admissions ..................................................................................................................... 15-16  
- Alumni Board of Directors Diversity Committee ........................................................ 16  
- Associated Students Publicity Center ............................................................................ 17  
- Athletics ......................................................................................................................... 17  
- Center for Cross Cultural Research .............................................................................. 18  
- Center for East Asian Studies ....................................................................................... 18  
- Center for Education, Equity & Diversity (CEED) ......................................................... 19  
- Counseling Center ......................................................................................................... 20  
- Developing a Place and Culture-centered Ocean Science Curriculum for K-12 Quinault Students .......................................................... 21  
- Disability Awareness Week ............................................................................................. 22  
- DisAbility Resources for Students ................................................................................ 23  
- Environmental Health & Safety (EHS) – Workers’ Compensation & Ergonomics .......... 24  
- Ershig Assistive Technology Resource Center .............................................................. 25  
- Ethnic Student Center ..................................................................................................... 26  
- Faculty & Staff Diversity Program ................................................................................ 27  
- Faculty & Staff Wellness Program ................................................................................ 28  
- Faculty Recruitment and Retention .............................................................................. 29  
- Fairhaven College of Interdisciplinary Studies ............................................................. 30  
- Family Medical Leave and Disability Services .............................................................. 30  
- Heritage Resources – Western Libraries ....................................................................... 31-32  
- Integrating Native and Western Perspectives on Geosciences into Post-Secondary Education ................................................................. 32  
- Journal of Educational Controversy ............................................................................... 33  
- Learning Commons ...................................................................................................... 33  
- Learning in Communities and Schools ........................................................................ 34  
- Lesbian, Gay, Bisexual & Transgender Advocacy Council – WWU ............................ 35  
- Math Center .................................................................................................................... 36
Minority Employee Council (MEC) ................................................................. 36
Multicultural Initiative in the Marine Sciences: (MIMSUP) ..................... 37
Northwest Center for Holocaust, Genocide, Ethnocide Education ............ 38
Office of Undergraduate Education ............................................................ 39
Original Script Entries in Library Catalog ............................................... 39
Prevention & Wellness Services ................................................................. 40-41
Students for Social Change, an AS Club, Human Services Program ......... 41
Teaching-Learning Academy .................................................................... 42
Testing Center ............................................................................................ 42
Tutoring Center .......................................................................................... 43
University Police Diversity Program ....................................................... 44
University Residences ................................................................................ 45
Viking Union/Student Activities/Associated Students ......................... 46-47
Western Libraries ....................................................................................... 48
Western Libraries Liaison to the Disability Advisory Committee .......... 49
Western Student Transportation ............................................................... 49
Woodring College of Education Educator Preparation Programs ......... 50
Woodring College of Education’s Equity and Diversity Committee ....... 51
Woodring College of Education Diversity Plan ....................................... 52
Writing Center ............................................................................................ 53
Writing Instruction Support ....................................................................... 53

Section III ................................................................................................. 55

Academic Enrichment Initiatives

College of Business & Economics ............................................................ 57
Developmental Economics ....................................................................... 57
Economics of the European Union ............................................................ 57
Economics of the Pacific Rim ..................................................................... 57
International Accounting ........................................................................... 58
International Business Operations .............................................................. 58
International Finance ................................................................................ 58
International Marketing Management ....................................................... 59
International Trade .................................................................................... 59
International Trade Operations ................................................................. 59
Introduction to International Business ....................................................... 60
Managing Cultural Diversity ..................................................................... 60
Multinational Corporate Finance ............................................................... 60
Population, Environment, & World Agriculture ....................................... 61
Topics in International Business ................................................................. 61

Enrollment and Student Services ............................................................ 62
Foundations of Student Leadership .......................................................... 62

Fairhaven College .................................................................................... 63
Advanced Topics in American Indian Studies ......................................... 63
Advanced Topics in Social Issues: International Perspectives on Childhood ............................................. 63
African-American Experience ................................................................... 63
African American Studies Minor in American Cultural Studies ............... 64
American Cultural Studies Major ............................................................... 64
American Cultural Studies Minor ............................................................... 65
College of Fine & Performing Arts .................................................. 87
Art and Feminism ........................................................................... 87
Contemporary Japanese Visual Culture ......................................... 87
Cross-Cultural Representation ....................................................... 88
Introduction to African Art .......................................................... 89
Islamic Visual Cultures ................................................................ 89
Japanese Film .............................................................................. 89
Nationalism & Cultural Identity, 19th & 20th Centuries ............... 90
Pacific Arts and Visual Culture .................................................... 90
Visual Culture in East Asia ......................................................... 90
Visual Culture in South & Southeast Asia .................................... 90

College of Humanities & Social Sciences ................................. 91
Advanced Philosophy of Religion .................................................. 91
African Americans since 1865 ..................................................... 91
African History to 1800 ................................................................ 91
African History, 1800-present ....................................................... 92
American Cultural History 1790-1880 ......................................... 92
American Political Thought ......................................................... 92
American Women Studies: 1620-1850 ......................................... 93
American Women Studies: 1850-Present ..................................... 93
Anthropology ................................................................................ 94
Arabic and Islamic Studies, Minor .............................................. 94
Art and Society in China and Japan ............................................. 94
Asian-American History ............................................................... 95
Chinese History to 600 AD .......................................................... 95
Chinese History: 1800 to Present ................................................ 95
Colonialism, Slavery and Contemporary Racism ...................... 96
Communication, Diversity & Controversy .................................. 96
Communication Research Methods .......................................... 97
Communication Theory ................................................................. 97
Constitutional Law II: Individual Rights ...................................... 97
Criminology & Advanced Criminology ....................................... 98
Cross-Cultural Counseling ......................................................... 98
Department of Communication Studies ..................................... 98
Department of Communication Sciences and Disorders ........... 99
Department of Liberal Studies – Major & Minor ...................... 99
Department of Modern & Classical Languages ......................... 100
Department of Political Science .................................................. 101
Domestic Violence and the Criminal Justice System ................. 102
Early Modern Japan ................................................................... 102
East Asian History in the Early-Modern and Modern Eras .......... 102
Ecotourism, Principles and Practices & Project: Fieldtrip to Neah Bay 103
Elementary Physical Education [Block 1] .................................. 104
Elementary Physical Education Methods [Block 2] .................... 104
Exposition and Argumentation ................................................. 105
Feminist Political Theory ............................................................. 105
Feminist Theory and Expression ............................................... 105
Field Research Methods .............................................................. 106
Fundamentals of Speech ............................................................. 106
Gay/Lesbian/Bisexual/Transgender Literature ......................... 106
Gender and Education ............................................................... 107
Gender and Society ................................................................. 107
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender, Bodies, and Sports</td>
<td>108</td>
</tr>
<tr>
<td>Gender in Early Modern Europe</td>
<td>108</td>
</tr>
<tr>
<td>Global Women</td>
<td>108</td>
</tr>
<tr>
<td>Going to College in America</td>
<td>109</td>
</tr>
<tr>
<td>History of Ancient Egypt</td>
<td>109</td>
</tr>
<tr>
<td>History of Ancient Greece</td>
<td>109</td>
</tr>
<tr>
<td>History of Ancient Mesopotamia</td>
<td>110</td>
</tr>
<tr>
<td>History of Ancient Rome</td>
<td>110</td>
</tr>
<tr>
<td>Humanities of Africa</td>
<td>110</td>
</tr>
<tr>
<td>Humanities of China</td>
<td>111</td>
</tr>
<tr>
<td>Humanities of India</td>
<td>111</td>
</tr>
<tr>
<td>Humanities of Islamic Civilizations</td>
<td>111</td>
</tr>
<tr>
<td>Humanities of Japan</td>
<td>112</td>
</tr>
<tr>
<td>Hypokinetics and Disease</td>
<td>112</td>
</tr>
<tr>
<td>Instructional Communication</td>
<td>112</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>113</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>113</td>
</tr>
<tr>
<td>Introduction to Asian American Literatures</td>
<td>114</td>
</tr>
<tr>
<td>Introduction to East Asian Civilizations</td>
<td>114</td>
</tr>
<tr>
<td>Introduction to Latina/o Literatures</td>
<td>115</td>
</tr>
<tr>
<td>Introduction to Therapeutic Recreation &amp; Camp TEAM</td>
<td>116</td>
</tr>
<tr>
<td>Introduction to the Study of Religion</td>
<td>117</td>
</tr>
<tr>
<td>Introduction to Women Studies</td>
<td>117</td>
</tr>
<tr>
<td>Islam in France</td>
<td>117</td>
</tr>
<tr>
<td>Issues in Intercultural Communication</td>
<td>118</td>
</tr>
<tr>
<td>Japanese History Through Film</td>
<td>118</td>
</tr>
<tr>
<td>Japanese Military History: Samurai Fact and Fiction</td>
<td>118</td>
</tr>
<tr>
<td>Latin America: 1492-1824</td>
<td>119</td>
</tr>
<tr>
<td>Latin America: 1824 to the Present</td>
<td>119</td>
</tr>
<tr>
<td>Latinas/os in the U.S. West</td>
<td>119</td>
</tr>
<tr>
<td>Leisure and Society</td>
<td>119</td>
</tr>
<tr>
<td>Lesbian, Gay, Bisexual, and Transgender Experiences in U.S. History</td>
<td>120</td>
</tr>
<tr>
<td>Lesbian, Gay, Bisexual, Transgendered Politics</td>
<td>120</td>
</tr>
<tr>
<td>Literature &amp; Culture III: 18th &amp; 19th Centuries</td>
<td>120</td>
</tr>
<tr>
<td>Literature &amp; Culture V: 20th &amp; 21st Centuries: American Postmodernism</td>
<td>121</td>
</tr>
<tr>
<td>Medieval and Early-Modern Chinese History</td>
<td>121</td>
</tr>
<tr>
<td>Modern Chinese Social History</td>
<td>122</td>
</tr>
<tr>
<td>Modern Japanese History</td>
<td>122</td>
</tr>
<tr>
<td>Multiculturalism in Canada</td>
<td>122</td>
</tr>
<tr>
<td>Mysticism</td>
<td>123</td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>123</td>
</tr>
<tr>
<td>Perspectives of Human Lifestyles &amp; Wellness</td>
<td>123</td>
</tr>
<tr>
<td>Philosophical and Ethical Issues in Law</td>
<td>124</td>
</tr>
<tr>
<td>Philosophy of Religion</td>
<td>124</td>
</tr>
<tr>
<td>Physical Activity and Nutrition</td>
<td>124</td>
</tr>
<tr>
<td>Physical Fitness Assessment and Exercise Prescription/Exercise Prescription and Programming</td>
<td>125</td>
</tr>
<tr>
<td>Politics and Social Change</td>
<td>125</td>
</tr>
<tr>
<td>Politics, Government and Religion</td>
<td>125</td>
</tr>
<tr>
<td>Politics of Inequality</td>
<td>126</td>
</tr>
<tr>
<td>Premodern Japanese History</td>
<td>126</td>
</tr>
<tr>
<td>Professional Communication</td>
<td>127</td>
</tr>
<tr>
<td>Professional Practicum and Seminar on Diversity</td>
<td>127</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Psychology and Culture</td>
<td>128</td>
</tr>
<tr>
<td>Psychology of Gender</td>
<td>128</td>
</tr>
<tr>
<td>Race and Ethnic Relations</td>
<td>128</td>
</tr>
<tr>
<td>Race, Politics and Public Policy</td>
<td>129</td>
</tr>
<tr>
<td>Religion and Society in China</td>
<td>129</td>
</tr>
<tr>
<td>Religion and Society in India</td>
<td>129</td>
</tr>
<tr>
<td>Religion and Society in Japan</td>
<td>130</td>
</tr>
<tr>
<td>Religion in Japanese History</td>
<td>130</td>
</tr>
<tr>
<td>Representation of Otherness</td>
<td>130</td>
</tr>
<tr>
<td>Rhetorical Criticism</td>
<td>131</td>
</tr>
<tr>
<td>Rhetorical Theory</td>
<td>131</td>
</tr>
<tr>
<td>Scriptural Literatures</td>
<td>131</td>
</tr>
<tr>
<td>Self, Emotions, and Society</td>
<td>132</td>
</tr>
<tr>
<td>Seminar in Cross-Cultural Psychology</td>
<td>132</td>
</tr>
<tr>
<td>Senior Seminars in Political Science</td>
<td>133</td>
</tr>
<tr>
<td>Sex and Gender Roles in Culture</td>
<td>133</td>
</tr>
<tr>
<td>Social Stratification and Inequality</td>
<td>134</td>
</tr>
<tr>
<td>Society, Law, and Morality</td>
<td>134</td>
</tr>
<tr>
<td>Society Through Its Literature: Graphic Novels</td>
<td>135</td>
</tr>
<tr>
<td>Society Through Its Literature: Pacific Literature</td>
<td>135</td>
</tr>
<tr>
<td>Sociology of Deviant Behavior</td>
<td>136</td>
</tr>
<tr>
<td>Sociology of Race and Ethnicity</td>
<td>136</td>
</tr>
<tr>
<td>Sociology of Work and Occupations</td>
<td>137</td>
</tr>
<tr>
<td>Southern Africa</td>
<td>137</td>
</tr>
<tr>
<td>Special Topics in National Literatures: Chicana/o Literatures</td>
<td>138</td>
</tr>
<tr>
<td>Studies in Major Authors</td>
<td>138</td>
</tr>
<tr>
<td>The American Presidency</td>
<td>139</td>
</tr>
<tr>
<td>The Chinese Revolution</td>
<td>139</td>
</tr>
<tr>
<td>The First Cities: Urbanization in the Ancient World</td>
<td>139</td>
</tr>
<tr>
<td>The Indian in American History</td>
<td>140</td>
</tr>
<tr>
<td>Topics in Communication</td>
<td>140</td>
</tr>
<tr>
<td>Trauma and Recovery</td>
<td>140</td>
</tr>
<tr>
<td>Trends and Issues in Therapeutic Recreation</td>
<td>141</td>
</tr>
<tr>
<td>Understanding Healing Processes</td>
<td>141</td>
</tr>
<tr>
<td>U.S. Latin American Relations</td>
<td>141</td>
</tr>
<tr>
<td>U.S. Women from 1865</td>
<td>141</td>
</tr>
<tr>
<td>U.S. Women to 1865</td>
<td>142</td>
</tr>
<tr>
<td>War and Human Rights</td>
<td>142</td>
</tr>
<tr>
<td>Women &amp; Literature</td>
<td>143</td>
</tr>
<tr>
<td>Women and Politics</td>
<td>143</td>
</tr>
<tr>
<td>Women in Japanese History</td>
<td>143</td>
</tr>
<tr>
<td>Women of the Global South</td>
<td>144</td>
</tr>
<tr>
<td>Women Studies Program</td>
<td>145</td>
</tr>
<tr>
<td>Women Studies Senior Project</td>
<td>145</td>
</tr>
<tr>
<td>World Histories of the Middle Class since the 19th Century</td>
<td>146</td>
</tr>
<tr>
<td>World History of Democracy, 19th and 20th Centuries</td>
<td>146</td>
</tr>
<tr>
<td>World Religions</td>
<td>146</td>
</tr>
<tr>
<td>Huxley College of the Environment</td>
<td>147</td>
</tr>
<tr>
<td>Borderlands</td>
<td>147</td>
</tr>
<tr>
<td>Colonial Landscapes in the Pacific Northwest</td>
<td>148</td>
</tr>
<tr>
<td>East Asia: Society and Environment</td>
<td>149</td>
</tr>
</tbody>
</table>
Section IV

Initiatives for Recruitment & Retention

Access Program
All Nations Louis Stokes Alliance for Minority Participation
American Association of University Women (AAUW)
American Society of Women Accountants (ASWA) Scholarship
Association for Women Geoscientists
Association for Women in Computing
Association of Women in Mathematics
Celebrating Diversity in Education Conference
Computer Science/Mathematics (CS/M) Scholars Program
Financial Aid Department
Future Teachers of Color Promise Scholarship
Future Woodring Scholars
Kaiser-Borsari Women in Materials Science Scholarship
Kristine Worland MIS Scholarship
Marion VanNostrand Scholarship
Math Fellows
Mildred M. Bain Scholarship
Multicultural Achievement Program (MAP) Scholarships
New Student Services/Family Outreach Summerstart – Family Program
NSF ADVANCE Grant
Oscar Edwin Olson Scholarship
Passport to College
Realize the Dream Scholars (HB-1079)
Rebound
Richard Greene Scholarship Endowment
Ruth Watts Scholarship
Service Leader Program
Student Outreach Services (SOS) ........................................................................... 174
Transfer Access ........................................................................................................ 175
US Bank Minority Scholarships ................................................................................ 175
Viking Advantage ...................................................................................................... 175
Western Washington Foundation - Scholarships ...................................................... 176
Women in Science Scholarship .................................................................................. 176
Women of Color Empowerment Dinner .................................................................... 177
Woodring College of Education’s Equity and Diversity Committee Scholarship........ 177

Section V 179

International Programs

Adventure Learning Grant .......................................................................................... 181
Asia University America Program ............................................................................... 182
Caribbean, Faculty-led Travel Program ...................................................................... 183
Center for Service Learning (CSL) ............................................................................. 184
Intensive English Program ......................................................................................... 185
International Programs and Exchanges ..................................................................... 186
Practicum & Seminar in TESOL – Queretaro, Mexico Option ...................................... 186

Section VI 187

Outreach Initiatives

Adult Fitness Program .................................................................................................. 189
Advanced Materials Science & Engineering Center (AMSEC) .................................... 189
Center for Law, Diversity and Justice (CLDJ) ............................................................ 190
Collaboration with Washington Elementary School .................................................. 191
Compass 2 Campus ..................................................................................................... 192
Department of Communication Studies – Activities/Forums/Conferences .................. 193
Education Matinee Series ............................................................................................ 193
Leaders in Their Field ............................................................................................... 194
M.O.T.Iey Crew .......................................................................................................... 194
Pacific Northwest Children's Literature Clearinghouse .............................................. 195
Planetarium ................................................................................................................ 196
Science and the univerCity ........................................................................................ 196
Small Business Development Center (SBDC) ............................................................ 196
TaxAide ....................................................................................................................... 197
Wizards @ Western .................................................................................................... 197
World Issues Forums .................................................................................................. 197

Indices

Title Index .................................................................................................................... 198
Course Index ............................................................................................................... 206
Sponsoring Unit Index ............................................................................................... 211
Contact Person Index ............................................................................................... 219
SECTION I

PRESIDENT’S & PROVOST’S OFFICE INITIATIVES
ADA (AMERICANS WITH DISABILITIES ACT) COORDINATOR  
(Provost’s Office; Equal Opportunity Office)

Target Group: Individuals with Disabilities on Campus

Program Description: WWU is committed to ensuring campus accessibility for faculty, staff, students and visitors. The ADA Coordinator has oversight for campus-wide disability and accessibility issues and chairs the Disability Advisory Committee (DAC). The DAC represents various constituents across campus and provides needed input to ensure architectural, technological, and other barriers to access are identified and that plans are developed to respond to them.

In 2012, Western released an enhanced online campus accessibility map, available here.

Contact: Dr. Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity and Employment Diversity, Title IX Coordinator and ADA Coordinator
Phone: (360) 650-3307 or 711 (WA Relay)
Email: Sue.Guenter-Schlesinger@wwu.edu

AFFIRMATIVE ACTION PROGRAM (AAP): OUTREACH FOR A DIVERSE WORKFORCE  
(Provost’s Office; Equal Opportunity Office)

Target Group: Faculty and Staff

Program Description: The Equal Opportunity (EO) Office compiles annual Affirmative Action Plans to assess how women, faculty and staff of color, veterans and people with disabilities are proportionately represented in Western’s workforce.

Outreach efforts are undertaken to proactively attract underrepresented members of these groups to applicant pools. The Equal Opportunity Office provides compliance training to search committees to ensure fair and consistent searches, reviews AAP goals, and advises on appropriate targeted outreach.

Contact: Laura Eckert, Assistant Director, Equal Opportunity Office
Phone: (360) 650-3307 or 711 (WA Relay)
Email: Laura.Eckert@wwu.edu
AMERICAN DEMOCRACY PROJECT
(Office of Undergraduate Education, with support from the President's Office & the Office of the Provost)

Target Group: WWU Undergraduate Students

Program Description: American Democracy Project (ADP) is a national multi-campus initiative aimed at promoting the involvement of undergraduates in public life, and fostering their civic skill development, and participation as global citizens. The initiative is sponsored jointly by the American Association of State Colleges & Universities and The New York Times.

Activities include:
• New York Times Readership Program, free newspapers for Western students;
• Occasional speakers, films, and programs designed to foster awareness and discussion of critical current issues (for example, immigration, citizen’s rights and privileges)

Contact: Steven VanderStaay, Vice Provost for Undergraduate Education
Phone: (360) 650-3004 Email: Steve.VanderStaay@wwu.edu

DIVERSITY ACHIEVEMENT AWARD
(President’s Office; Equal Opportunity Office)

Target Group: Faculty, Staff and Students

Program Description: The Diversity Achievement Award recognizes an individual (faculty, staff, or student) or group whose distinguished efforts have enhanced diversity and multicultural understanding at WWU. Awardees may be recognized for research, programming, service to students or the general campus community, leadership, teaching, or other diversity-focused achievements. Award nominees must meet at least one of the following criteria:

• Integrates diversity concepts and values into academic curriculum, management and/or operational functions.
• Develops methods for increasing and valuing diversity among students, faculty, and/or staff.
• Maximizes opportunities to achieve diversity.
• Contributes to promoting an understanding and appreciation of differences by contributing to the body of research on diversity or through other endeavors.

This distinguished award is presented annually at Fall Convocation by the University President.

Contact: Dr. Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity and Employment Diversity, Title IX Coordinator and ADA Coordinator
Phone: (360) 650-3307 or 711 (WA Relay)
Email: Sue.Guenter-Schlesinger@wwu.edu
**DIVERSITY HANDBOOK**  
*(Provost's Office; Equal Opportunity Office)*

**Target Group:** Faculty, Staff, Students and Community

**Program Description:** The Diversity Handbook documents the many programs, classes, projects and initiatives supporting and enhancing diversity at WWU.

A "Diversity Initiative" is generally defined for this endeavor as any effort that addresses the needs/concerns of people with respect to personal characteristics and experiences including but not limited to race, national origin, gender, religion, age, disability, sexual orientation, gender identity and expression, or veteran or socio-economic status.

**Contact:** Dr. Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity and Employment Diversity, Title IX Coordinator and ADA Coordinator  
Phone: (360) 650-3307 or 711 (WA Relay)  
Email: Sue.Guenter-Schlesinger@wwu.edu

---

**DIVERSITY-RELATED COMPLIANCE TRAININGS**  
*(Provost's Office; Equal Opportunity Office)*

**Target Group:** Faculty, Staff and Students

**Program Description:** The Equal Opportunity (EO) Office has developed and offers a wide range of equal opportunity and diversity-related compliance trainings for faculty, staff, and students.

Trainings offered by the EO Office include the following:
- Communicating Across Differences
- Creating Inclusive Learning Environments for Transgender Students
- Disability Awareness and Accessibility
- Equal Opportunity and Affirmative Action Compliance for Search Committees
- LGBT Inclusion in the Workplace
- Racial Harassment
- Religious Harassment
- Sexual Harassment Prevention
- Title IX Compliance

In collaboration with Human Resources, the EO Office also offers a training for staff supervisors on Supervising a Diverse Workforce.

**Contact:** Dr. Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity and Employment Diversity, Title IX Coordinator and ADA Coordinator  
Phone: (360) 650-3307 or 711 (WA Relay)  
Email: Sue.Guenter-Schlesinger@wwu.edu
EQUAL OPPORTUNITY OFFICE
(Provost’s Office)

Target Group: Faculty, Staff and Students

Program Description: The Equal Opportunity Office (E00) assists faculty, staff and students by implementing both nondiscrimination laws and University policies that prohibit discrimination and by helping create an environment in which diversity and inclusion are valued. The EOO also works to increase access to WWU employment for women, people of color, people with disabilities, and veterans who have traditionally faced barriers to employment opportunities. Among other things, the EOO provides advice and assistance to search committees, provides EO and diversity-related compliance trainings, and administers the University’s Affirmative Action Plan.

Equal Opportunity laws and WWU policies forbid discrimination, including harassment and bullying, based on the following legally protected characteristics: Race, Color, Creed, Religion, National Origin, Sex, Disability, Age, Veteran Status, Sexual Orientation, Gender Identity and Expression, Marital Status, or Genetic Information. WWU employees, prospective employees, students or recipients of university services who believe they have been discriminated against or harassed on the basis of a protected characteristic listed above, should contact the EOO for advice and assistance. The EOO investigates complaints of discrimination, and also works to informally resolve and mediate discrimination concerns.

Contact: Dr. Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity and Employment Diversity, Title IX Coordinator and ADA Coordinator Phone: (360) 650-3307 or 711 (WA Relay) Email: Sue.Guenter-Schlesinger@wwu.edu
PRESIDENT’S TASKFORCE ON EQUITY, INCLUSION AND DIVERSITY
(President's Office)

Target Group: Faculty, Staff and Students

Program Description: Following his Opening Convocation address in 2013, President Shepard charged the Task Force on Equity, Inclusion and Diversity to rigorously review campus climate, recruitment and retention practices, curriculum, and community outreach efforts in order to develop a comprehensive strategic plan and to recommend initiatives, policies, and procedures that will increase equity and inclusion and allow Western to embrace and reflect a truly diverse society. Approved recommendations of the Taskforce to date include (from most recent):

- Permanent funding for a Director of Women’s Studies, including a half time course release and summer stipend.
- Two tenured faculty lines with half appointments in American Cultural Studies, the home department for a series of courses and minors devoted to ethnic, racial and cultural minorities.
- Two summer teaching grants for faculty proposing to revise current courses to include diversity.
- A Diversity Teaching and Research Fellowship for a current faculty member conducting research on some aspect of diversity. The recipient of the fellowship will receive one course release for two quarters and teach a seminar on some aspect of their research.
- Bridge funding to support early opportunity hires, i.e., outstanding candidates who do not fulfill an immediate need but would provide a great fit for a position expected to soon come open through retirement, expansion, or other circumstances. Where those individuals advance the diversity priorities of the University, this fund would allow for hiring earlier than would otherwise be possible, and before the opportunity would disappear.
- University reimbursement of employees in same sex couples for the federal taxation on same sex partners’ health and wellness benefits. The process, termed a “gross-up benefit,” increases salaries by the amount taxed by the federal government plus the amount taxes would increase due to the increased income, effectively eliminating the penalty incurred by same sex couples.
- The Registrar's Office, Western Card Office and Equal Opportunity Office have together implemented a procedure for students and employees to change their gender marker and preferred name on their Western Card, and are implementing processes to enable a similar process across university systems.

Website: [http://www.wwu.edu/president/diversity.shtml](http://www.wwu.edu/president/diversity.shtml)

Contact: Paul Dunn, Senior Executive Assistant to the President
Phone: (360) 650-3472  Email: Paul.Dunn@wwu.edu
SEXUAL HARASSMENT PREVENTION TRAINING
(Equal Opportunity Office)

Target Group: Employees of WWU

Program Description: The Sexual Harassment Prevention Training (SHPT) program is designed to ensure Western employees understand how to prevent sexual harassment and recognize it if it occurs, what steps to take if they believe they are being sexually harassed, and how employees should respond to sexual harassment issues, including sexual violence. This training includes information about compliance with Title IX and Title VII. Under Washington State law and Western’s Policy on Preventing Sexual Harassment, SHPT is required for Western faculty and staff.

Training in the prevention of sexual harassment has two components. New employees are required to attend in-person SHPT, which individuals can register for by going to Western’s Training website and clicking on “Equal Opportunity Office.” Faculty and staff who attended in-person SHPT three or more years ago are required to complete an online Sexual Harassment Prevention Refresher Training.

Specialized SHPT is available for supervisors, groups of students and student employees upon request. Such groups that regularly receive SHPT include Residence Directors and Advisors, Associated Students employees, and graduate teaching and research assistants.

A specialized workshop on SHPT for supervisors is also available to academic and administrative groups.

Contact: Laura K. Langley
Manager, Equal Opportunity Programs
Equal Opportunity Office
Phone: (360) 650-3307 or 711 (WA Relay)
Email: laura.langley@wwu.edu
SPECIAL ASSISTANT TO THE PRESIDENT FOR DIVERSITY
(Enrollment and Student Services)

Target Group: Faculty, Staff and Students

Program Description: The Special Assistant to the President for Diversity supports WWU’s Mission Statement and the diversity core value, focusing on multicultural outreach and diversity. The Special Assistant serves as a liaison for the President and other university leadership, through the following efforts:

- **Outreach and Recruitment of Students of Color**: The Special Assistant serves as a liaison to students of color and their parents, assuring them that college is an attainable goal.

- **Academic Support**: The Special Assistant provides support to academic departments in the area of diversity. Most of these efforts are currently achieved through collaboration with the Center for Educational Pluralism and the Fairhaven World Issues Forum.

The University ensures that $25,000 is available annually to support programs, presentations and workshops designed to promote understanding of issues concerning ethnic minority students, faculty and staff.

Contact: Kunle Ojikutu, Assistant Vice President for Enrollment and Student Services, and Special Assistant to the President for Diversity
Phone: (360) 650-2926 Email: Kunle.Ojikutu@wwu.edu
**TITLE IX COORDINATOR**  
*(Provost’s Office; Equal Opportunity Office)*

**Target Group:**  
Students, Staff and Faculty

**Program Description:**  
The Vice Provost for Equal Opportunity and Employment Diversity is the University’s Title IX Coordinator, and is responsible for WWU’s compliance with Title IX of the Education Amendments of 1972, as amended. Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex, including sexual harassment and sexual violence, in any federally funded educational program or activity. Title IX applies to students, faculty, and staff.

The Title IX Coordinator's responsibilities include oversight for the development, implementation, and monitoring of meaningful efforts to comply with Title IX. These responsibilities include investigating Title IX complaints and implementing regulations as well as coordinating training regarding Title IX requirements. The Title IX Coordinator chairs a campus-wide Task Force team representing constituent members from student support service offices/providers.

The Equal Opportunity Office maintains a webpage informing individuals about Title IX, Sexual Harassment and Sexual Assault and publishes and disseminates targeted posters, flyers and wallet cards informing students, employees and summer program participants of their Title IX rights and outlining reporting options.

**Contact:**  
Dr. Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity and Employment Diversity, Title IX Coordinator and ADA Coordinator  
Phone: (360) 650-3307 or 711 (WA Relay)  
Email: Sue.Guenter-Schlesinger@wwu.edu  
or  
Laura Eckert, Assistant Director, EOO and Deputy Title IX Coordinator  
Phone: (360) 650-3307 or WA Relay: 711  
Email: Laura.Eckert@wwu.edu
Western's Leadership Advantage Scholar Program
(Karen W. Morse Institute for Leadership/Provost & LEADS Program/Enrollment & Student Services)

Target Group: Prospective Students

Program Description: The mission of Western’s Leadership Advantage (Karen W. Morse Institute for Leadership and LEADS) is to develop graduates who are well prepared to exercise responsible leadership in their chosen fields and careers, and in their communities. A more select program within WLA is the Western Leadership Scholars program. The criteria for admission include several factors, including history of good academic achievement in high school, and strong indicators of leadership activities and potential. The program has been designed to assist students who meet these criteria and a subset of applicants who are also Pell grant eligible or from economically at risk families. The program accepts a broadly diverse group of students and is aimed to provide students with an initial leadership education experience on leading ethically and responsibly. The students, through a 2-credit Leadership Studies course, which also meets a General University Requirement (GUR), experience the following: 1) paradigms and practices for leading ethically, 2) key alumni and campus administrators describing workplace ethical challenges and decision points they have faced, and writing assignments, small groups, and a service learning project where they integrate the ethics and leadership learning. Beyond the course, students are provided 2-3 other key intensive leadership learning experiences (e.g. a campus leadership lecture, the Ethnic Student Center Residential Conference, and the E.D.G.E. Challenge course) which deepen their leadership thinking and skills. The students are monitored for retention and academic achievement purposes.

Contact: Joanne DeMark, Ph.D., Leadership Development Specialist
Phone: (360) 650-4187   E-mail: Joanne.DeMark@wwu.edu
Website: www.wwu.edu/leadership/leads/scholars.shtml
SECTION II

GENERAL PROGRAMS TO ENHANCE DIVERSITY
ADMISSIONS
(Enrollment and Student Services)

Target Group: Students & Prospective Students

Program Description: Our mission is to identify, attract, admit, and enroll today's most promising scholars and future leaders. We counsel and evaluate prospective students as individuals with unique strengths, needs, and paths as we build an increasingly talented, diverse, and dynamic student body at Western Washington University, while working with University leadership to meet institutional enrollment targets. By using an integrated plan that values multicultural perspective and other forms of diversity, the Office of Admissions is able to facilitate increased focus through the following initiatives:

Travel & Outreach
Admissions Counselors travel to more than 220 high schools and community colleges during the fall. Travel continues throughout the year, with regular participation in multiple visits to select high schools, college fairs, and various programs within multicultural communities.

The midwinter outreach tour targets schools with concentrated numbers of multicultural students. Each school selects a program (application review session, essay workshop, click-submit workshop, etc.) for Admissions Counselors to bring to the school during the month of January to help students finalize their college and FAFSA applications.

Specialized spring yield events in the Seattle-Tacoma and Tri-Cities areas provide multicultural students, parents and family members with information about the transition to college and the opportunity to learn about financial aid, housing, and other on-campus services to support student success.

On-campus visitation
The Office of Admissions customizes each group visit to meet the needs of varying groups. Through this approach, we are able to highlight the resources, opportunities, and programs that will be most beneficial to our target audience.

Student Outreach
Through our StAR (Student Admissions Representatives) and HANDS (Helping Admit New Diverse Students) programs, current Western students foster trusting relationships, provide encouragement, answer questions, and help prospective students navigate the admissions process. The HANDS program has developed partnerships with local high schools and the community, seeking to increase college application and FAFSA completion and improve yield among multicultural students in Whatcom, Skagit, and Snohomish counties.

Spanish Language Access
To best serve non-native English speakers, Admissions provides families with access to a bilingual Admissions-Financial Aid Counselor,
translated publications, and our entire in-person and virtual campus tours presented in Spanish.

**Outreach to College Prep and Community Groups**
Admissions works closely with a variety of college-bound programs, including College Bound Scholars, the College Success Foundation, College Access Now, Advancement via Individual Determination (AVID), Upward Bound and Latinos in Action. Through our joint collaboration, we are able to provide college access to a diverse student population in Washington State.

**Application for Admissions & Scholarships**
The Application for Admission and Scholarships essay section invites all students to share their experiences with dedication to diversity. This reinforces the university’s commitment to diversity while serving as a component in admissions decisions and awarding multicultural scholarships. (See MAP Scholarship Section IV).

**Educational Partnerships**
Admissions partners with a network of educators to provide direct support to multicultural students. Participation on the Advocates for Multicultural Student Achievement (AMSA) Advisory Board includes quarterly regional conferences and community events for the Educational Service District (ESD 189). We host Quickstart to College, a three-day overnight program to increase college application and FAFSA completion among College Bound Scholars within ESD 189, hosted the Washington College Access Network (WCAN) statewide conference, and partner with Education Diversity Committee members at Woodring College of Education.

Contact: Clara Capron, Asst. Vice President for Enrollment & Student Services
Phone: (360) 650-2422  Email: Clara.Capron@wwu.edu

**ALUMNI BOARD OF DIRECTORS DIVERSITY COMMITTEE**
*University Advancement; WWU Alumni*

**Target Group:** WWU Alumni and Students

**Program Description:** The WWU Alumni Association Board of Directors has a focused commitment to encourage diversity of age, Western degree, geographic location, profession, ethnicity, and gender in Association related activities including composition of the alumni board of directors, student employees, student scholarship recipients, and program offerings.

Contact: Deborah DeWees, Senior Director, Alumni & Communications and Executive Director, Western Alumni Association
Phone: (360) 650-3622  Email: Deborah.DeWees@wwu.edu
AS PUBLICITY CENTER
(Associated Students – Enrollment and Student Services)

Target Group: All attendees at AS events, and readers of AS event promotions.

Program Description: In cooperation with DisAbility Resources for Students, the AS Publicity Center includes the verbiage “For disability accommodations, please contact...” on all event promotions.

Contact: Jeff Bates
Phone: (360) 650-7281 Email: Jeff.Bates@wwu.edu

ATHLETICS
(Enrollment and Student Services)

Target Group: Students

Program Description: WWU is committed to high quality co-curricular programs, including intercollegiate athletics. The opportunity to participate in intercollegiate athletics is an integral component of education at WWU. The University is committed to excellence in athletics in a manner consistent with the aims of the University and the operating principles of the National Collegiate Athletic Association (NCAA).

Diversity in student athletics has been a focus of the department since the passage of Title IX. Title IX requires universities that receive federal funding to provide athletic opportunities that are substantially proportionate to the student enrollment in order to continue receiving federal dollars. In addition to Title IX efforts, the Athletic Department has made substantial efforts in promoting diversity as outlined in the programs below:

- **Commitment to Gender Equality:** Athletics has worked to increase the participation level of female athletes, demonstrated not only in the recruitment efforts made by coaches but through expanded athletic opportunities. WWU offers fifteen sports each year, nine of which are women's sports.

- **Coaching Opportunities:** Over the past 10 years, Athletics has worked hard to increase the number of female coaches and coaches for female sports. Studies have shown that female coaches for female sports is one of the most effective ways to improve participation among female athletes and, to that end, WWU continues to look for female coaches when positions open up. Additionally, WWU makes every effort to hire qualified applicants from minority racial and ethnic backgrounds.

Contact: Steven Card, Interim Director of Athletics
Phone: (360) 650-3489 Email: Steven.Card@wwu.edu
CENTER FOR CROSS-CULTURAL RESEARCH  
(College of Humanities and Social Sciences; Department of Psychology)

Target Group: Students, Faculty and the Community

Program Description: The Center for Cross-Cultural Research was established for the scientific study of and education about cultural influences on human psychological functioning. Culture is broadly taken to mean shared meanings and understanding (e.g., values, norms, attitudes) held by group members.

The Center for Cross-Cultural Research is committed to:
• Promoting culture-related research by Center associates and Western Washington University students by providing small grants and through other means
• Offering courses focusing on culture and encouraging the inclusion of cultural content in other courses in Western Washington University’s psychology curriculum
• Promoting inter- and intra-national exchanges between cultural scientists through participation in professional organizations and with research/educational centers that share the Center’s interests
• Disseminating the results of culture and psychology research
• Assisting in preserving a record of the history of the scientific study of culture and psychology

Contact: Jeff King, Associate Professor  
Phone: (360) 650-3574 Email: Jeffrey.King@wwu.edu

CENTER FOR EAST ASIAN STUDIES  
(College of Humanities & Social Sciences)

Target Group: Students, faculty, members of the off-campus community interested in East Asia (China, Japan, Korea, Mongolia)

Program Description: Professors from a broad spectrum of academic departments work together in the Center for East Asian Studies to provide a nexus for teaching and research focused on China, Japan, Korea, and Mongolia. Contributing members represent colleges and departments from across the campus community, including the College of Humanities and Social Sciences, the College of Business and Economics, and Huxley College. The Center serves as a focal point for Western Washington University's interaction with East Asia, and an arena for vibrant intellectual cross-pollination from a variety of disciplines. From an academic perspective, it helps promote rigorous training in the study of East Asia and Inner Asia. With Asian economies, languages, cultures, and political realities continuing to rank high in global importance, diverse expertise in this region is an essential asset for any university. The opportunity for students to receive degrees in East Asian Studies represents an important aspect of the university curriculum.

Contact: Massimiliano Tomasi, Program Director and Professor, Modern & Classical Languages  
Phone: (360) 650-3339 Email: Massimiliano.Tomasi@wwu.edu
CENTER FOR EDUCATION, EQUITY AND DIVERSITY (CEED)
(Woodring College of Education)

Target Group: Faculty, Practicing Educators and Students

Program Description: Woodring College of Education supports the Center for Education, Equity and Diversity (CEED) through which students, faculty, and practicing educators access resources and professional development related to issues of diversity, educational equity, and social justice. Throughout the year, the CEED sponsors speakers, films, and symposia on issues related to multicultural education and cultural competence. We lend our support to four annual WWU and community events which include the Forum on Educational Law and Social Justice, the CEED Student Awards Ceremony, Whatcom Human Rights Task Force (WHRTF) Dr. MLK, Jr. Conference, and the Northwest Indian College (NWIC) Summit on Indigenous Service-Learning. Numerous resources are available in the CEED for teaching and research. All resources address diversity and include lesson plans/curricula, articles, books, texts, DVDs, and videos. The CEED sponsors an interactive online journal through which international scholars discuss issues of diversity, social justice, and educational pluralism. We look forward to our new partnership with REACH (Respecting Ethnic and Cultural Heritage), a non-profit organization dedicated to the development of culturally competent educators committed to social change.

The Center focuses on issues related to equity, diversity, culturally-responsive teaching, self-exploration and identity, inter-group relations, multicultural education, democratic empowerment and civic engagement; particularly focusing on issues of retention and success for historically underrepresented populations.

Contact: Kristen B. French, Director, Center for Education, Equity and Diversity Phone: (360) 650-7313 Email: Kristen.French@wwu.edu
COUNSELING CENTER
(Enrollment and Student Services)

Target Group: Students

Program Description: The Counseling Center assists students in gaining the greatest educational benefit from their university experience by responding to their psychological needs through counseling and psycho-educational experiences and by consulting with the university community on psychological issues affecting students.

The following internal programs exist to ensure the Counseling Center continues to be an inclusive, safe environment that adapts to the ever changing needs of students.

- Professional Development and Training: In order to keep current on issues facing different communities of students, the professional and intern staff attend trainings to examine issues of race, culture, sexual orientation, gender and gender transitioning, religion, and spirituality as well as staying apprised of needs of particular student populations.

- Liaison Work: The Counseling Center staff work with disAbility Resources for Students, Student Outreach Services, Ethnic Student Center, Queer Resource Center, and Veterans’ Services to provide students with additional assistance when they need it.

- LGBT Support: The Counseling Center offers a Pride support group for LGBTQ students and maintains an informal liaison with the Queer Resource Center and LGBT Advocacy Council.

- Groups and Workshops: The Counseling Center provides an array of support and psycho-educational group experiences to aid students in sharing their experiences, discovering that they are not alone, and providing and receiving support. Support groups are also offered for other groups of students for which there is an ongoing interest. Current groups and workshops are listed on the Counseling Center’s website http://www.wwu.edu/counseling/groups.shtml.

- International Students, Study Abroad and Transfer Integration: The Counseling Center participates in orientation of Asia University America Program students and maintains an informal liaison with faculty and staff in the program to assist students in getting needed support and counseling.

Many students who travel abroad find it to be one of the most rewarding experiences of their lifetime, but come back to WWU and experience a culture shock. The Counseling Center provides support for students who are dealing with cultural transitions or having trouble readapting to the Western culture and their student role. The Counseling Center performs a similar service for students who come to WWU and find themselves missing home or having difficulty creating a support network at WWU.

Contact: Nancy Corbin, Director
Phone: (360) 650-3164 Email: Nancy.Corbin@wwu.edu
DEVELOPING A PLACE AND CULTURE-CENTERED OCEAN SCIENCE CURRICULUM FOR K-12 QUINAULT STUDENTS
Shannon Point Marine Center/COSEE Pacific Partnership/University of Washington/COSEE California

Target Group: Native American students (K-12)

Program Description: Over the past two years we have been involved in developing an inquiry-based K-12 science curriculum at the Taholah School (Quinault Nation). This project is working towards a community, resource and culture-based approach to natural science education for K-12 Native American students, using the GEMS Ocean Sciences Sequence as a curricular framework to integrate appropriate components of Common Core and Next Generation Science Standards. This endeavor is the result of an MOU between the Quinault Nation and National Science Foundation and coordinated by Centers for Ocean Sciences Education Excellence – Pacific Partnerships (COSEE-PP). Collaborators on this project include faculty and administrators at the Taholah School, members of Quinault Department of Natural Resources, Dr. Jude Apple (Marine Scientist, WWU), Dr. Jan Hodder (COSEE-PP Director, Oregon Institute of Marine Biology), Dr. Megan Bang (Associate Professor, Indigenous Education, University of Washington), and Catherine Halverson (Marine Science Educator, Lawrence Hall of Science, UC Berkeley).

Contact: Dr. Jude Apple, Marine Scientist, Shannon Point Marine Center
Phone: (360) 650-7400 Email: Jude.Apple@wwu.edu
**Disability Awareness Week**

*(Associated Students)*

**Target Group:** Students, Faculty, Staff, and members of the Bellingham community

**Program Description:** Initiated in Spring 2007, Disability Awareness Week is an annual celebration meant to gather discussion and efforts in commemoration of a civil movement that redefines minority—for it is the only minority of which you can join at any time. The Week is used to promote resources for individuals with disabilities, provide open and safe spaces for dialogue and advocacy, and inform the community of what we call “disability culture.”

Our desired goal is to reach and uplift all of Western’s students, faculty and staff with disabilities and empower them with the tools that they need to succeed. We also aim at informing the entire community, whether or not they have disabilities, about lifestyle changes, elimination of stereotypes and social barriers, laws that protect their individual civil rights, and any other information and support that will help them in understanding what “disability” really means. “Ability...What’s Yours?” is the slogan that focuses on those abilities unique and wonderful to us.

Disability Awareness Week typically occurs the third week in April every year and includes multiple events for five days. The week allows for much collaboration and co-programming among various offices and programs on Western’s campus as well as off campus organizations.

**Contact:**
A.S. Disability Outreach Center Coordinator  
Phone: (360) 650-6116  Email: AS.Disability@wwu.edu
DISABILITY RESOURCES FOR STUDENTS (DRS)
(Enrollment and Student Services)

Target Group: Students with Disabilities

Program Description: The primary mission of disAbility Resources for Students (DRS) is to ensure equal access for students with disAbilities to all curricular and co-curricular opportunities offered by Western Washington University. DRS strives to partner with students with disabilities in order to identify and support sustainable accommodation and disability management resources critical to student success. The cornerstone of the philosophy of practice in DRS is a student-centered model in which DRS staff members engage the student as a main actor in the accommodations process, heightening the potential for intentional learning and development. Accommodation policies and procedures are highly individualized and centered on self-advocacy, realistic self-appraisal, and student growth.

DRS partners with around 700 students per quarter to facilitate academic accommodation. This population has doubled in the last decade. The traditional populations have remained stable over the past few decades, but there has been a dramatic increase in the number of students with mental health disabilities.

Services provided by DRS include:

- Exam Proctoring Options
- Alternative (Accessible Digital) Text
- Programs for Deaf and Hard of Hearing Students
- Disability Management Counseling
- Academic Advising
- Physical Orientation of the WWU Campus
- Outreach to Campus
- Referral for Off-Campus Evaluation and Treatment

Contact: Anna Blick, Assistant Director, disAbility Resource Services
Phone: (360) 650-7424 Email: Anna.Blick@wwu.edu
ENVIRONMENTAL HEALTH AND SAFETY (EHS) – WORKERS’ COMPENSATION AND ERGONOMICS
(Business & Financial Affairs; Environmental Health and Safety)

Target Group: All Western Employees. See below for relationship to specific target groups.

Program Description: Western’s workers’ compensation program exists to provide sure and certain relief for workers who suffer on-the-job injuries or illness. An important function of this program is working to reduce injury and illness through prevention.

On means of prevention we utilize is providing ergonomic evaluations to all workers upon request. This has included being able to assist Human Resources in determining possible accommodations for workers with disabilities.

The aging of our workforce is already creating challenges and will continue to do so for the foreseeable future. There are two ways in which we hope to address these challenges.

First, ergonomic evaluations of workstations and the campus in general can help mitigate the effects of aging on productivity and safety.

Second, as older workers begin to make up a greater portion of the workforce, the issue of employee health and wellness will be of increasing importance. To create greater synergy of effect EHS continues work with Human Resources to support the efforts of Western’s Faculty and Staff Wellness Program.

Contact: Bruce Boyer, Workers’ Compensation and Ergonomics
Phone: (360) 650-2947 or Email: Bruce.Boyer@wwu.edu
**Ershig Assistive Technology Resource Center (E-ATRC)**  
*(Woodring College of Education)*

**Target Group:**  
WCE Teacher Preparation Students; Educators, Families and other Caregivers in the local community

**Program Description:**  
The **Ershig Assistive Technology Resource Center** is one of the Woodring College of Education Resource Centers, located in Miller Hall 001, on the campus of Western Washington University.

The **E-ATRC** houses hundreds of Assistive Technology (AT) tools and resources, with a focus on technology support for P-12 students with diverse learning needs.

Assistive Technology (AT) has traditionally referred to equipment used to improve functioning for individuals with disabilities. However, AT tools can benefit a range of other diverse individuals (young children, English Language Learners, elders/senior citizens, etc.) in addition to those w/ disabilities.

The primary purpose of the E-ATRC is to familiarize future educators (teachers-in-training) with technology tools that may benefit their future students with diverse learning needs. WWU students may borrow E-ATRC tools to apply in practicum and internship settings.

In addition, the E-ATRC is open to members of the general community (educators, families and other caregivers) who are interested in exploring or borrowing support technologies and related resources.

**Contact:**  
Linda Schleef, Senior Instructor and E-ATRC Coordinator  
Phone: (360) 650-2783  Email: Linda.Schleef@wwu.edu
**ETHNIC STUDENT CENTER**
*(Enrollment and Student Services)*

Target Group: Historically Underrepresented Ethnic Students and Allies

**Program Description:**

**Missions Statement:** The Ethnic Student Center (ESC) is a community that supports historically underrepresented ethnic students and allies by providing a social atmosphere and inclusive environment where we engage in identity exploration and strive for cultural awareness and academic excellence.

**The ESC is a service center that provides support for students of color** to succeed at Western Washington University. Students in the ESC involve themselves in activism, programming planning, and leadership development; which cultivates cultural affinity, and a sense of belonging. Involvement with the ESC community helps retain those underrepresented students that statistically do not see themselves in higher education. Though the target audience is students of color, The ESC is an inclusive center that is open to all students.

**The ESC provides resources and collaborates with other offices** to help best serve the students. These included academic support, tutoring, scholarships, career services support, and job opportunities. The ESC also offers study space, computer access, and a social lounge. The ESC also collaborates with the Office of Admissions to host informational presentations, panels, lunches, and provides tours for high schools, community colleges, and youth support programs. ESC volunteers and staff participate and share personal experiences in higher education, serving as a means for recruitment.

**The ESC Staff coordinates large annual programs** to bring cultural awareness and issues to the larger community. Among the ESC’s many annual events and programs are the following: The ESC Conference, Martin Luther King Jr. Celebration, Culture Shock, A Day at Lakewood, Boarder Project, End of the Year Celebration, and the ESC Commencement.

**The ESC provides oversight to ethnic clubs** that assist students transitioning to WWU to develop cultural identity and a sense of community and become active in social justice. There are on average 13-16 clubs a year, depending on activeness. The ESC clubs include:

- African Caribbean Club,
- Black Student Union,
- Chinese Student Association,
- Filipino American Student Association,
- Hui O’ Hawaii,
- Japanese Student Association,
- Khmer Student Association,
- Korean Student Association
- Latino Student Union,
- Movimiento Estudiantil Chicano@ de Aztlán,
- Mixed Identity Student Organization,
- Native American Student Union,
- Queer People of Color,
- South Asian Student Association,
- Thai Student Association,
- Vietnamese Student Association.

**Many ESC clubs coordinate and put on large scale events.** All events are led by student leaders/officers who volunteer their time and energy on programming while attending school full time. These events are supported by the Associated Students and brings in hundreds of attendees from Universities, the Bellingham area, and cultural communities across Washington. ESC Club events include:

- Filipino Heritage Dinner,
- Black History Month Dinner,
- African Caribbean Club Cultural Night,
- Lunar New Year Celebration,
- Latino Heritage Celebration,
- Khmer Heritage Dinner,
- Hair Night,
- Japan Tsunami Relief Benefit,
- Spring Luau,
- Pilipino Culture Night,
- and the Low Rider Show.

The ESC is a part of the Dean of Students unit and the Associated Students.

**Contact:** Nate Panelo, Coordinator
Phone: (360) 650-7272 Email: Nate.Panelo@wwu.edu
FACULTY & STAFF DIVERSITY PROGRAM
(Human Resources Department, Business and Financial Affairs)

Target Group: Western Faculty & Staff

Program Description: **BFA Employee Engagement and Diversity**

Goal: Recruit and Retain Diverse Workforce to Attain “Best in Class” Standard

- Outreach efforts to market Western as a welcoming employment destination.
- Build partnerships with Lesbian Gay Bisexual Transgender Advocacy Council (LGBTAC) and Minority Employee Council (MEC) to diversify search committees.
- Assists search committees and sends a strong signal to our diverse employees that we are committed to a diverse and inclusive environment.

**BFA Employee Empowerment and Diversity**
BFA Protégés Mentorship Program

- Connects new hire with campus community
- Professional development for mentor in the form of mentorship training.
- Draw from LGBTAC and MEC for mentors, as well as campus at large.
- Learning and development for all supervisors on how to effectively manage a diverse workforce.
- Engages BFA employees as BFA Mentors and Protégés.

**BFA Employee Engagement and Diversity**
Assessment

- Face-to-face exit interviews with known diverse employees to assess effectiveness of actions taken.
- Analyze data and adjust approach as needed.

**BFA Employee Engagement and Diversity**
Empowering BFA Directors to Take Action

- Employee survey serves as benchmark for each director on employee empowerment and diversity.
- BFA directors aware of Affirmative Action Plan goals.
- Directors respond with individual plan to address the goals.
- Human Resources meets quarterly with directors to assess effectiveness of approach.
- Directors identify strong candidates to become mentors.

Contact: Nick Sanchez, Employment Inclusion Manager
Phone: (360) 650-7410  Email: Nick.Sanchez@wwu.edu
**Faculty & Staff Wellness Program**

*(Human Resources Department, Business and Financial Affairs)*

**Target Group:** Western Faculty & Staff

**Program Description:** The Faculty & Staff Wellness Program embraces all human differences and breaks down barriers between all employees. The program’s primary focus is to create an environment where everyone is welcome, and to offer broad activities so that everyone has the option to participate.

The overall mission is to create a supportive, all-inclusive environment that encourages choosing a healthy lifestyle encompassing all dimensions of wellness for every Western employee. We are committed to educating, facilitating, encouraging, and supporting decisions and actions of wellness.

Our program consists of 15 different worksite physical activity options offered at five different times throughout the day. All classes are instructed by credentialed professionals within the field.

- **Employee Development Training Program** – Five trainings that are centered on personal growth and improvement.
- **Nutrition Seminar Series** – An educational opportunity based on different nutritional topics, and the chance to converse with a Registered Dietitian.
- **One-on-one wellness consultations, fitness assessments, online yoga videos, wellness blogs, quarterly Lunch ‘n Learns, and more!**

To learn more go to our Faculty & Staff Wellness Program home page: [www.wwu.edu/employeewellness](http://www.wwu.edu/employeewellness).

**Contact:** Kaylee Nightingale, Employee Development & Wellness Administrator  
Phone: (360) 650-3386  Email: Kaylee.Nightingale@wwu.edu
FACULTY RECRUITMENT AND RETENTION
(Woodring College of Education)

Target Group: Faculty

Program Description: Woodring College of Education is committed to transformational change that supports increased understanding and respect for all people and cultures. Woodring seeks to promote justice through intentional action on multiple levels; through individual, professional, and institutional change. Recruiting and retaining faculty members who represent the diversity of the families and communities we serve is seen as an essential element of this work. Woodring College of Education strives to promote equity among all people with attention to those who have experienced systemic social injustice based on their ethnicity, race, gender, age, disAbility, sexual orientation, language, socio-economic status, or religion. For the purposes of this document, the term diverse implies an equity focus with recruitment and retention efforts designed to eliminate barriers to access for individuals who represent historically marginalized groups.

Consistent with recommendations from the Woodring Recruitment and Retention Plan of 2009, we have implemented a comprehensive long-range plan for the recruitment and retention of a diverse faculty. This plan incorporates best practices from Diversifying the Faculty: A Guidebook for Search Committees (Sotello Viernes Turner, 2002). In addition, this document is a response to the varied challenges in recruiting and retaining diverse faculty described in the articles located on this Diversity Web resource.

Woodring's detailed faculty recruitment and retention plan is available on the web:
http://wce.wwu.edu/files/wce/FacultyRecruitRetenPlan.pdf

Contact: Dr. Rosalie Romano, Faculty Co-Chair of Woodring's Equity and Diversity Committee
Phone: (360) 650-2581 Email: Rosalie.Romano@wwu.edu

Lynda Spaulding, Staff Co-Chair of Woodring's Equity and Diversity Committee
Phone: (360) 650-3827 Email: Lynda.Spaulding@wwu.edu

GENERAL PROGRAMS TO ENRICH DIVERSITY ●29
FAIRHAVEN COLLEGE OF INTERDISCIPLINARY STUDIES
(Fairhaven College)

Target Group: Students and interested faculty and staff colleagues

Program Description: Examination of issues arising from a diverse society is part of our mission at Fairhaven College of Interdisciplinary Studies, so students will find almost all of our courses and our entire curriculum incorporates study and analysis within the context of race, class, gender, national origin, ethnicity, age, and other diversity factors.

Courses, service and public programs, and other learning opportunities (such as internships and independent studies) offer the chance to examine the impacts and contemporary and historical roots of race, class and gender relations.

The Fairhaven college mission and pedagogy prepares students to listen carefully and engage respectfully in discussion, to value and respect different world views and to appreciate multiple voices reflecting the diversity of experiences in our society. The college commitment to striving toward social justice commonly brings issues of diversity into our curriculum, our public programs and our pedagogy overall.

See Fairhaven College courses, affiliated American Cultural Studies courses, the Adventure Learning Grant, World Issues Forum, and the Center for Law, Diversity & Justice.

Contact: Jack Herring, Dean, Fairhaven College
Phone: (360) 650-4900 Email: JackHerring@wwu.edu

FAMILY MEDICAL LEAVE AND DISABILITY SERVICES
(Human Resources Department, Business and Financial Affairs)

Target Group: WWU Employees and Job Applicants

Program Description: This program is committed to assisting employees and job applicants with disabilities and serious medical conditions. Individuals needing employment-related reasonable accommodations may contact Human Resources for additional information and assistance.

Contact: Julie Moon, Disability Administrator
Phone: (360) 650-3771 Email: Julie.Moon@wwu.edu
Website: www.disabilityresources.wwu.edu
HERITAGE RESOURCES
(Western Libraries)

Target Group: Entire campus community.

Program Description: The Heritage Resources unit provides for responsible stewardship of and access to unique and archival resources in support of teaching, learning and research at Western Washington University and beyond. The Center for Pacific Northwest Studies, Western Libraries Special Collections, and WWU Archives and Records Center work together to document the culture and history of Western, the local community and Pacific Northwest region, and to promote public and scholarly access to holdings.

- Western Libraries Special Collections offers materials illustrating the cultural history and environment of the university, including the experiences of diverse populations. The Campus History Collection is a particularly rich resource. Holdings include collections of student publications such as the campus newspaper and annual, club and interest group periodicals, faculty publications, and publications of the university’s colleges, offices, centers, councils, and institutes. For more information about Special Collections, visit http://www.library.wwu.edu/specialcollections.

- The Center for Pacific Northwest Studies preserves, collects and makes available archival records documenting the history, environment and inhabitants of this region. Collections include resources regarding Northwest Native American history and culture, women’s history, and LGBTQ history. Detailed description of collections is available at: http://www.library.wwu.edu/cpnws.

- The WWU Archives preserves the archival records of the university, including records from the administration and all divisions, departments, offices, and program units. The collection is particularly strong in the areas of policy development and implementation and program history. For more information about WWU Archives, please visit http://www.library.wwu.edu/archives.

Contact: Elizabeth Joffrion, Director of Heritage Resources
Phone: (360) 650 3283; Email: Elizabeth.Joffrion@wwu.edu

Ruth Steele, Archivist, Center for Pacific Northwest Studies
Phone (360) 650 7747; Email: Ruth.Steele@wwu.edu

Peter Smith, Special Collections Librarian
Phone (360) 650-3175; Email: Peter.Smith@wwu.edu

Tamara Belts, Special Collections Manager
Phone: (360) 650-3193; Email: Tamara.Belts@wwu.edu
INTEGRATING NATIVE AND WESTERN PERSPECTIVES ON GEO SCIENCES INTO POST-SECONDARY EDUCATION
Shannon Point Marine Center/COSEE Pacific Partnership/Northwest Indian College

Target Group: Native American students

Program Description: In the Pacific Northwest, educators and researchers alike have an obligation to engage indigenous students in science and learning in a way that honors Native American perspective and an indigenous worldview. Similarly, Western-identified scientists and researchers that engage with Native American communities need to develop cultural competencies so as to collaborate with Tribal communities and Tribal Colleges in an appropriate, responsible, and ethical manner. We have develop a collection of instructional modules and lesson plans that work towards creating a more inclusive learning environment that has been inspired by the desire to enhance ocean literacy and provide meaningful, inquiry-based experiences in marine science and climate change for learners from a wide range of cultural orientations. This effort has been spearheaded by Dr. Jude Apple and supported by a National Science Foundation Opportunities for Enhancing Diversity in Geosciences (OEDG) grant awarded to Northwest Indian College, the NSF-funded Centers for Ocean Sciences Education Excellence – Pacific Partnerships (COSEE-PP) at Shannon Point Marine Center, and through collaborations with marine science educators at University of California Berkeley Lawrence Hall of Science as part of COSEE California.

Contact: Dr. Jude Apple, Marine Scientist, Shannon Point Marine Center Adjunct Research Faculty, Northwest Indian College Phone: (360) 650-7400 Email: Jude.Apple@wwu.edu
JOURNAL OF EDUCATIONAL CONTROVERSY
(Secondary Education Department – Wooding College of Education)

Target Group: Faculty, Staff, Students, Educational Community

Program Description: The Journal of Educational Controversy is a peer reviewed journal, providing a national and international forum for examining the dilemmas and controversies that arise in teaching and learning in a pluralistic, democratic society. Its purpose is to explore issues that emerge in schooling (public schooling, higher education, adult education, etc.). A majority of the themes deal with diversity issues. Because many of the tensions in public school and university policies and practices are deeply rooted in the tensions inherent in the philosophy of a liberal democratic state, many of the value conflicts in public schools and universities can only be understood within the context of this larger public philosophy. In effect, the conflicting assumptions underlying our public philosophy frame our questions, define our problems and construct the solutions that shape our practices, policies, and research agendas. This journal strives to help clarify that public debate and deepen an understanding of its moral significance.

Contact: Lorraine Kasprisin, Editor
Professor of Educational Foundations, Secondary Education
Phone: (360) 650-3871 Email: Lorraine.Kasprisin@wwu.edu

LEARNING COMMONS
Learning Commons – Western Libraries

Target Group: Everyone – Students, faculty, staff, and others

Program Description: The Learning Commons brings together resources and programs to advance teaching and learning, online, and across the physical space of the Western Libraries.

Learning Commons partners include:
- Circulation Services
- Center for Instructional Innovation and Assessment
- Center for Service-Learning
- Research and Instruction
- Student Technology Center
- Teaching-Learning Academy
- Tutoring Center
- Viking Village
- Writing Center
- Writing Instruction Support

In collaboration with the Western Libraries Diversity Committee, the Learning Commons has developed and will continue to further their employee trainings, and inclusive opportunities that contribute to a culturally competent and accessible environment within the virtual and physical space.

Contact: Carmen Werder, Director
Phone: (360) 650-7329 Email: Carmen.Werder@wwu.edu
LEARNING IN COMMUNITIES AND SCHOOLS
Woodring College of Education

Target Group: Greater Whatcom and Skagit Schools and Community Agencies, Pre-Service Education and Human Service Professionals

Program Description: Woodring College of Education is committed to service-learning as it is mutually beneficial to the local community and the professional development of WCE students. Each year, 300+ WCE students complete 6,000+ volunteer hours for community partners. Examples of community placements related to diversity and equity:

- Middle school English language learner (ELL) tutoring
- High school alternative education and special education
- AVID tutoring
- Club de Lectura
- Flying Colors
- Sterling Meadows
- Raices Culturales
- Nooksack Tribal Assistance for Needy Families
- Treehouse Foster Youth Tutoring
- Common Threads Farm
- Bellingham Technical College ELL tutoring

Contact: Lisa Moulds, LinCs Coordinator
Phone: (360) 650-4655, Email: Lisa.Moulds@wwu.edu
LESBIAN, GAY, BISEXUAL & TRANSGENDER ADVOCACY COUNCIL – WWU
Special Assistant to the President for Diversity

Target Group: All faculty, staff and students, especially those who identify as LGBTQ.

Program Description: The mission of Western Washington University’s (WWU) University Lesbian, Gay, Bisexual and Transgender (LGBT) Advocacy Council is to foster a safe, supportive, and inclusive educational environment by promoting awareness and understanding of LGBT issues and by advocating for the distinctive needs and concerns of LGBT students, faculty, and staff.

The LGBT Advocacy Council (LGBTAC) is a university committee composed of faculty and staff, with student representation, who meet on a regular basis and serve the needs and interests of the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and Ally population on Western’s campus.

The University LGBT Advocacy Council has the following roles:
1. to foster an environment that supports LGBT students in their growth and development in order to achieve academic and personal success;
2. to support and advocate for LGBT students, faculty, and staff as they address issues of safety/hostility and discrimination/inclusion in the university community and its broader community;
3. to serve as an advocate and resource for WWU students, faculty, staff, and campus organizations by supporting diversity and anti-discrimination policies;
4. to promote the use of current and accurate information about LGBT individuals and issues, and, in general, the use of inclusive language within both the academic and social contexts of the university community and its broader community.

Council responsibilities include assessing or responding to campus climate issues that have been identified, providing Safe Zone training in concert with the Associated Students Queer Resource Center, sponsoring campus speakers and events, hosting Rainbow graduation, and participating in Back to Bellingham. Council committees include Institutional Commitment to LGBT Issues, Integrating LGBT Q Issues into Curriculum and Pedagogy, Attracting and Retaining LGBTQ and Ally Faculty, Staff and Students, and Providing Educational Programming and Safe Zone Training.

Contact: Joanne DeMark, Ph.D., Leadership Development Specialist
Phone: (360) 650-4187 E-mail: LGBTAC@wwu.edu
Websites: www.wwu.edu/lgbtac/ and www.wwu.edu/safezone
**MATH CENTER**
*(College of Sciences & Technology)*

**Target Group:** Students

**Program Description:** The purpose of the Mathematics Center is to encourage mathematical thinking. The Center provides tutoring in mathematical subjects including calculus, linear algebra, statistics, and differential equations. The Center is staffed by the Math Fellows, an exceptional group of undergraduate students chosen by the department because of their performance in mathematics and their desire to help others succeed. The Math Fellows are trained to teach good problem-solving techniques and guide the learner through the process of building mathematical understanding.

**Contact:** Kim Ragsdale, Math Center Director  
Phone: (360) 650-3813 Email: Kim.Ragsdale@wwu.edu

**MINORITY EMPLOYEE COUNCIL (MEC)**
*Special Assistant to the President for Diversity*

**Target Group:** Faculty and staff of color

**Program Description:** The Minority Employee Council is an advisory board that makes recommendations to the President via the Special Assistant to the President on Diversity on all matters pertaining to diversity, or issues that affect faculty/staff of color. The Council also serves as a catalyst for social engagement and community for faculty and staff of color. All activities shall advance the educational and cultural philosophical principles of inclusiveness and advocacy, and engender mutual respect for all groups.

**Goals**
- To foster a better understanding of diversity through joint programs and open dialogues.
- To advocate on behalf of the diverse staff/faculty populations.
- To increase the amount of faculty and staff of color to be more representative of the population.
- Work to build a more inclusive university environment.
- To promote and provide a place for community and social interaction among faculty and staff of color.

**Objectives**
- To support and advise programs to promote and increase retention of faculty and staff of color.

**Website:** [www.wwu.edu/mec](http://www.wwu.edu/mec)

**Contact:** Joan Ullin, President, Minority Employee Council  
Phone: (360) 650-7361 Email: Joan.Ullin@wwu.edu  
or Lise Fitzpatrick, Secretary/Publicity, Minority Employee Council  
Phone: (360) 650-6745 Email: Lise.Fitzpatrick@wwu.edu
**Multicultural Initiative in the Marine Sciences: (MIMSUP)**

*(Academic Affairs; Shannon Point Marine Center)*

**Target Group:** Students in Underrepresented Groups

**Program Description:** The objective of MIMSUP is to increase the representation of racial/ethnic minority students in marine science professions. MIMSUP engages prospective students at a point early enough in their undergraduate academic careers so as to permit them to make informed decisions regarding post-graduate education or pursuit of appropriate positions upon completion of their undergraduate degrees. Emphasis is placed on developing not only a solid information base in the marine sciences, but also the academic and personal tools to be successful.

Eight students are recruited annually from around the nation to participate in two intensive quarters of training and instruction at SPMC. The program involves formal coursework in the fundamentals of marine science, training in up-to-date field and laboratory investigative techniques, use of scientific literature, use of computers in data and word processing, conducting independent research, learning and practicing the methods of scientific communication, an introduction to the array of career opportunities by direct contact with potential employers, and development of both scientific and personal job-related skills. A work-study component trains students in providing lessons on marine science topics to K-12 school children.

Intensive supervision is provided by a full-time faculty member who serves as project manager, instructor, mentor, and academic advisor. All other faculty and staff at SPMC participate actively in the program. An aggressive recruitment effort identifies potential student participants by employing advertising through both standard and electronic mechanisms, focusing efforts through established minority institution contacts, using MIMSUP alumni and faculty advisors as contacts, and developing new faculty contacts at minority institutions.

The program has been offered annually since 1991. Outcomes indicate that the program has been extremely successful. Of 151 program alumni, 98% have completed or are currently pursuing their undergraduate degrees. Of those who have completed their undergraduate degrees, 56% have gone on to advanced education (11% of those in Ph.D. programs). MIMSUP has been recognized as a national model for mentoring and recently received a Presidential Award for Excellence in Science, Math, and Engineering Mentoring.

**Contact:**

Dr. Brian Bingham, Professor  
Phone: (360) 650-7400 Email: Brian.Bingham@wwu.edu
NORTHWEST CENTER FOR HOLOCAUST, GENOCIDE & ETHNOCIDE EDUCATION

(Woodring College of Education)

Target Group: Educators and students at all institutional levels

Program Description: "Remembering the Past, Learning from the Present, Healing for the Future"

The Northwest Center for Holocaust, Genocide and Ethnocide Education is a project at Western begun in September of 1998, to assist educators in the design and implementation of Holocaust, genocide and ethnocide-related studies and is dedicated to remembering and learning from the past in order to promote the human rights of all people. The NWCHGEE’s initiatives and activities are consistent with House Bill 2212, which states:

Every public high school is encouraged to include in its curriculum, instruction on the events of the period in modern world history known as the Holocaust, during which six million Jews and millions of non-Jews were exterminated. The instruction may also include other examples from both ancient and modern history where subcultures or large human populations have been eradicated by the acts of mankind. The studying of this material is a reaffirmation of the commitment of free peoples never again to permit such occurrences....

-excerpt from chapter 28A.300 RCW, House Bill 2212

For more information on the NWCHGEE see their website at: http://www.wce.wwu.edu/Resources/NWCHGEE/

Contact: Dr. Ray Wolpow, Director
Phone (360) 650-3337 Email: Ray.Wolpow@wwu.edu
OFFICE OF UNDERGRADUATE EDUCATION
(Academic Affairs; Undergraduate Education)

Target Group: Undergraduate Students

Program Description: The Vice Provost for Undergraduate Education (VPUE) reports to the Provost and Vice President for Academic Affairs and works closely with the academic deans, department chairs, faculty, students, student support services, and external agencies. Specific projects and goals may change from academic year to year, but the VPUE's Office oversees those areas and programs that are interdisciplinary in nature and contribute to the overall excellence of WWU's undergraduate experience: The Office of the VPUE is committed to maintaining and developing diversity in these programs, some of which include:

- First-Year Interest Group (FIG) Program: FIGs provides linked courses and a “learning community” environment for entering first-year students. Two of the FIG clusters are joint initiatives with the Woodring College of Education to support students interested in careers teaching serving students from culturally and linguistically diverse populations. Other FIG clusters focus on the history and literature of racial and ethnic minorities (http://www.wwu.edu/figs/)

- Western Reads is a program aimed at providing a common reading experience for Western’s entering first-year students and transfers. Books are selected to reflect issues of diversity (gender, race, class and ethnicity) and encourage discussion and dialogue about those issues throughout the academic year. (http://www.wwu.edu/westernreads/)

- The Center for Service Learning (CSL): See page 184, Section V International Programs, for further information.

Contact: Steven VanderStaay, Vice Provost for Undergraduate Education
Phone: (360) 650-3004 Email: Steve.VanderStaay@wwu.edu

ORIGINAL SCRIPT ENTRIES IN LIBRARY CATALOG - WESTERN LIBRARIES
(Western Libraries)

Target Group: Anyone who is a native speaker of Chinese, Japanese, Korean, Russian, Mongolian, etc.

Program Description: Non-roman alphabet language entries in the new search interface of The Libraries will have parallel displays and full searching capability in the original scripts.

Contact: Wayne Richter, Asian Materials Specialist
Phone: (360) 650-3395 Email: Wayne.Richter@wwu.edu
PREVENTION AND WELLNESS SERVICES
(Enrollment and Student Services)

Target Group: Students

Program Description: The mission of Prevention & Wellness Services is to facilitate individual and community health and well-being, nurturing students’ self-care and social responsibility so that they may maximize their academic and personal success and engage in the creation of a safe and healthy community.

All components of Prevention and Wellness Services have positivity, inclusivity, and empowerment as foundation tenants. PWS teaches all Peer Health Educators (student volunteers) the concept of standpoint – understanding that we can only see the world through the lens of our own experiences and that others may view and experience the world in ways quite different from ourselves. We teach celebration of differences and strive for understanding of others’ standpoints, suspending of judgment and respectful discourse as resolution when differences in standpoint emerge. This foundation runs through all PWS programs and services.

Safe Space Training: Safe Space Training encompasses ally education and skills individuals can use when identifying opportunities to take action as allies for each other. Safe Space Training offers students, faculty and staff:

- awareness of issues related to sexual violence;
- how to create a safe place for individuals who have experienced violence to disclose their experiences and reach out for assistance;
- to help individuals identify actions they can take to prevent and interrupt unsafe situations;
- how to sensitively support and assist those who have experienced violence;
- information about available resources and reporting options.

Safe Space Training can be arranged by contacting Katie Plewa at 360-650-7982.

Consultation and Sexual Assault Support Services: The CASAS program is Western’s compassionate response to acts of violence. The three most common forms of interpersonal violence on college campuses are dating violence, sexual assault and stalking. These typically involve two people who know each other and, many times, are or were in a dating relationship. CASAS professional staff assists students in accessing all available resources, in effort to ensure the student continues to be academically successful and has the tools necessary to heal from their experience.

Services include:

- Professional consultation
- Brief counseling
- Emotional support
- Support group
- Assistance in accessing
  - medical services
  - reporting options and legal services
  - academic support

CASAS collaborates with the Ethnic Student Center (ESC), Queer Resource Center, Women’s Center, and the Sexual Awareness Center to provide culturally sensitive, proactive information and delivery strategies to increase the number of students from underrepresented groups who receive and remember critical information about support services and reporting options available for individuals who have experienced
violence, and those who seek to support them.

Any student who has ever experienced any form of violence is strongly encouraged to utilize this service. To contact CASAS, call 360-650-3700. CASAS is part of Prevention and Wellness services, located in Old Main 585B.

**SHARE (Social Health And Responsibility) Tutorial:** The SHARE Tutorial, designed by Prevention and Wellness Services, is a requirement for all students new to WWU. The SHARE Tutorial teaches students about issues of stalking, dating violence, and rape on college campuses. The tutorial gives a basic foundation of understanding why these issues are important to take seriously, and provides students with suggestions for ally actions they can take to prevent these forms of violence, interrupt or intervene when situations are occurring, and how to have follow up conversations with individuals afterward.

SHARE covers:

- Clear definitions of these forms of violence
- University policies and rules of conduct regarding violence
- Campus resources for those who have experienced sexual violence
- Basic steps for ally actions to
  - prevent or intervene in situations where violence may occur
  - follow up with involved individuals after a situation has occurred.
- Pre and post quizzes for each module to reinforce learning.

Contact: Elva Munro, Director  
Phone: (360) 650-3643  Email: Elva.Munro@wwu.edu

**STUDENTS FOR SOCIAL CHANGE, AN ASSOCIATED STUDENTS CLUB**

**HUMAN SERVICES PROGRAM**

*(Department of Human Services & Rehabilitation – Woodring College of Education)*

**Target Group:** Student led club open to the entire University community; students determine and participate in events and activities throughout the academic year to support children, families, and communities.

**Program Description:** "The mission of Students for Social Change is to promote social awareness and encourage positive change with local and global communities through education, community networking, volunteer opportunities, and experiential learning. We are students dedicated to improving the quality of life for all people."

Contact: Raine Dozier, Associate Professor, Human Services & Rehabilitation  
Students for Social Change Faculty Advisor  
Phone: (360) 650-2052  Email: Raine.Dozier@wwu.edu
TEACHING-LEARNING ACADEMY (TLA)
(Teaching-Learning Academy – Western Libraries & Learning Commons)

Target Group: Everyone – Students, faculty, staff and others.

Program Description: The Teaching-Learning Academy (TLA) is the central forum for the scholarship of teaching and learning at WWU. In biweekly dialogue groups, the TLA brings together a diverse range of perspectives from faculty, students, administrators, and staff from across the University, as well as alumni and community members. The TLA’s central mission is to create an inclusive community of scholars who work together to better understand the existing learning culture, to share that understanding with others, and to enhance the learning environment for everyone. For more information, please visit our website: http://www.library.wwu.edu/tla.

Contact: Carmen Werder, Director
Phone: (360) 650-7329 Email: Carmen.Werder@wwu.edu

TESTING CENTER
(Academic Affairs – Extended Education)

Target Group: Testing students from any institution seeking certifications and higher degrees; Testing non-students (community members) seeking professional certificate program credentials, new career opportunities, and employment enhancements. We serve candidates from Washington and the near-by region and Canada.

Program Description: The Testing Center at Western Washington University moved off campus in 2011 to 333 32nd Street. Our new facility consists of two labs totaling 27 computers, 1 phone lab for foreign language test calls, and 41 desks for paper and pencil tests. The Testing Center provides disability access to all workstations for testing. Our high security cameras and recording equipment make the center a safe and secure testing environment.

Contact: Kathryn Murray, Program Manager of Testing Center
Phone: (360) 650-3937 Email: Kathy.Murray@wwu.edu
TUTORING CENTER
(Academic and Career Development Services)

Target Group: Students

Program Description: The Tutoring Center provides free peer-assisted tutoring for math and science GURs, including:
- Pre-calculus math courses
- General and organic chemistry
- Physics 114-116 and 161-163
- Biology 101-206
- Decision Sciences 205
- Economics 101-207
- Geology 101 and 211
- Philosophy 102

Services include drop-in tutoring, tutor-led study groups, individual study skills tutoring, and academic skills presentations by request. The Tutoring Center also provides a wide variety of materials, including calculators, textbooks, and solution manuals, for use in the drop-in center in WL280.

Tutoring Center hours during the regular academic year are listed below; support is available on a reduced schedule during summer term.
- Monday-Thursday: 9am-9pm
- Friday: 9am-5pm
- Sunday: 5pm-9pm

Contacts:
Tutoring Center Front Desk
Phone: (360) 650-3855 Email: Tutoring.Center@wwu.edu
Website: www.wwu.edu/tutoring

Barb Quick, Director
Phone: (360) 650-7915 Email: Barb.Quick@wwu.edu

Katrina Buckman, Coordinator
Phone: (360) 650-3856 Email: Katrina.Buckman@wwu.edu
UNIVERSITY POLICE DIVERSITY PROGRAM
(Business and Financial Affairs)

Target Group: Women and Minorities

Program Description: The objective of the Department of Public Safety is to bring the University Police Department to approximately the same race and gender mix as the workforce of the campus community. UPD has been exceptionally successful in its recruiting efforts. We have put together a diverse mix of women and minorities in all the patrol levels to include supervisory positions.

We have adopted the Community Policing philosophy, which we believe promotes community and police partnerships; proactive problem solving; and community interaction to address the causes of crime, fear of crime and quality of life issues.

We are proud to be able to represent the campus community with such a diverse workforce demonstrating that under-represented men and women in non-traditional roles can contribute and be successful in a law enforcement career.

Contact: Sergeant Bianca Smith, Administrative Sergeant
Phone: (360) 650-4105 Email: Bianca.Smith@wwu.edu
UNIVERSITY RESIDENCES
(Enrollment and Student Services)

Target Group: Students

Program Description: University Residences engages students in diverse and inclusive, healthy, safe and sustainable communities that foster academic success and personal growth.

- **Residential Education Model:** Western’s residential experience is intentionally designed to help students learn about themselves, and how to live and work with others. Community activities and one-on-one conversations between residents and Resident Advisors facilitate the following learning outcomes:
  1. Students will articulate the unique aspects of their own social identity, such as race, class, gender and religion.
  2. Students will describe the diversity of social identities, beliefs and backgrounds present within their living community.
  3. Students will recognize their assumptions and stereotypes about the social identities of others.
  4. Students will describe their roles in and the attributes of healthy communities.

- **Gender Inclusive Housing:** A themed community designed for lesbian, gay, bisexual, transgender, intersex, queer or questioning students and allies; located in Buchanan Towers. In Fall Quarter 2011, University Residences began offering gender-inclusive housing for students desiring a supportive living environment where room assignment is not based upon gender. This unique and intentional community is ideal for students whose gender identity and/or gender expression varies from the standard paradigm: lesbian, gay, bisexual, transgender, intersex, queer or questioning. Programs and activities facilitate identified learning outcomes that explore identity development, self-understanding, meaningful relationships and interdependence.

- **International Communities:** Themed communities designed for students who desire exposure to other cultures, languages and perspectives; located in Buchanan Towers and Birnam Wood. In Fall Quarter 2012, University Residences began offering these two communities designed to expose students to other cultures, languages and identities. International students bring to Western an enthusiasm for learning and making friends, and can foster academic success and personal growth through curiosity, communication and self-reflection. Students participating in an international community learn to articulate cultural self-awareness; to demonstrate cultural worldview; to interpret with empathy; to value competence in intercultural communication; and to understand how personality and identity shape curiosity toward others, relationships and community.

- **Diversity Poster Contest:** An annual event open to all WWU students, faculty and staff. Since 1997, the University Residences annual Diversity Poster Contest provided opportunities for students, faculty and staff to submit an original poster promoting dignity and respect for all people. A committee of student leaders establishes the year’s theme, and promotes awareness of the event and the voting process. All members of the University community are invited to vote, with monetary prizes awarded for first, second, third and fourth place. The first-place poster is printed in full color for display across campus.

Contact: Leonard Jones, Director
Phone: (360) 650-6540 Email: Leonard.Jones@wwu.edu
Target Group: Faculty, Staff, Students and Guests

Program Description: The Viking Union Student Activities and Associated Students, welcomes and engages students, faculty, staff, and guests in building a diverse community.

One of the five core values identified in the Associated Students Strategic Plan is inclusion, which states the following:

*The Associated Students appreciates the importance of being inclusive and accessible to all Western Washington University students. Ensuring inclusion of all students allows us to develop a community of diverse perspectives and interests. As an organization we place a high value on inclusion and strive to constantly reach out to student populations across campus. We strive to honor the contributions of all members of the Western community by listening to varying perspectives while providing a safe space to dialogue. As an organization we have a strong commitment to diversity and non-discrimination. We are open to every student regardless of age, ethnicity, race, sex, gender identity, nationality, religious and/or ethical beliefs, sexual orientation, size, socioeconomic background, and disabilities.*

The Associated Students (AS) has an ongoing training program that consists of both pre-fall quarter training and in-service training throughout the year. This includes diversity training that is designed to help student employees develop cultural competency skills with the intention to improve communication and interaction in the workplace among student employees and to sensitize employees to the necessity of programming that reflects diverse populations and interests.

Councils and Committees: The AS Board of Directors has a Vice President of Diversity position that is responsible for “…moving Western Washington University toward its expressed goals regarding diversity, as a representative of the Associated Students organization. The diversity focus includes the empowerment, retention, and full inclusion of all populations on campus that are underrepresented or of a marginalized nature in society. This focus also includes the fostering of interaction, dialogue and respect between students from divergent backgrounds, ethnicities and perspectives and ensuring that all processes and programs have a commitment to diversity and inclusivity and provide a safe space for all students.”

The Associated Students has an Underrepresented Student Employment Committee that is charged with actively advancing the AS Strategic Plan focus on inclusion by assessing the AS employment experience for students from under-represented groups to insure equal opportunity in hiring and a positive work environment.

Program Offices: The AS has chartered a wide variety of program offices to provide services and activities to the campus population. Some of these programs have direct relationship to diversity. They include:

*Queer Resource Center (QRC):* The QRC provides non-judgmental and unbiased programs, safe space, and resources to students who identify as Queer and their allies. The QRC does this by reaching out and building community among Western students of diverse backgrounds, advocating for and educating about the Queer identity through events and resources, creating and affirming positive self identities, networking with Queer clubs, providing peer counseling services, and addressing current issues relevant to the Queer community.

*Veterans Outreach Center:* The Veterans Outreach Center is dedicated to providing a confidential and non-judgmental source of support and community for student veterans and their allies. The VOC does this by providing an informal social support network, events, safe space, resources and referrals. In addition, the VOC is an
advocate for veterans on Western’s campus and strives to create a united community dedicated to support and understanding.

**Women’s Center:** The Women’s Center is committed to supporting, educating, empowering, and connecting all people on campus around gender related interests and issues. We provide a safe space to share experiences, resources and referrals, and programs that raise awareness and spark and foster dialogue. The WC promotes gender equality, solidarity against violence and a healthy, inclusive culture for people of all identities.

**Disability Outreach Center (DOC):** The DOC is a resource for students with disabilities and community allies. The DOC provides information, referrals and educational programming relating to disability topics in order to provide students with a connection to community resources and to promote their human and civil rights. The DOC also provides a safe space for all students, social programming and promotes community building and pride for students with disabilities.

**Social Issues Resource Center (SIRC):** The SIRC is responsible for raising awareness about social issues, including those not commonly represented in mainstream media, and inspiring students to be more active and engaged citizens. The SIRC facilitates the sharing of diverse perspectives by providing resources, information, and the coordination of events. It also serves as a networking center for related AS clubs and community organizations.

**KUGS-FM 89.3:** KUGS presents diverse public affairs programming including Latino USA, This Way Out: The International Lesbian & Gay Radio Magazine, and National Native News. Some of the topics aired on KUGS include globalization, environmental justice, gay/lesbian, human rights, native/indigenous peoples, Latin America, race, social justice, and women.

**Clubs & Organizations:** The AS has recognized over 230 student clubs, some of which are focused on supporting or enhancing diversity. In addition to all the AS clubs that are part of the Ethnic Student Center (see ESC page for more detail), some examples include Queers & Allies for Activism, QWEST (Queer Women Educating & Supporting Together), Western’s Veteran Community, American Sign Language Club, Project Nur WWU, The Student Coalition for Immigration Rights, Western Men Against Violence, To Write Love on Her Arms, Byachad: Students for Israel Education, Western Homeless Outreach, Vagina Club, Middle Women of WWU and approximately 20 religious clubs. New clubs are recognized on a regular basis, and club contact information is available at [www.as.wwu.edu/clubs](http://www.as.wwu.edu/clubs).

AS program offices and clubs present numerous diversity related events each year. Among the many AS programs that have addressed diversity during the 2012-13 year are:

- Disability Awareness Week
- Veteran’s Day Ceremony
- Coming Out Stories
- The Queer Experience
- Cultural Appropriation, Exotification and Sexualization
- Still Black: A Portrait of Black Trans Men
- Battlehearts Exhibit in the VU Gallery
- Vagina Memoirs
- Take Back the Night
- Julia Serano: A Holistic View of Feminism
- Outer Spaces
- Labyrinth
- The Changing Face of Transportation in Seattle
- Walk of Hope
- Afro-Brazilian Festival
- Be Our Guest Dinners
- Islamic Awareness Week

**Contact:** Lisa Rosenberg, Assistant Director of Student Activities
Phone: (360) 650-6123 Email: Lisa.Rosenberg@wwu.edu
**Western Libraries**  
*Academic Affairs*

**Target Group:** Western Libraries personnel and Campus Community

**Program Description:** Initiatives & Programs:

A. **Diversity Committee:** The Western Libraries Diversity Committee is charged with creating a Diversity Plan for the 2013-2016 years. This plan will address opportunities for cultural competency, outreach and instruction, and creating inclusive spaces in Western Libraries. Please refer to the [Diversity Guide](#) for further details. Contact People: See below for Committee Members.

B. **Accessible Technology:** In effort to provide updated access to current technology for low vision, blind, and LD students, Western Libraries has recently purchased licenses for ZoomText software on USB Drives. This portable technology allows the Libraries to check out the software to qualified students in order to provide improved access to print materials. Contact Person: Rebecca Marrall.

C. **Accessible Spaces:** In attempt to create inclusive and accessible spaces, Western Libraries has purchased accessible furniture for the new Learning Commons space in the Wilson Building. Contact People: Rebecca Marrall, Shevell Thibou, Andy Peterson.

D. **Gender Neutral Restrooms:** In order to create an inclusive atmosphere for students of all genders, Western Libraries has instituted two gender neutral restrooms in the Wilson Building. Details can be found at the [LGBTQ Resources Guide](#). Contact Person: Rebecca Marrall, Frank Haulgren.

E. **On-Going Exhibits:** In effort to perform outreach and sponsor awareness about Library holdings, the Diversity Committee has created both a physical and an electronic exhibit entitled Perspectives. Details can be found [here](#). Contact Person: See below for Committee Members.

F. **Library Guide for Diversity Resources at Western Libraries:**  
[http://libguides.wwu.edu/diversity](http://libguides.wwu.edu/diversity)

**Contacts:**

2013 **Western Libraries Diversity Committee**  
Rebecca M. Marrall, Chair, [Rebecca.Marrall@wwu.edu](mailto:Rebecca.Marrall@wwu.edu)  
Ryer Banta, [Ryer.Banta@wwu.edu](mailto:Ryer.Banta@wwu.edu)  
Dubravka Ilic, [Dubravka.Ilic@wwu.edu](mailto:Dubravka.Ilic@wwu.edu)  
Amy Sedovic, [Amy.Sedovic@wwu.edu](mailto:Amy.Sedovic@wwu.edu)  
Shevell Thibou, [Shevell.Thibou@wwu.edu](mailto:Shevell.Thibou@wwu.edu)
**WESTERN LIBRARIES LIAISON TO DISABILITY ADVISORY COMMITTEE**  
(*Western Libraries*)

**Target Group:** Library patrons, including faculty, staff, and students as well as community users, with temporary or permanent disabilities

**Program Description:** It is the goal of Western Libraries to provide users with temporary or permanent disabilities efficient access to research materials and services. Physical access to library space focuses on entrances and exits, elevators, restrooms, study rooms and use of service animals. Library services include special assistance with researching, retrieving and borrowing materials. Adaptive equipment is available, including accessible work stations, limited vision assistance and a videophone. Library personnel may also provide referrals to other campus and community services.


**Contact:** Rick Osen, Assistant Dean for Administration & Planning, Liaison to the Disability Advisory Committee  
Phone: (360) 650-7710 Email: Rick.Osen@wwu.edu

---

**WESTERN STUDENT TRANSPORTATION**  
(*Associated Students*)

**Target Group:** Students

**Program Description:** Western Student Transportation is a program of the Associated Students that coordinates the services of the Student Transportation Fee which include a Whatcom Transportation Authority (WTA) Viking Xpress Bus Pass, WWU Late Night Shuttle bus service, and trip-planning/assistance for students. All WTA buses and the Late Night Shuttle are ADA accessible. Specialized transportation is also provided throughout Whatcom County by WTA. Any questions about alternative and sustainable transportation options at Western, Bellingham, and the region may be sent to: Transportation@wwu.edu or call us at (360)-650-7960.

**Contact:** Western Student Transportation  
Phone: (360) 650-7960 Email: Transportation@wwu.edu
WOODRING COLLEGE OF EDUCATION EDUCATOR PREPARATION PROGRAMS
(Elementary Education, Early Childhood Education, Elementary Education Outreach, Secondary Education, Secondary Education MIT, Special Education, M.Ed. Literacy, M.Ed. Educational Administration Principal Certification, Professional Administrator Certification, Superintendent Certification, School Counseling)

Target Group: WWU Education Candidates

Program Description: Honoring a Diverse Society
(from Woodring’s Conceptual Framework)
Woodring College of Education embraces an inclusive approach to learning and teaching that requires all students to experience equitable and caring learning environments. Our conceptual framework exemplifies our belief that professional education programs must include strong emphases on the development of candidate knowledge, dispositions, and skills that support the learning and well-being of each student. The intent is to address diversity and the interconnected nature of society and the environment in all components of our professional education programs, both initial and advanced. Our evidence-based standards for teachers, school leaders, and school counselors ensure that diversity content and assessments of candidate knowledge, dispositions, and skills related to diversity are emphasized at key points of our program and are integrated into program course work, clinical assignments and experiences.

The final phrase in the conceptual framework, for a diverse society, emphasizes our commitment to preparing educators to support the learning and well-being of all students in increasingly diverse schools and classrooms. Our definition of diversity is inclusive of all diverse populations including, but not limited to, those who have experienced systemic social injustices based on their ethnicity, race, gender, age, disAbility, sexual orientation, language, socio-economic status, or religion. This definition also recognizes the interconnectedness among issues of diversity and those of environmental, economic, and social justice. We embrace an inclusive approach to learning and teaching that mandates working with all students in an equitable and caring manner. This aspect of our conceptual framework ensures that our vision – fostering community relationships and a culture of learning that advance knowledge, embrace diversity, and promote social justice – is firmly embedded in all of our educator preparation programs.

Core diversity courses and concepts (as well as hyperlinks to course syllabi) in Woodring’s educator preparation programs are available online here.

Contact: Dr. Karen Dade, Woodring College of Education Associate Dean
Phone: (360) 650-4455  Email: Karen.Dade@wwu.edu
Target Group: Faculty, Staff and Students of Woodring College of Education

Program Description: The Woodring College of Education Diversity Committee consists of faculty, staff and student members from all College departments; it meets on the first Friday of every month.

The committee’s charge is three-fold:

1) to integrate diversity throughout all curricula and field experiences for every Woodring student;
2) to attract and retain an increasingly diverse faculty, staff and student population; and
3) to enhance the knowledge, skills, and attitudes of college personnel about diversity, equity, and social justice issues.

The Diversity Committee acts in an advisory capacity to the Woodring Administrative Council in supporting institutional implementation of the College’s diversity related goals.

Contact:
Dr. Rosalie Romano, Faculty Co-Chair
Phone: (360) 650-2581 Email: Rosalie.Romano@wwu.edu

Lynda Spaulding, Staff Co-Chair
Phone: (360) 650-3827 Email: Lynda.Spaulding@wwu.edu
WOODRING COLLEGE OF EDUCATION DIVERSITY PLAN
(Woodring College of Education)

Target Group: Faculty, Staff, Students

Program Description: Woodring College of Education Diversity Plan: Preparing thoughtful, knowledgeable, and effective professionals for a diverse society.

**Mission:** Woodring College of Education facilitates learning that prepares and advances quality educators and human services professionals throughout their careers. As academic leaders, educators mentors, and scholars, we seek to: Model best practices in teaching and learning which, in turn, leads graduates to use best practices in their professions; cultivate student competence through extensive field experiences with exemplary practicing professionals; construct, transform, and convey knowledge by integrating research theory and practice; act with respect for individual differences; develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and evaluate processes and outcomes to assure continual program improvements.

Woodring College of Education strives to be inclusive of all individuals from diverse populations including, but not limited to, those who have experienced systemic social injustices based on their ethnicity, race, gender, age, disability, sexual orientation, language, socio-economic status, or religion.

**Long Term Goals:**
1. Assist all students entering WCE in developing an understanding of and appreciation for diverse perspectives.
2. Ensure that all WCE programs provide students with a comprehensive understanding and experience with diverse populations.
3. Actively support recruitment/retention activities that enhance student diversity within WWU and WCE.
4. Actively support recruitment/retention activities that enhance faculty and staff diversity within WWU and WCE.
5. Encourage and promote a wider distribution of knowledge about diversity.
6. Cultivate relationships with diversity-related university and community groups.
7. Assure that the Equity and Diversity Committee (EDC) functions effectively within the WCE.

Additionally, the WCE EDC has recommended the WCE Recruitment & Retention Specialist become a permanent, full time position. The R&R Specialist, for example, recruits diverse students to enroll in EDUC 109 and EDUC 115 to explore the Scholarship of Teaching and Learning. EDC used the President’s Diversity Initiative grant to Call for Proposals so departments in WCE engage in inquiry into their advising processes and policies.

**Contact:**
Dr. Rosalie Romano, Faculty Co-Chair, WCE Equity & Diversity Committee
Phone: (360) 650-2581 Email: Rosalie.Romano@wwu.edu

Lynda Spaulding, Staff Co-Chair, WCE Equity & Diversity Committee
Phone: (360) 650-3827 Email: Lynda.Spaulding@wwu.edu
**WRITING CENTER**  
*(Western Libraries Learning Commons)*

**Target Group:** Students

**Program Description:** Because everybody struggles at times with reading and writing, the Writing Center is a free resource to help you move forward. If you're stuck for ideas, we'll be your sounding board. If you have writing that just doesn't seem to flow, we'll be your first reader. If you're not exactly sure why or where you're stuck, we're here for that too, because we have a million tricks to help you get unstuck. Our services include:

- One-to-one and group consultations with Writing Assistants about writing or writing assignments.
- Audio-visual responses to writing submitted online.
- Strategies, resources, and tools for "getting unstuck."
- Desktops, laptops, SmartBoard and a comfortable place to write.
- Specialized assistance and accommodation for writers with learning differences or multiple languages.

To provide these services, the Writing Center makes every effort to recruit a diverse staff of qualified undergraduates.

**Contact:**  
Roberta Kjesrud, Director  
Wilson Library, Across from Zoe's  
Phone: (360) 650-3219  
Email: writing.center@wwu.edu  
[http://library.wwu.edu/writingcenter](http://library.wwu.edu/writingcenter)

---

**WRITING INSTRUCTION SUPPORT (WIS)**  
*Writing Instruction Support – Western Libraries & Learning Commons*

**Target Group:** Faculty

**Program Description:** Writing Instruction Support (WIS) is a professional development program that strives to build a cross-disciplinary community around writing instruction at Western, and offers assistance to faculty who teach officially designated writing courses (WP, WII) or who use writing in their courses. WIS aims to improve the experiences and skills of all student writers at WWU by supporting the faculty who teach them. WIS sponsors a number of development activities, including a series of dialogue-based presentations on a wide range of writing instruction topics, an annual workshop-retreat, a fellowship program for faculty-student teams doing research on writing instruction practices, individual or group consultations with the Director, and a website with resources for faculty teaching writing.

**Contact:** Carmen Werder, Director  
Phone: (360) 650-7329  
Email: Carmen.Werder@wwu.edu
SECTION III

ACADEMIC ENRICHMENT INITIATIVES
**COLLEGE OF BUSINESS AND ECONOMICS**

**DEVELOPMENTAL ECONOMICS** [ECON 465]
*(College of Business and Economics; Economics Department)*

**Target Group:** Students

**Program Description:** This course studies the special problems faced by the less developed countries of the world and the economic mechanisms that must be taken into account in raising living standards. Topics may include population growth, the demographic transition, savings and capital accumulation, education and human capital, health and human capital, institutions and the development process, the role of history and multiple equilibria, and economic integration.

**Contact:**
Paul Storer, Professor
Phone: (360) 650-6531 Email: Paul.Storer@wwu.edu

**ECONOMICS OF THE EUROPEAN UNION** [ECON 388]
*(College of Business and Economics; Economics Department)*

**Target Group:** Students

**Program Description:** The European Union (EU) is the most advanced case study in multinational economic integration of our time. Topics covered include the theory of economic integration, institutions of the EU, various policy and agenda issues, and a look at EU economic relations with the U.S. and world economies.

**Contact:**
Paul Storer, Professor
Phone: (360) 650-6531 Email: Paul.Storer@wwu.edu

**ECONOMICS OF THE PACIFIC RIM** [ECON 389]
*(College of Business and Economics; Economics Department)*

**Target Group:** Students

**Program Description:** The Pacific Rim treated as a distinct economic region. Topics include economic development patterns, interdependence, and economic achievements and problems. Specific emphasis on trade, development and policy relations involving the U.S., Japan and the so-called newly industrialized countries.

**Contact:**
Paul Storer, Professor
Phone: (360) 650-6531 Email: Paul.Storer@wwu.edu
INTERNATIONAL ACCOUNTING [ACCT 451]
(College of Business and Economics; Accounting Department)

Target Group: Students

Program Description: A course on the analysis of accounting for multinationals; area studies of accounting and financial reporting standards; and an evaluation of the international accounting harmonization effort.

Contact: George Sanders, Professor, Accounting
Phone: (360) 650-4811 Email: George.Sanders@wwu.edu

INTERNATIONAL BUSINESS OPERATIONS [IBUS - MGMT 470]
(College of Business and Economics; Management Department)

Target Group: Students

Program Description: Strategic and operational issues that firms face when they do business abroad. Themes include the competitiveness challenge, country-market analysis and entry strategies, negotiations and diplomacy, cooperative ventures, design and control of international operations, and various functional area issues.

Contact: Tom Roehl, Professor, Management
Phone: (360) 650-4809 Email: Tom.Roehl@wwu.edu

INTERNATIONAL FINANCE [ECON 463]
(College of Business and Economics; Economics Department)

Target Group: Students

Program Description: Balance of payments, adjustment mechanisms, international monetary system and international interdependence. Topics include determinants of exchange rate policy, the relationship between domestic monetary and exchange rate policies, and international policy coordination.

Contact: Paul Storer, Professor
Phone: (360) 650-6531 Email: Paul.Storer@wwu.edu
INTERNATIONAL MARKETING MANAGEMENT [MKTG 486]
(College of Business and Economics; Finance & Marketing)

Target Group: Students

Program Description: Formulation and implementation of international marketing strategies. Analysis of the contemporary global marketing environment, marketing mix issues and decisions in international markets, global competitive analysis and strategy, organizing for international marketing, current problems and practices in multinational firms.

Contact: Dr. Ed Love, Associate Professor and Chair of Finance and Marketing, Phone: (360) 650-4614 Email: Ed.Love@wwu.edu

INTERNATIONAL TRADE [ECON 462]
(College of Business and Economics; Economics Department)

Target Group: Students

Program Description: The theory of international trade. Alternative approaches for explaining the pattern and terms of trade. An examination of the gains from trade and commercial policy. Includes issues of protectionism, economic integration and strategic trade policy.

Contact: Paul Storer, Professor Phone: (360) 650-6531 Email: Paul.Storer@wwu.edu

INTERNATIONAL TRADE OPERATIONS [IBUS MGMT 473]
(College of Business and Economics; Management Department)

Target Group: Students

Program Description: Operations of firms using exporting as a means to serve foreign markets. Focus on export operations (documentation, transport, support services, financing), practical aspects of contract negotiations, alternative methods of export business arrangements.

Contact: Tom Roehl, Professor, Management Phone: (360) 650-4809 Email: Tom.Roehl@wwu.edu
**INTRODUCTION TO INTERNATIONAL BUSINESS** [IBUS MGMT 370]
*College of Business and Economics; Management Department*

**Target Group:** Students

**Program Description:** Introduction to the environment and challenges of doing business abroad. Topics include country-market differences, trade and investment patterns, the international financial environment, issues in business-government relations and strategies for international business.

**Contact:**
Tom Roehl, Professor, Management
Phone: (360) 650-4809 Email: Tom.Roehl@wwu.edu

---

**MANAGING CULTURAL DIVERSITY** [MGMT 481]
*College of Business and Economics; Management Department*

**Target Group:** Students

**Program Description:** A course focusing on management of persons from diverse countries and cultures. Culture-specific issues and issues of diversity in the workplace. Problems, cases and research assignments associated with managing in a multicultural and international work environment.

**Contact:**
Cristina Nelson, Department Manager, Management
Phone: (360) 650-2902 Email: Cristina.Nelson@wwu.edu

---

**MULTINATIONAL CORPORATE FINANCE** [FIN 422]
*College of Business and Economics; Finance & Marketing*

**Target Group:** Students

**Program Description:** Introduction to multinational corporate financial management. International financial operations, capital structure and investment decisions, currency risk, hedging and related topics with consideration of institutional, ethical, regulatory, demographic, cultural and environmental financial issues.

**Contact:**
Dr. Ed Love, Associate Professor and Chair of Finance and Marketing
Phone: (360) 650-4614 Email: Ed.Love@wwu.edu
**Population, Environment, and World Agriculture** [ECON 343]
*(College of Business and Economics; Economics Department)*

**Target Group:** Students

**Program Description:** This course utilizes economic principles to understand the interactions among population growth, food demand, agricultural development, and natural resource utilization, degradation, and conservation.

**Contact:** Paul Storer, Professor  
Phone: (360) 650-6531  
Email: [Paul.Storer@wwu.edu](mailto:Paul.Storer@wwu.edu)

**Topics in International Business** [IBUS MGMT 474]
*(College of Business and Economics; Management Department)*

**Target Group:** Students

**Program Description:** Varying topics in international business. This could include courses on business in specific areas of the world, specific international business topics (e.g., negotiation), or currently important topics in the international business field. Repeatable with various topics to a maximum of 8 credits.

**Contact:** Tom Roehl, Professor, Management  
Phone: (360) 650-4809  
Email: [Tom.Roehl@wwu.edu](mailto:Tom.Roehl@wwu.edu)
ENROLLMENT AND STUDENT SERVICES

FOUNDATIONS OF STUDENT LEADERSHIP [SAA 420]
(LEADS Program/Enrollment & Student Services)

Target Group: Students

Program Description: Foundations of Student Leadership is an upper level 3 credit course in Woodring College of Education open to all student leaders/emerging leaders who have been recommended by faculty, staff and student leaders. The course explores foundational student leadership principles and practices. Instructional pedagogy includes experiential learning, group projects, creating of a leadership e-portfolio and a professional poster, sharing in an online blog/forum, large and small group processes, skill development, and reflection or making meaning of experiences leading. The course presents key leadership research and inquiry that examine exemplary traditional/Eurocentric leadership practices contrasted with non-Eurocentric principles for leading.

Contact: Joanne DeMark, Ph.D., Leadership Development Specialist
Phone: (360) 650-4187 Email: Joanne.DeMark@wwu.edu
Website: www.wwu.edu/leadership/leads/scholars.shtml
FAIRHAVEN COLLEGE

ADVANCED TOPICS IN AMERICAN INDIAN STUDIES [FAIR 464D]
(Fairhaven College)

Target Group: Students

Program Description: Interdisciplinary examination of major topics in Indian/white relations such as gaming, treaty rights, sovereignty, or education. Repeatable with different topics.

Contact: Dan First Scout Rowe, Senior Lecturer
Phone: (360) 650-7413  Email: Danny.Rowe@wwu.edu

ADVANCED TOPICS IN SOCIAL ISSUES: INTERNATIONAL PERSPECTIVES ON CHILDHOOD [FAIR 436B]
(Fairhaven College)

Target Group: Students studying childhood, children, schooling

Program Description: Exploration of attitudes about childhood, and concepts of the child’s role in the family, neighborhood, local communities across cultures, including expectations of work, concepts of child development, socialization strategies, gender roles and the cultural purposes and practices of schooling.

Contact: Marie Eaton, Professor
Phone: (360) 650-3104  Email: Marie.Eaton@wwu.edu

AFRICAN-AMERICAN EXPERIENCE [AMST 204 / FAIR 219D]
(Fairhaven College; American Cultural Studies)

Target Group: Students

Program Description: An overview of African-American history from an interdisciplinary perspective. Emphasis is on the struggle for social and political equality in a developing capitalist economy. The contemporary social, economic and political life of African Americans also will be examined.

Contact: Larry J. Estrada, Director, American Cultural Studies
Phone: (360) 650-3016  Email: Lawrence.Estrada@wwu.edu
or
Midori Takagi, Associate Professor, Fairhaven College
Phone: (360) 650-7381  Email: Midori.Takagi@wwu.edu
AFRICAN AMERICAN STUDIES MINOR IN AMERICAN CULTURAL STUDIES  
*(Fairhaven College)*

**Target Group:** Students  
**Program Description:** This program provides students with an interdisciplinary approach to the history, culture and politics of peoples of African descent. In addition, this program offers a closer examination of Black leaders, activists, feminists, writers, artists, and scholars and their contributions to the development of the United States.  
**Contact:** Bill Lyne, Professor, English Department  
Phone: (360) 650-3234  
Email: William.Lyne@wwu.edu

AMERICAN CULTURAL STUDIES MAJOR  
*(Fairhaven College)*

**Target Group:** Students Interested in Questions of the Diversity of the American Society.  
**Program Description:** American cultural studies allows students to concentrate on the Americanization process, American character, American cultural institutions and/or American cultural values, particularly as these shape our concepts and choices of vocations. The program in American cultural studies serves those students and faculty who are interest in the study of such questions but find that important aspect of cultural institutions, cultural artifacts and cultural values are not fully revealed by the course of study within a single department or college. The program allows students the opportunity to study issues especially arising from the cultural diversity in American society. Whenever possible, the program takes advantage of the rich curricular offerings of the various departments and colleges of Western Washington University.  
**Contact:** Larry J. Estrada Ph.D., Director American Cultural Studies  
Phone: (360) 650-3016  
Email: Lawrence.Estrada@wwu.edu
**AMERICAN CULTURAL STUDIES, MINOR**
* (Fairhaven College)

**Target Group:** Students Interested in Questions of the Diversity of the American Society.

**Program Description:** This minor allows students the opportunity to study issues especially arising from the cultural diversity in American society, while pursuing a major in another department or college. Recognizing that culture impacts all areas of American life and all academic disciplines, this program of study helps prepare students for success in a variety of fields.

**Contact:** Larry J. Estrada Ph.D., Director American Cultural Studies
Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu

---

**AMERICAN INDIAN EXPERIENCE [AMST 202/FAIR 263B]**
* (Fairhaven College; American Cultural Studies)

**Target Group:** Students

**Program Description:** The social and cultural evolution of the first peoples of the Americas. Focus on such aspects as education, self-determination, health issues and urbanization as they impact native indigenous populations.

**Contact:** Larry J. Estrada Ph.D., Director American Cultural Studies
Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu
or
Dan First Scout Rowe, Senior Lecturer
Phone: (360) 650-7413 Email: Danny.Rowe@wwu.edu

---

**AMERICAN INDIANS IN THE CINEMA [FAIR 310N]**
* (Fairhaven College)

**Target Group:** Students

**Program Description:** Why do most Indians "crack up" at some scenes in very serious movies such as Powwow Highway and Smoke Signals? Why do Pawnees often complain that the quintessential Indian-friendly movie, Dances With Wolves, is not friendly at all? What negative stereotypes of Natives do Hollywood movies perpetuate? What are the impacts of those stereotypes on Indians’ identity, self-esteem, and cultural survival? To what extent do Natives participate in film making? Can the cinema be a force of empowerment for Natives? A weapon of resistance? This course seeks answers to these questions and more. We will view eight to ten films as a group to inform our discussion and inquiry. During the course students will write several short papers on the films and readings. As a final research/teaching project students will present a formal review of a film chosen in consultation with the instructor.

**Contact:** Dan First Scout Rowe, Senior Lecturer
Phone: (360) 650-7413 Email: Danny.Rowe@wwu.edu
**American Indian Studies Minor in American Cultural Studies**  
*(Fairhaven College)*

**Target Group:** American Indian Students and Allies

**Program Description:** This minor is designed to provide students with an in-depth study of the cultures and traditions, histories, and arts of indigenous peoples of the Western Hemisphere. The minor is recommended for students who plan to collaborate with American Indians in research, educational, environmental, creative and political projects.

**Contact:** Tanis S’eiltin, Associate Professor, Fairhaven College  
Phone: (360) 650-6564  Email: Tanis.S’eiltin@wwu.edu

**Asian American Experience**  
*[AMST 205 / FAIR 215F]*  
*(Fairhaven College; American Cultural Studies)*

**Target Group:** Students

**Program Description:** *The history of Asians in the United States, the development of communities and the effects of the encounter between Asian cultures and the developing American cultural context.*

This is an introduction to the history and experience of Asians in America. This class will explore the factors for immigration, working and living conditions of Asian laborers in this country, and the social relations between the minority and majority, as well as those between the various Asian ethnic groups.

**Contact:** Larry J. Estrada Ph.D., Director American Cultural Studies  
Phone: (360) 650-3016  Email: Lawrence.Estrada@wwu.edu  
or  
Midori Takagi, Associate Professor, Fairhaven College  
Phone: (360) 650-7381  Email: Midori.Takagi@wwu.edu

**Asian American Studies Minor in American Cultural Studies**  
*(Fairhaven College)*

**Target Group:** Asian American Students and Allies

**Program Description:** This program provides for a coherent, integrated and concentrated investigation of peoples of Asian heritage in North America. It also examines separate experiences of Asian American as well as their positions as ethnic minorities in American society and politics.

**Contact:** Midori Takagi, Professor, Fairhaven College  
Phone: (360) 650-7381  Email: Midori.Takagi@wwu.edu
THE BODY SPEAKS: CULTURE AND EATING DISORDERS [FAIR 342U]  
(Fairhaven College)

Target Group:             Students

Program Description:     Examines eating disorders in the United States and developing countries from cultural and gender perspectives, as well as controversies regarding origins and treatments. Prereq: previous courses in psychology or permission of instructor.

Contact:                 Dana Jack, Professor, Fairhaven College  
                          Phone: (360) 650-4913 Email: Dana.Jack@wwu.edu

CARIBBEAN, FACULTY-LED TRAVEL PROGRAM [FAIR 337]  
(Fairhaven College)

Target Group:             Students

Program Description:     Experience the rich history, culture and language of the Caribbean region. Join Dr. Larry Estrada from Fairhaven College on this 12-credit, quarter long program in the Dominican Republic. Examine the past and present context of how race and cultural fusion have been experienced among peoples in and from the Latino Caribbean. Explore how racial and cultural identities are complicated by questions of gender, class, religion and sexuality both in the Caribbean as well as those Latino Caribbean populations residing in the U.S.

Program Highlights
• Study for seven weeks in the Dominican Republic  
• Experience the world famous Carnaval in La Vega  
• Learn/Improve your Spanish  
• Examine the history, culture and politics of the region  
• Interact with Dominican and other international students  
• Take weekend cultural excursions  
• Participate in a service learning project

Contact:                  Larry Estrada, Associate Professor, Fairhaven College of Interdisciplinary Studies and Director, American Cultural Studies  
                          Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu
CHILDHOOD IN AMERICAN SOCIETY: MEMOIRS & MEMORY [FAIR 322M]
(Fairhaven College)

Target Group: Students

Program Description: What does it mean to be a child? How do we remember our childhood experiences? How do these memories reflect America’s idealized ideas about childhood? Who lives that childhood and who does not? What are the diverse American experiences of childhood? Childhood is a developmental stage unique to humans, yet historical, economic, and cultural contexts influence children’s experiences and social roles as well as their development of language, knowledge, moral reasoning, and gender identity. Using memoir, novel and film, accompanied by a few theoretical readings and some observations of children in a variety of settings, we will investigate the ideas and myths of childhood. Together we’ll explore the landscape of childhood as ‘remembered’ in these varied books and films and connect these memories to our own experiences.

Contact: Marie Eaton, Professor, Fairhaven College  
Phone: (360) 650-3104  Email: Marie.Eaton@wwu.edu

COMPARATIVE CULTURAL STUDIES [AMST 301/ FAIR 366E]
(Fairhaven College; American Cultural Studies)

Target Group: Students

Program Description: The interaction of immigrant and indigenous cultures with the developing American cultural patterns. Emphasis upon models and concepts of interaction, especially related to African Americans, Native Americans, Asian Americans and Latinos.

Contact: Larry J. Estrada Ph.D., Director American Cultural Studies  
Phone: (360) 650-3016  Email: Lawrence.Estrada@wwu.edu

CONTEMPORARY AFRICAN-AMERICAN ISSUES [AMST 316]
(Fairhaven College; American Cultural Studies)

Target Group: Students

Program Description: This course is an interdisciplinary examination of contemporary African American issues from the 1970s to the present. Focus is on the various social, political and economic issues that affect the African American community, including education, economic development, affirmative action, reparations, interracial relations, criminal justice, racial discrimination, and political empowerment.

Contact: Larry J. Estrada Ph.D., Director American Cultural Studies  
Phone: (360) 650-3016  Email: Lawrence.Estrada@wwu.edu
CONTEMPORARY AMERICAN INDIAN ISSUES [AMST 315 / FAIR 399B]
(Fairhaven College; American Cultural Studies)

Target Group: Students

Program Description: A historical and cultural overview of issues in Indian/White relations. Emphasis on issues of sovereignty, land claims, water rights, treaty rights, education, women, economic development, religious freedom, and cultural appropriation.

Contact: Larry J. Estrada Ph.D., Director American Cultural Studies
Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu
or
Dan First Scout Rowe, Senior Lecturer
Phone: (360) 650-7413 Email: Danny.Rowe@wwu.edu
CRITICAL & REFLECTIVE INQUIRY [FAIR 201A]
(Fairhaven College)

Target Group: Requirement of all Students at Fairhaven

Program Description: Note: This interdisciplinary seminar engages students in the processes of critical and reflective thinking, reading, and writing. It is a place to explore what these processes are, why they are valued, how they work, and where they fit into a Fairhaven education. The topics vary from quarter; many sections include themes of diversity as central components of study. For example, over the past few years, the following themes have been addressed:

INITIATION
The passage from childhood to adulthood, which transmits the education an individual needs to become a member of one’s community, has varied in different cultures. Students study the theories and overt practice of initiation ceremonies or rites of passage marking social puberty in a number of cultures, including our own

BORDERLANDS
What does it mean to live in the borderlands? To explore the places within us and outside us in which ideas, cultures, languages, identities, memories, and stories clash, intersect, and create new possibilities? Through writing, discussions, reading, and presentations students explore their own borderlands and those of others.

JAPANESE-AMERICAN INTERNMENT
Students reflect specifically on the Japanese-American Internment with an eye to the following questions: How did it happen? Could someone have stopped it? What remedy is just? Could it happen again? They will have guest speakers to share their own experiences. They will consider the opinions surrounding the internment and look at the evidence used (and how it was used). And keep in mind: what can such critical and reflective inquiry tell us about the world, ourselves, and how to navigate our lives in an informed manner?

POWER, PRIVILEGE AND THE LAW
What does the term “civil rights” mean and how does it play out in the law? Does it benefit one group to the exclusion of another? How are these “groups” even defined? This class centers on questions regarding identity and how legal constructions of difference have worked to exclude certain groups. Students will study legal cases involving a variety of communities, including the concepts of race, gender, sexuality, the “poor,” and disabilities.

Prerequisite: Admission to Fairhaven College

Contact: Jack Herring, Dean, Fairhaven College
Phone: (360) 650-4900 Email: JackHerring@wwu.edu
CROSS-CULTURAL SHAMANISM [FAIR 419F]
(Fairhaven College)

Target Group: Students

Program Description: This course addresses cross-cultural variations and commonalities in the roles, recruitment, performances, and defining characteristics of shamans, ceremonial practitioners who restore balance and health in the daily lives of their communities. Shamanism is an ancient and worldwide method for personal learning and healing, a paradigm or way of life concerned with the healing of the individual, family, community, and environment. We explore the relationship between shamanic healing, visions, mythic consciousness, and alternate states of consciousness in cultural and historical context, including the modern western revival of shamanic practices. Issues of ethnicity, gender, & community are discussed in this contemporary context.

Contact: Leslie Conton, Professor
Phone: (360) 650-4904 Email: Leslie.Conton@wwu.edu

CULTURAL & BIOLOGICAL PERSPECTIVES ON PREGNANCY & CHILDBIRTH [FAIR 338P]
(Fairhaven College)

Target Group: Students

Program Description: This course explores cultural and biological aspects of pregnancy and childbirth. We will study the development of the fetus, the biological and psychological changes women experience during pregnancy and childbirth, and the co-evolutionary relationship between mothers and fetuses, as well as how the environment affects fetal development. We will also explore childbirth from feminist, historical, anthropological, economic, political, and spiritual perspectives. We will pay special attention to the ways American medicine has viewed and treated childbirth, and explore the recent changes in American childbirth practices including a comparison of the midwifery model of care and the medical model. Other topics will include assisted reproductive technologies and a cross-cultural perspective on pregnancy and birth.

Contact: John Bower, Professor, Fairhaven
Phone: (360) 650-7217 Email: John.Bower@wwu.edu
**Cultural Creation of Identity** [AMST 318/FAIR 374D]
*Fairhaven College; American Cultural Studies*

Target Group: Students

Program Description: An examination of the ways ethnic, racial and cultural identity is created by society. Includes a study of the social construction of identity from a scholarly perspective, but will also require the student to examine his/her own personal identity.

Contact: Larry J. Estrada Ph.D., Director American Cultural Studies  
Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu  
or  
Raquel Montoya-Lewis, Associate Professor, Fairhaven College  
Phone: (360) 650-2328 Email: Raquel.Montoya-Lewis@wwu.edu

**Curers, Clients and Culture: Cross-Cultural Perspectives on Health and Illness** [FAIR 413E]
*Fairhaven College*

Target Group: Students

Program Description: Well-being is a concern in all societies. Health, as a category, includes a wide variety of practices, attitudes, and beliefs held by different people. Examination of health belief systems in cross-cultural perspective familiarizes students with modes of explaining and treating illness in a wide variety of cultures, including our own. We will discuss the roles of healer and client, sorcery and witchcraft, diagnosis and divination, treatment strategies, birth practices, and the impact of westernization on non-western medical systems in various cultural contexts. We will also consider the delivery of appropriate health care for ethnic minorities in the United States.

Contact: Leslie Conton, Professor  
Phone: (360) 650-4904 Email: Leslie.Conton@wwu.edu

**Current Issues in the Law** [FAIR 319B]
*Fairhaven College*

Target Group: Students

Program Description: A look at one or two current legal issues being addressed by U.S. courts (including federal, state and/or tribal) today. Study of the cases surrounding the legal issue, popular opinion about the issues, and current cases testing the legal issue. Topics may include abortion, immigration issues, criminal law and procedure. Repeatable with different topics. Prereq: FAIR 201a, 203b, 211b.

Contact: Raquel Montoya-Lewis, Associate Professor  
Phone: (360) 650-2328 Email: Raquel.Montoya-Lewis@wwu.edu
**Depression: Causes, Cultures and Treatment [FAIR 444U]**

*Fairhaven College*

**Target Group:** Students

**Program Description:** Depression provides a window through which to examine the interactions of culture, meaning making, the body and the mind. In some cultures, the rates of depression are lower than in others. Are some societies organized in ways that protect their members from depression? The globalization of the biomedical model, psychiatric diagnostic tools and anti-depressant medications assume that depression is a mental illness that is found in all human populations. Is this the case? What cultural variations do we see in depression? Throughout the world, rates of depression are higher in women than men. What factors put women at higher risk than men, and what factors protect certain women from these symptom patterns? Finally, cultures work out specific ways to deal with depression. We will examine a range of treatments for depression, from Western models to cures from indigenous peoples. Nepal will serve to illustrate issues of depression and treatment in the developing world.

**Contact:** Dana Jack, Professor, Fairhaven College  
Phone: (360) 650-4913  Email: Dana.Jack@wwu.edu

**Diversity in Higher Education Minor**

*(American Cultural Studies & Student Affairs Administration Program/Fairhaven College of Interdisciplinary Studies & Woodring College of Education)*

**Target Group:** Western Washington University Undergraduate Students interested in careers in higher education or public service.

**Program Description:** The minor in Diversity in Higher Education is an interdisciplinary collaboration between American Cultural Studies (Fairhaven College) and the Student Affairs Administration Programs (Woodring College of Education). It provides for a coherent, integrated, and concentrated investigation of multicultural issues and competencies within the context of higher education and student affairs. The interdisciplinary minor allows students the opportunity to combine the study of higher education and student affairs, ethnic and cultural studies, social sciences, and humanities through the lens of cultural diversity in American society. The minor is open to all Western Washington University (WWU) students.

The Diversity in Higher Education minor addresses the growing need in higher education to provide effective student affairs and academic support services to an increasingly diverse and multicultural student population. The National Center for Educational Statistics (U.S. Department of Education, 2004) reports that total minority enrollment in higher education showed a change from 15.4 percent in 1976 to 30.4 percent in 2003. With growing diversity comes the need to deliver student services and academic support services in culturally competent and inclusive environments.

**Contact:** Marie Eaton, Professor, Fairhaven College  
Phone: (360) 650-3104  Email: Marie.Eaton@wwu.edu
**GENDER AND THE LAW [FAIR 376G]**  
*(Fairhaven College)*

**Target Group:** Students

**Program Description:** Explores effects of gender on rights and status in the legal system and limitations imposed through judicial interpretation of the 14th and First amendments to the Constitution. *Prereq: FAIR 211b or PLSC 250 or permission of instructor.*

**Contact:** Niall O’Murchu, Associate Professor, Fairhaven College  
Phone: (360) 650-2144 Email: Niall.OMurchu@wwu.edu

**GLBT ISSUES IN EDUCATION [FAIR 313E]**  
*(Fairhaven College)*

**Target Group:** GLBT Students and Allies

**Program Description:** Schools often reflect the social mores of the society around them, for better or for worse. In a culture that is almost uniformly homophobic and heterosexist, gay, lesbian, bi-sexual, transgendered and questioning youth face rejection, isolation, verbal harassment and even physical violence in schools. GLBTQ teachers fear dismissal and ostracism. GLBTQ families fight to create safe environments for their children. (For example, recent studies on GLBTQ experiences in school settings indicate that 80% of GLBTQ youth report severe social isolation; 53% of teachers report they would feel uncomfortable working with an openly GLBTQ colleague; 19% of GLBTQ youth report that they have suffered physical attacks based on their sexual orientation.) In this course we will examine the issues for gay, lesbian, bisexual, transgender and questioning students, families and teachers in the education system. Specifically, questions about inclusive curriculum, impact of mediated heterosexism and homophobia on children and youth, political and structural impacts on social and interpersonal development and sexual identity formation, and coming out issues will be explored.

**Contact:** Marie Eaton, Professor, Fairhaven College  
Phone: (360) 650-3104 Email: Marie.Eaton@wwu.edu

**GLOBAL INQUIRY [FAIR 335B]**  
*(Fairhaven College)*

**Target Group:** Students

**Program Description:** Preparation for global studies and travel abroad. Repeatable up to 3 credits. *Prereq: Fair 201a or equivalent.*

**Contact:** John Tuxill, Associate Professor, Fairhaven College  
Phone: (360) 650-4435 Email: John.Tuxill@wwu.edu
**HISPANO/A-AMERICAN EXPERIENCE** [AMST 203/FAIR 218C]
*(Fairhaven College; American Cultural Studies)*

**Target Group:** Students

**Program Description:** The development of the Hispano/a-American community, with emphasis on its history, its social and political institutions, and the effects of education, continuing immigration and economic stratification.

**Contact:** Larry J. Estrada Ph.D., Director American Cultural Studies  
Phone: (360) 650-3016  Email: Lawrence.Estrada@wwu.edu

---

**HUMAN RIGHTS IN AFRICA** [FAIR 334J]
*(Fairhaven College)*

**Target Group:** Students

**Program Description:** This course examines the state and contemporary practice of human rights in Africa. It reviews efforts aimed at human rights promotion and protection, in the context of colonialism and neo-colonialism, apartheid, the authoritarianism of the post-colonial African State and recent health challenges that threaten the welfare and dignity of individual Africans. It aims to develop awareness of the varying context of human rights violations in Africa. *Prereq: FAIR 203A or permission of instructor.*

**Contact:** Babafemi Akinrinade, Assistant Professor  
Phone: (360) 650-2893  Email: Babafemi.Akinrinade@wwu.edu

---

**INTERNATIONAL HUMAN RIGHTS** [FAIR 334C]
*(Fairhaven College)*

**Target Group:** Students

**Program Description:** This course examines the idea of human rights, its historical, philosophical and legal origins. It explores the notion of universal rights and examines the relativity debate. It will introduce students to rights that are guaranteed and elective substantive rights will be examined - civil and political rights; economic, social and cultural rights, and other classes of rights. Other considerations include national, regional and international institutions created to supervise implementation of and compliance with those rights. It will also consider the role of non-governmental organizations and activists who seek to enforce human rights. *Prereq: FAIR 203a or instructor permission.*

**Contact:** Babafemi Akinrinade, Assistant Professor  
Phone: (360) 650-2893  Email: Babafemi.Akinrinade@wwu.edu
ISSUES IN CONTEMPORARY MEXICAN SOCIETY [FAIR 365D]
(Fairhaven College)

Target Group: Students with Senior Status

Program Description: Since the inception of the North American Free Trade Agreement (NAFTA) and the political overthrow of the PRI (Institutionalized Revolutionary Party) significant social, political and economic events have affected the Republic of Mexico. Indigenous revolts, worker and student strikes, riots and the fluctuation of the peso have created a society which seeks to throw off the mantle of wide scale corruption, while infusing democracy and accountability within the political process. Once hailed as the burgeoning super and economic power of Latin America in the 80’s and early 90’s, Mexico now seeks to define its role and place within the tri-national context of North American in the present millennium.

This course will examine the economic, political and educational issues presently confronting the Republic of Mexico. Emphasis will be placed on examining the role of indigenous movements, such as the Zapatistas, within Mexico and the ongoing negotiation between Mexico and the United States over border policy and immigration. The course will also examine the final stages and challenges of Vicente Fox’s sexennio and the recent rise and success of opposition parties and partisan alliances between the PAN, PRD, PT, PVE and PRI. Attention will be placed on this year’s presidential election and the competing candidates. Additional focus will be placed on the roles of women in Mexican society and their relationship to the present Mexican economic, social and political processes.

Contact: Larry J. Estrada, Director American Cultural Studies
Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu

ISSUES IN INTERNATIONAL STUDIES [FAIR 312D]
(Fairhaven College)

Target Group: Students

Program Description: Explores issues of concern to selected nations. May also include global scope. Examples of topics include globalization, reinventing development, and environmental issues in economically poor countries. Repeatable with various topics. Prereq: Fair 203a or permission of instructor.

Contact: Niall O’Murchu, Associate Professor, Fairhaven College
Phone: (360) 650-2144 Email: Niall.Omurchu@wwu.edu
JEWISH-AMERICAN EXPERIENCE [AMST 206]
(Fairhaven College; American Cultural Studies)

Target Group: Students

Program Description: An overview of the Jewish experience in America, past and present Jewish American marginalization, encounters with anti-Semitism and impact on the national scene. Study of Jewish Americans as a secular community, a community of faith, and an American minority ethnic group.

Contact: Larry J. Estrada Ph.D., Director American Cultural Studies
Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu or
Steven Hoffman, American Cultural Studies
Phone: (360) 650-9103 Email: Steven.Hoffman@wwu.edu

LAW, DIVERSITY & JUSTICE CONCENTRATION (MAJOR)
(Fairhaven College of Interdisciplinary Studies)

Target Group: Students

Program Description: The Law, Diversity & Justice Concentration is an interdisciplinary course of study for students who are interested in law, diversity and access to the legal system for under-served communities. The Law, Diversity and Justice Concentration is open to all Fairhaven students with a passion for social justice. The concentration welcomes students who desire to effect change and who have the potential to act as leaders and role models in their communities using legal knowledge and processes. Through the Fairhaven College Concentration Seminar and faculty advisement, students combine the required Law, Diversity and Justice curriculum with courses throughout the University to develop the skills and knowledge necessary for success in law school and other careers in social justice work. Students pursuing the Law, Diversity, and Justice Concentration must take the courses in the LDJ curriculum and in the Fairhaven College interdisciplinary core. The required classes in Law, Diversity, and Justice are:

- FAIR 311b The American Legal System (5)
- FAIR 412e Advanced Topics in Law (2-5)
- FAIR 422k Advanced Legal Writing and Analysis (4)

At least one of the following courses:
- FAIR 393b Rights, Liberties and Justice in America (4)
- FAIR 334c International Human Rights (5)

Contact: Niall O’Murchu, Associate Professor, Faculty Coordinator, Center for Law, Diversity & Justice, Fairhaven College
Phone: (360) 650-2144 Email: Niall.OMurchu@wwu.edu
LESBIAN, GAY, BISEXUAL, TRANSGENDERED (LGBT) EXPERIENCE
[AMST 242]
(Fairhaven College; American Cultural Studies)

Target Group: Students

Program Description: The development of the lesbian, gay, bisexual, transgendered community in the United States, with emphasis on identity formation, historical and sociological influences and the effects of encounters between gay cultures and the larger American cultural context.

Contact: Larry J. Estrada Ph.D., Director American Cultural Studies
Phone: (360) 650-3016  Email: Lawrence.Estrada@wwu.edu

NATIONS AND NATIONALISM [FAIR 371E]
(Fairhaven College)

Target Group: Students

Program Description: Surveys the development of the national identity since the late 18th century and the rise of the nation-state. Focus on the slippage between national and ethnic identities and the predicaments of stateless nations. Comparative case studies of various nationalisms in the United States, Europe, and the post-colonial world. Prereq: FAIR 203a or permission of instructor.

Contact: Niall O’Murchu, Associate Professor, Fairhaven College
Phone: (360) 650-2144  Email: Niall.OMurchu@wwu.edu

PSYCHOLOGY OF WOMEN [FAIR 347U]
(Fairhaven College)

Target Group: Students

Program Description: Women’s psychology takes its form in dynamic relationship with culture, history, biology, and power. Historically, Western culture has delegated certain psychological orientations and characteristics, such as autonomy and aggression, to men and other characteristics, including dependence and nonaggression, to women. How do family structure, social expectations and specific relationships affect the development of what we designate women’s psychological characteristics? How much do these stereotypical characteristics reflect all women? How do “inner” feelings and voices of the mind reflect “outer” relations of power and social expectations? What issues do women face today as they consider their choices about paths in life?

Contact: Dana Jack, Professor, Fairhaven College
Phone: (360) 650-4913  Email: Dana.Jack@wwu.edu
QUEER STUDIES MINOR IN AMERICAN CULTURAL STUDIES
(Fairhaven College)

Target Group: LGBTQ Students and Allies

Program Description: WWU is one of the few institutions in the nation that offers a minor in Queer Studies. The Queer Studies Minor is an interdisciplinary program designed to educate students about LGBTQ populations, histories, culture, literature, politics and theory.

Contact: Raine Dozier, Associate Professor & Queer Studies Minor advisor
Phone: (360) 650-2052 Email: Raine.Dozier@wwu.edu

RACE & SOCIETY WITHIN THE LATINO CARIBBEAN [FAIR 372F]
(Fairhaven College)

Target Group: Students

Program Description: The purpose of the course is to examine the past and present context of how race and cultural fusion have been experienced among peoples and nation states within the Latino Caribbean. Particular emphasis will be placed on the various ways in which racial/cultural identities are complicated by questions of gender, religion, politics, class and sexuality both in the Caribbean as well as those Latino-a Caribbean populations now residing in the United States. **Prereq: One of the following:** ANTH 101, 104, 201, FAIR 201a, 203a, AMST 203 or HIST 273.

Contact: Larry Estrada, Associate Professor, Fairhaven College; Director, American Cultural Studies
Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu

RACE IN/TO THE MOVIES I: RACE RELATIONS ON FILM 1900-1950
[FAIR 261E]
(Fairhaven College)

Target Group: Students

Program Description: What do “Lascivious Latinas,” “Cunning Chinese,” “Befuddled Blacks,” and “Inebriated Indians” have in common? These were harmful stereotyped images of racial minorities that dominated the American silver screen between 1900 and 1950. By viewing these films, critically analyzing them, and reading texts about American race relations, we will explore how these movies both framed and distorted the discourse between the dominant society and racial minorities over time. Films to be viewed include D.W. Griffith’s “Birth of a Nation” and “Broken Blossoms,” John Ford’s “Fort Apache,” and Elia Kazan’s “Pinky.” In addition, early films made by filmmakers of color, such as Oscar Micheaux, will be shown to give another view of the discourse.

Contact: Midori Takagi, Associate Professor, Fairhaven College
Phone: (360) 650-7381 Email: Midori.Takagi@wwu.edu
RACE IN/TO THE MOVIES II: 1950-1980 [FAIR 361E]
(Fairhaven College)

Target Group: Students

Program Description: Cinematic stereotyped images of racial minorities, such as the “Cunning Chinese” and “Befuddled Blacks,” are not as prevalent nor as blatant in films produced nowadays as they were in earlier years. . . or are they? We will answer this question by viewing and critically analyzing popular films, reading texts about American race relations, and exploring how movies both framed and distorted the discourse between the dominant society and racial minorities between 1950 and 1980. Films to be viewed include Disney’s “Pocahontas,” and “Indiana Jones and the Temple of Doom.” In addition, films made by filmmakers of color, such as Spike Lee, will be shown to give another view of the discourse.

Contact: Midori Takagi, Associate Professor, Fairhaven College
Phone: (360) 650-7381 Email: Midori.Takagi@wwu.edu

RESEARCH AND WRITING [AMST 499]
(Fairhaven College; American Cultural Studies)

Target Group: Students with Senior Status

Program Description: Designed to introduce students to primary and secondary sources associated with American Cultural Studies. Assignments include one major research/writing project and several smaller ones.

Contact: Larry J. Estrada, Director, American Cultural Studies
Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu

RESISTANCE ART OF THE INDIGENA [FAIR 451X]
(Fairhaven College)

Target Group: Students

Program Description: Examines contemporary visual and literary arts of indigenous peoples of Canada and the United States. Emphasis on artwork that reflects personal and cultural histories, government and state relations, and Western misrepresentation of Native peoples in the media and academia. Prereq: Fair 218c or Amst 202 or Fair 399 or Amst 315; studio art courses or experience above the 200 level.

Contact: Tanis S'eiltin, Associate Professor, Fairhaven College
Phone: (360) 650-6564 Email: Tanis.S'eiltin@wwu.edu
**Rights, Liberties and Justice in America** [FAIR 393B]
(Fairhaven College)

Target Group: Students

Program Description: Study of American ideas of rights and liberties; what they mean in practice; competing principles and ideologies at work in the arena of constitutional rights; history of our justice system with regard to rights and liberties and directions it seems to be heading. Prereq: upper-division courses in social science or history recommended.

Contact: Daniel Larner, Professor, Fairhaven College
Phone: (360) 650-4908 Email: Daniel.Larner@wwu.edu

**Risk & Resilience in Adolescent Girls: Development, Culture & Identity** [FAIR 448T]
(Fairhaven College)

Target Group: Students

Program Description: A consideration of latest literature on female adolescent development, including diversity. Prereq: previous course in psychology or women studies.

Contact: Dana Jack, Professor, Fairhaven College
Phone: (360) 650-4913 Email: Dana.Jack@wwu.edu

**Social Relationships & Responsibility: Theories & Critiques**
[FAIR 203A]
(Fairhaven College)

Target Group: Students, registration priority given to Fairhaven College students

Program Description: This interdisciplinary seminar examines the social theories that have provided the foundation of modern society and social relationships, and some of the critiques of that foundation. Through readings and discussions we will define, at a minimum, liberalism, capitalism, and socialism and realize their pervasive influence on our lives. We will study critiques of the institutions of racism, nationalism, elitism, and sexism through the words of writers representing marginalized groups. With this foundation we can begin to assess the individual's place and responsibility in an increasingly global society.

Contact: Jack Herring, Dean, Fairhaven College
Phone: (360) 650-4900 Email: JackHerring@wwu.edu
STATE COLLAPSE/RECONSTRUCTION [FAIR 334E]
(Fairhaven College)

Target Group: Students

Program Description: This course examines the causes and consequences of State failure and collapse and related issues of anarchy, civil war and the emergence of strong non-State actors that challenge the State monopoly of violence. The course also examines the regional implications of State collapse and its impact in international security and the possibility of predicting and preventing failure or collapse. Case study countries include Afghanistan, Haiti, Somalia, Sierra Leone, and Colombia. The second half of the course explores the concept of State reconstruction and the prospects for rebuilding failed and collapsed States. It will look at the main assumptions, actors and the challenges of contemporary efforts to rebuild imploded States and will identify the determinants for success or failure of those efforts. Case study countries include Afghanistan, East Timor, Haiti, Kosovo, Iraq, Sierra Leone and Liberia. Prereq: FAIR 203A or permission of instructor.

Contact: Babafemi Akinrinade, Assistant Professor
Phone: (360) 650-2893 Email: Babafemi.Akinrinade@wwu.edu

STATE FAILURE AND STATE COLLAPSE [FAIR 334D]
(Fairhaven College)

Target Group: Students

Program Description: This course explores State failure and State collapse - States that have witnessed the total implosion of internal governance processes. It considers the causes and consequences of State collapse and related issues of anarchy, civil war and the emergence of strong non-State actors that challenge the State monopoly on violence. The course also examines the regional implications of State collapse - how this affects neighboring countries; the possibility of predicting/anticipating collapse in particular countries and how to prevent State failure and collapse. Prereq: FAIR 203A or permission of instructor.

Contact: Babafemi Akinrinade, Assistant Professor
Phone: (360) 650-2893 Email: Babafemi.Akinrinade@wwu.edu
SUZIE WONG TO MISS SAIGON: ASIAN PRESENCE IN HOLLYWOOD [FAIR 363B]
(Fairhaven College)

Target Group: Students

Program Description: This class will explore the different perspectives of, and attitudes towards, Asians in America between 1915 to present. Topics to be explored include the construction of “Dragon Ladies,” “Yellow Perils,” “Suzie Wongs,” and “Charlie Chans.” We will be using film as a main source of historical documentation to demonstrate how movies reflect and reinforce such perceptions of Asians and Asian Americans. Films to be shown range from “The Cheat,” produced in 1915, to more recent independently made films such as “Yellow.” In addition, students will read works on the experiences of Asian Americans in order to place the films into a broader historical and socio-economic context.

Contact: Midori Takagi, Associate Professor, Fairhaven College
Phone: (360) 650-7381 Email: Midori.Takagi@wwu.edu

TESTIMONIES OF THE NEW SOUTH [FAIR 216B]
(Fairhaven College)

Target Group: Students

Program Description: Booker T. Washington, W.E.B. DuBois, and Ida B. Wells are names that should be familiar to all Americans. However ex-slaves Jenny Proctor and Jourden Anderson are far less recognizable names to most people. Yet their voices are as important—if not essential—to understanding the African American southern experience from 1865 to 1940. This course makes an effort to understand the events that transpired during these later years by examining the voices of those who lived during this time. Autobiographies, newspaper editorials, speeches, letters and diaries written by African Americans, and other residents of the south to a lesser degree, will serve as our guide to understanding the region's political, social, cultural, and economic—as well as personal—history.

Contact: Midori Takagi, Associate Professor, Fairhaven College
Phone: (360) 650-7381 Email: Midori.Takagi@wwu.edu
**TOPICS IN MIDDLE EAST STUDIES** [FAIR 371B]
*(Fairhaven College)*

Target Group: Students

Program Description: Seminar in Middle East studies. Course themes may include, but are not limited to, a survey of the history and political economy of the modern Middle East; the colonial past and present in the Middle East; Orientalism; US policy toward the Middle East; state-society relations in the Middle East; and case studies of specific countries and conflicts. Repeatable with different topics. *Prereq: Fair 203a or permission.*

Contact: Niall O'Murchu, Associate Professor, Fairhaven College
Phone: (360) 650-2144 Email: Niall.OMurchu@wwu.edu

**TOPICS IN SOCIAL ISSUES** [FAIR 336B]
*(Fairhaven College)*

Target Group: Students

Program Description: An interdisciplinary exploration of specific topics in the social sciences, including studies in economics, political science, international studies, social theory, ethnicity, race, culture, gender, class, law, psychology, and social activism. Repeatable with different topics. *Prereq: Fair 203a.*

Contact: Jack Herring, Dean, Fairhaven College
Phone: (360) 650-4900 Email: JackHerring@wwu.edu

**TOPICS IN SOCIAL ISSUES: GENOCIDE** [FAIR 336B]
*(Fairhaven College)*

Target Group: Students

Program Description: This course explores the meaning, origins, forms and causes of genocide. It will examine major cases of genocide up to the present century as a basis for understanding the phenomenon. Case studies include the experience of Native Americans, the Armenians in the Ottoman Empire, the Nazi Holocaust, the Khmer Rouge period in Cambodia, and the cases of Rwanda and the Darfur region of The Sudan. The course will compare genocide, considered by many as the “ultimate crime” with other cases of mass murders, including war crimes and crimes against humanity. The course will also explore ways in which this crime can be confronted and the role of international law in dealing with genocide. *Prereq: FAIR 203A or permission of instructor.*

Contact: Babafemi Akinrinade, Assistant Professor
Phone: (360) 650-2893 Email: Babafemi.Akinrinade@wwu.edu
TRANSGENDER IDENTITIES & HISTORIES [FAIR 312E]  
(Fairhaven College)

Target Group: Students

Program Description: How do you know you are male or female, man or woman? From birth, we are told we are one or the other and expected to behave in accordance with the norms associated with our sex, our gender. But many do not—and as a result, transgendered people (those who are born as one sex, but identify more closely with another, those who are born with sexually ambiguous genitalia, those who are inter-sex, and other identities) are among the most marginalized people in U.S. society. In this course, we will look at the histories and identities of transgendered people. In so doing, we will interrogate mainstream U.S. society’s beliefs about sex and gender, look at other society’s beliefs about the same, as well as look closely at our own personal identities and histories of gender.

Contact: Raquel Montoya-Lewis, Associate Professor  
Phone: (360) 650-2328 Email: Raquel.Montoya-Lewis@wwu.edu

TRANSITIONAL JUSTICE [FAIR 334B]  
(Fairhaven College)

Target Group: Students

Program Description: This course examines different approaches taken by countries and the international community in dealing with past serious violations of human rights, and the process by which formerly repressive States transform themselves into societies based on democracy and the rule of law. Prereq: FAIR 203A.

Contact: Babafemi Akinrinade, Assistant Professor, Fairhaven College  
Phone: (360) 650-2893 Email: Babafemi.Akinrinade@wwu.edu

VIETNAM WAR REDUX [FAIR 369C]  
(Fairhaven College)

Target Group: Students

Program Description: This course examines the war in Vietnam from 1962-1975 from the under/other side. It does not focus on whether or why the United States lost the war. Rather, it explores the tragic costs of the war from usually marginalized perspectives: Vietnamese fighters and civilians, American families, and women and minorities who served.

Contact: Dan First Scout Rowe, Senior Lecturer  
Phone: (360) 650-7413 Email: Danny.Rowe@wwu.edu
<table>
<thead>
<tr>
<th><strong>Target Group:</strong></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Description:</strong></td>
<td>What do we, as engaged citizens, know and understand about global issues and ourselves in a world faced with the complex issues of growing economic disparities, fragile democracies, environmental degradation, wars on terrorism, homeland security, civil liberties, military expenditures, racial profiling, globalization, and ethnic/religious conflicts? What is our awareness of and participation in local and global efforts for peace and justice? In addition to the weekly forums of speakers, videos, and discussions open to the campus and Bellingham community, students in the class will participate in weekly research and discussion of the issues.</td>
</tr>
</tbody>
</table>
| **Contact:** | Shirley Osterhaus, Senior Lecturer  
Phone: (360) 650-2309  
Email: Shirley.Osterhaus@wwu.edu |
ART AND FEMINISM [A/HI 438]
(College of Fine & Performing Arts; Department of Art History)

Target Group: Students

Program Description: In “Art and Feminism” students learn the importance of the 1970s feminist movement and its relationship to the discipline of art history. In the late 70s essays such as Linda Nochlin’s “Why have there been no great women artists?” became a catalyst within art history circles, igniting a number of debates as to the significance of women artists’ work and the extent to which their works should be included within the canon. Although these debates led to a revision of art history texts, courses and collections and broadened the spectrum of artistic practice, according to Griselda Pollock, there is still much to be done. In addition to adding women to the canon, we need to raise questions as to how women and men are represented within Western representation and how images of feminine stereotypes often stand for a number of abstract concepts, from virtue to vice and from nature to culture. In short, 1970s debates had and continue to have ramifications beyond art history. The goal of this course is first to introduce students to a variety of old “mistresses,” and to discuss how these artists were discussed within 1970s debates. While the past is an important component of the course, the main goal of the course is to look at a number of contemporary artists’ work and how the concerns of the 1970s continue to resurface in representations of gender, sexual orientation and race.

Contact: Barbara L. Miller, Professor
Phone: (360) 650-3669 Email: Barbara.Miller@wwu.edu

CONTEMPORARY JAPANESE VISUAL CULTURE [A/HI 411]
(College of Fine & Performing Arts; Department of Art History)

Target Group: Students

Program Description: The course examines Japanese artistic forms and visual culture from Post-World War II until the present. The course explores connections between Japanese socioeconomic and artistic developments as well as visual manifestations of contemporary Japanese youth culture. Topics include art movements such as Gutai and Superflat, anime, otaku, and harajuku fashion.

Contact: Julia Sapin, Associate Professor
Phone: (360) 650-3670 Email: Julia.Sapin@wwu.edu
**CROSS-CULTURAL REPRESENTATION** [A/HI 450]
*(College of Fine & Performing Arts; Department of Art History)*

**Target Group:** Students

**Program Description:** This course covers a theoretical analysis of colonization, neocolonization, and multiculturalism, and their political, economic, and cultural effects on representational practices. Possible areas of concentration may include the Americas, Africa, India, and Japan, and a spectrum of visual representations may concern visual art, film, video and or anime.

In our exponentially expanding information culture, it is imperative that we increase our visual literacy so that we can communicate across national, racial, gender and class boundaries. Before we can do so, we must unpack the discursive formations within visual culture that have historically harbored ideologies of colonization and imperialism. For centuries representations of the “other” have separated East from West, North from South, Black from White and First from Third World Nations. In Colonization and Cross-Cultural Encounters, we consider a constellation of media, visual art, Hollywood film, advertisements, travel photography, comics and websites. We will analyze a broad spectrum of cultural representations and signifying practices. As students will quickly learn, our task is complex. Images and text that uphold colonial ideals can simultaneously enable cross-cultural experiences. Cross-cultural experiences can become the source for colonization. As such, a significant portion of this course is dedicated to learning the practices, terms, methods and theory of visual representation.

**Contact:**
Barbara L. Miller, Professor
Phone: (360) 650-3669 Email: Barbara.Miller@wwu.edu

or

Julia Sapin, Associate Professor
Phone: (360) 650-3670 Email: Julia.Sapin@wwu.edu
**INTRODUCTION TO AFRICAN ART [A HI 497K]**  
*(College of Fine & Performing Arts; Department of Art History)*

**Target Group:** Students  

**Program Description:** This course is an introduction to certain key issues and themes in African art, spanning several centuries up to the present day, including the entire continent and its diaspora. Central to this course is the definition of what constitutes “African art” and debates concerning “authenticity.” We will look at some of the sculpture and masquerade traditions for which West Africa in particular are so well-known, but we will also discuss early (c. 13th-16th century) brasscasting technologies, the status of cloth as a ubiquitous and potent cultural signifier, the practice of photography on the continent from the 1840s, and the international, commercial success of many contemporary artists of African descent. Through our study of these various local and global traditions, we will explore how the problems of human existence (such as gender roles or changing cultural landscapes) are communicated and problematized in ever-changing and constantly evolving African artistic expressions.

**Contact:** Monique Kerman, Senior Lecturer  
Phone: (360) 650-6634  
Email: Monique.Kerman@wwu.edu

---

**ISLAMIC VISUAL CULTURES [A HI 370]**  
*(College of Fine & Performing Arts; Department of Art History)*

**Target Group:** Students  

**Program Description:** This course addresses Islamic visual cultures in the Middle East, Africa, and Asia and studies the contact made among cultures and transferences between media.

**Contact:** Julia Sapin, Associate Professor  
Phone: (360) 650-3670  
Email: Julia.Sapin@wwu.edu

---

**JAPANESE FILM [A HI 397I/497I]**  
*(College of Fine & Performing Arts; Department of Art History)*

**Target Group:** Students  

**Program Description:** Exploration of Japanese film from 1930-1950. Analysis of the storytelling techniques used by directors and the stylistic innovations developed within the standard film practice of the time. Films will be examined within their historical contexts and contemporary artistic norms.

**Contact:** Julia Sapin, Associate Professor  
Phone: (360) 650-3670  
Email: Julia.Sapin@wwu.edu
NATIONALISM & CULTURAL IDENTITY, 19TH & 20TH CENTURIES [A/HI 360]  
(College of Fine & Performing Arts; Department of Art History)

Target Group: Students

Program Description: This course studies the relationship between ideas of nation and the formation of cultural identity.

Contact: Julia Sapin, Associate Professor  
Phone: (360) 650-3670 Email: Julia.Sapin@wwu.edu  
or  
Kristina Luce, Assistant Professor  
Phone: (360) 650-3804 Email: Kristina.Luce@wwu.edu

PACIFIC ARTS AND VISUAL CULTURE [A/HI 368]  
(College of Fine & Performing Arts; Department of Art History)

Target Group: Students

Program Description: This course studies the art of Melanesia, Polynesia, Micronesia and includes study of contemporary Pacific arts.

Contact: Julia Sapin, Associate Professor  
Phone: (360) 650-3670 Email: Julia.Sapin@wwu.edu

VISUAL CULTURE IN EAST ASIA [A/HI 271]  
(College of Fine & Performing Arts; Department of Art History)

Target Group: Students

Program Description: This course teaches on issues and topics in Chinese, Korean, and Japanese visual culture, from ancient to contemporary.

Contact: Julia Sapin, Associate Professor  
Phone: (360) 650-3670 Email: Julia.Sapin@wwu.edu

VISUAL CULTURE IN SOUTH AND SOUTHEAST ASIA [A/HI 270]  
(College of Fine & Performing Arts; Department of Art History)

Target Group: Students

Program Description: This course explores issues and topics in South and Southeast Asian art and visual culture, from ancient to contemporary.

Contact: Julia Sapin, Associate Professor  
Phone: (360) 650-3670 Email: Julia.Sapin@wwu.edu
ADVANCED PHILOSOPHY OF RELIGION [PHILOSOPHY 335]  
(College of Humanities and Social Sciences; Department of Philosophy)

Target Group: Philosophy Majors and Minors

Program Description: A course devoted to philosophy of religion and philosophical theology at an advanced level. Topics may include religious pluralism, arguments for and against the existence of God, the attributes of God, religion and science, religion and ethics, miracles, and the epistemology of religious belief.

Contact: Daniel Howard-Snyder, Professor  
Phone: (360) 650-7767  Email: Daniel.Howard-Snyder@wwu.edu

AFRICAN AMERICANS SINCE 1865 [HIST 263]  
(Department – College)

Target Group: Students

Program Description: This course introduces students to the experiences of African American women and men since the Civil War, with special emphasis on the Civil Rights and Black Power movements.

Contact: Kevin A. Leonard, Professor, History  
Phone: (360) 650-3041  Email: Kevin.Leonard@wwu.edu

AFRICAN HISTORY TO 1800 [HIST 285]  
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: An introduction to debates and topics concerning the early history of Africa. This course will highlight the movement of people, ideas, and commodities, as well as the development of African political economy, states, and culture from antiquity to 1800.

Contact: Sarah Zimmerman, Assistant Professor, History  
Phone: (360) 650-2967  Email: Sarah.Zimmerman@wwu.edu
African History, 1800-Present [HIST 286]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: This course focuses on Africa’s history since 1800. The course will address the following major themes: emancipation, colonization, development, medicine, gender, tradition, nationalism, independence, neo-liberalism, poverty, and public health.

Contact: Sarah Zimmerman, Assistant Professor, History
Phone: (360) 650-2967 Email: Sarah.Zimmerman@wwu.edu

American Cultural History: 1790-1880 [HIST 467]
(History Department – College of Humanities and Social Sciences)

Target Group: Students

Program Description: This course uses first-person accounts to explore topics in American cultural history, with special attention to race, gender, ethnicity and class in nineteenth American society and how performances of these by significant as well as less-known Americans of the time express ideas of self in relationship to society. Cross-listed with American Cultural Studies. History majors who need to complete their senior research paper requirement or students who need to take a writing intensive course can follow this course with Stewart’s HIST 499, Nineteenth Century American Cultural History, and continue working on the same diversity topics.

Contact: Mart Stewart, Professor, Department of History
Phone: (360) 650-3455 Email: Mart.Stewart@wwu.edu

American Political Thought [PLSC 463]
(College of Humanities and Social Sciences; Political Science Department)

Target Group: Students

Program Description: Major concepts in American political thought from the Colonial period to the present. Prerequisites: PLSC 261 or HIST 103 or HIST 104 or equivalent.

Contact: Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu
AMERICAN WOMEN STUDIES: 1620-1850 [WMNS 311]
(College of Humanities and Social Sciences; Women Studies Program)

Target Group: Students

Program Description: Women's role in American society from colonial times to the mid-19th century, with attention to differences of race and class. Emphasis on changing sex roles for both women and men as a result of changes in the structure of the family, immigration, urbanization, expansion of the frontier, education, religion, development of the nation and industrialization. Prerequisites: HIST 103 or 104 or ENG 216 or other WMNS course.

Contact: Vicki Hsueh, Director, Women Studies Program and Associate Professor, Department of Political Science
Phone: (360) 650-2649 Email: Vicki.Hsueh@wwu.edu

AMERICAN WOMEN STUDIES: 1850-PRESENT [WMNS 313]
(College of Humanities and Social Sciences; Women Studies Program)

Target Group: Students

Program Description: Factors influencing the female gender role as it changed in the last century and a half from the 'Cult of True Womanhood' to the 'New Woman' to the 'Feminine Mystique' to the 'Liberated Woman.' Emphasis on the impact of changing modes of American capitalism; women's efforts for equal rights and social reform; changing patterns of fertility; women's increased participation in the work force; changes in women's role in the domestic sphere. Prerequisites: HIST 103 or 104 or ENG 216 or other WMNS course.

Contact: Vicki Hsueh, Director, Women Studies Program and Associate Professor, Department of Political Science
Phone: (360) 650-2649 Email: Vicki.Hsueh@wwu.edu
**ANTHROPOLOGY**
*(College of Humanities and Social Sciences)*

**Target Group:** Students

**Program Description:** The discipline of anthropology studies humankind in all the cultures of the world, both past and present. This study includes humankind’s physical development and the wide diversity of lifestyles people have created. Anthropologists obtain data primarily from field research and comparative cross-cultural studies, providing theoretical and empirical bases for development of hypotheses about human behavior. The coursework developed for the four sub disciplines of cultural, archaeology, physical or biological and linguistics prepare the anthropologist in comparatively studying cultures and the processes of human development.

The nature of this program encompasses aspects of race, color, religion, gender, age, disability, sexual orientation, Veteran status and national origin.

**Contact:**
Daniel Boxberger, Chair, Anthropology  
Phone: (360) 650-4798  Email: Daniel.Boxberger@wwu.edu  
or  
Viva Barnes, Administrative Services Manager, Anthropology  
Phone: (360) 650-3620  Email: Viva.Barnes@wwu.edu

**ARABIC AND ISLAMIC STUDIES, MINOR**
*(Liberal Studies Department – College of Humanities & Social Sciences)*

**Target Group:** Students who are interested in studying Arabic as well as the culture, history and religion of the Islamic world.

**Program Description:** The Minor in Arabic and Islamic Studies provides intermediate instruction in Arabic, and introduction to the history of Islamic civilization, and upper-division electives from several academic departments.

**Contact:** Jonathan Miran, Associate Professor  
Phone: (360) 650-4867  Email: Jonathan.Miran@wwu.edu

**ART AND SOCIETY IN CHINA AND JAPAN**  
*[LBRL 273]*
*(Liberal Studies Department – College of Humanities & Social Science)*

**Target Group:** All Students

**Program Description:** This GUR course examines the aesthetic traditions of East Asia, courtly and popular, secular and religious; the impact of foreign ideas and the role of art in recent propaganda, architecture and industrial design as well as in traditional modes of expression.

**Contact:** Scott Pearce, Liberal Studies Department Chair  
Phone: (360) 650-3897  Email: Scott.Pearce@wwu.edu
**ASIAN-AMERICAN HISTORY [HIST 362]**
*(College of Humanities and Social Sciences; History Department)*

Target Group: Students

Program Description: Contributions Asian Americans have made to the development of the United States with emphasis on immigration, adaptation, settlement and their struggle for justice and equity. Also offered as AMST 362. Prerequisites: Junior standing.

Contact: Chris Friday, Professor, History  
Phone: (360) 650-4862  Email: Chris.Friday@wwu.edu

---

**CHINESE HISTORY TO 600 AD [HIST 370]**
*(College of Humanities and Social Sciences; History Department)*

Target Group: Students

Program Description: The evolution of early civilization and the first stage of high civilization in China to the Tang dynasty.

Contact: Roger Thompson, Professor, History  
Phone: (360) 650-2342  Email: Roger.Thompson@wwu.edu

---

**CHINESE HISTORY: 1800 TO PRESENT [HIST 372]**
*(College of Humanities and Social Sciences; History Department)*

Target Group: Students

Program Description: China’s development from the relative peace and prosperity of the late 18th century through the devastating wars and imperialist incursions of the 19th century to the struggle in the 20th century to create a modern nation-state and regain a position of wealth and power in an often hostile world. Survey ends with the crushing of the pro-democracy movement at Tiananmen in 1989 and its consequences. Chinese materials in translation will help students explore how individuals experienced the major political, cultural, social and economic transformations of the past two centuries.

Contact: Roger Thompson, Professor, History  
Phone: (360) 650-2342  Email: Roger.Thompson@wwu.edu
COLONIALISM, SLAVERY AND CONTEMPORARY RACISM [SOC 366]
(College of Humanities and Social Sciences; Department of Sociology)

Target Group: Students

Program Description: A seminar course to analyze the precursors of contemporary racism using a sociological perspective of racial inequality in the United States and in western, eastern, and southern Africa. There is a specific examination of the historical record of colonialism, slavery, and interethnic rivalry with a particular emphasis on the lasting effects of slavery for people of color in many parts of Africa and the United States.

Contact: Dr. Seth Feinberg, Sociology
Phone: (360) 650-3864 Email: Seth.Feinberg@wwu.edu

COMMUNICATION, DIVERSITY AND CONTROVERSY [COMM 225]
(College of Humanities and Social Sciences; Department of Communication Studies)

Target Group: Students

Program Description: The course is primarily built around the skills that we need in order to engage in meaningful and productive dialogue concerning controversial matters that arise primarily from diversity issues (civil rights, race/class/gender relationships, rich/poor gap, sexual orientation, hate speech, etc.). Also, the AS Civil Controversy Series, loosely affiliated with the 225 course, held a panel discussion on "Assimilation vs. Cultural Pluralism" with specific regard to questions over whether or not the growing Latino population in America should maintain their own cultural practices and language or adopt the predominant mainstream customs and language.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu
or
Korry Harvey, Senior Instructor, Communication
Phone: (360) 650-7989 Email: Korry.Harvey@wwu.edu
COMMUNICATION RESEARCH METHODS [COMM 398]
(College of Humanities and Social Sciences; Department of Communication Studies)

Target Group: Students Pursing a Communication Major

Program Description: In this course every element of the lectures involves cultural issues. The instructor uses different cultural voices, and incorporates that language. The instructor heavily emphasizes these units/elements with cultural/diversity issues: theorizing of method, cognitive style of the dominant cultures and the research process, the use of English as the only language in administering many survey questionnaires, ethical issues involved in theorizing and using Bell curve, how Blacks were used in the Tuskegee study, and even in the 1980s and early 90s research studying intelligence and academic performance. The instructor uses “Blue Eyed” to talk about experimental method, and to also infuse international perspectives in research, including the work of people with whom the instructor has worked with and their mentors (in IC and cross-cultural areas), such as Oetzel, Ting-Toomey, Gudykunst, Kim, Chen, Wierzbicka, etc.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

COMMUNICATION THEORY [COMM 220]
(College of Humanities and Social Sciences; Department of Communication Studies)

Target Group: Students

Program Description: This course takes a message-based approach situated in non-dominant cultural framework in teaching the content. All chapters and extension of chapters taught by the instructor are viewed from various cultural lenses by involving the critique of the dominant framework. Since it is a survey course, the instructor will focus on breadth rather than depth.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

CONSTITUTIONAL LAW II: INDIVIDUAL RIGHTS [PLSC 415]
(College of Humanities & Social Sciences; Political Science)

Target Group: All Students

Program Description: This class discusses how Supreme Court cases have developed the rights of various minority groups (women, blacks, non-citizens, senior citizens, homosexuals).

Contact: Paul Chen, Associate Professor
Phone: (360) 650-4876 Email: Paul.Chen@wwu.edu
CRIMINOLOGY [SOC 352] & ADVANCED CRIMINOLOGY [SOC 452]
(College of Humanities and Social Sciences; Department of Sociology)

Target Group: Students

Program Description: Each of these courses deals directly with issues of race and gender as they pertain to crime, criminological theory, and criminal justice system processing decisions.

Contact: Ron Helms, Professor, Sociology
Phone: (360) 650-7927  Email: Ron.Helms@wwu.edu

CROSS-CULTURAL COUNSELING [PSY 532]
(College of Humanities and Social Sciences; Department of Psychology)

Target Group: Graduate Students in Mental Health and School Counseling

Program Description: This seminar is a basic introduction to the cross-cultural perspective as it applies to counseling and psychotherapy. Topics covered include the conceptual dimensions of multicultural counseling and therapy, historical roots and assumptions underlying psychotherapy, barriers to effective multicultural counseling, and dimension of worldviews. Specific counseling and therapy interventions with racial/ethnic and other culturally diverse populations are reviewed.

Contact: Jeff King, Associate Professor
Phone: (360) 650-3574 Email: Jeffrey.King@wwu.edu

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
(College of Humanities & Social Sciences)

Target Group: Students

Program Description: Most undergraduate and graduate courses offered by the Department of Communication Sciences and Disorders at Western cover the following topics related to diversity: Disabilities across the age spectrum, and their personal and social ramifications; multicultural issues associated with communication disorders; advocacy for individuals with disabilities; prevention, assessment and treatment of individuals with disabilities in cultural contexts; and professional ethics issues related to identification and treatment of communication disorders in diverse cultures. CSD 251, Introduction to Communication Disorders, is open to any students on campus. The remaining CSD courses are available to students who are department majors or to students by permission of instructor only.

Contact: Barbara Mathers-Schmidt, Chair
Phone: (360) 650-3172  Email: Barbara.Mathers-Schmidt@wwu.edu
**DEPARTMENT OF COMMUNICATION STUDIES**  
*(College of Humanities and Social Sciences)*

**Target Group:** Students and Faculty Hires

**Program Description:** The Department of Communication Studies incorporated intercultural communication as one of two initiatives in their 1996 strategic plan. The department developed a sequence in intercultural communication (Comm 325, 425) to introduce students to intercultural theories and practice. At the same time, the department decided to thread the diversity theme throughout the curriculum.

In addition, the department has had the opportunity to hire an excellent diverse faculty through advertisements for “intercultural communication” or “international communication” scholars. They have also had the good fortune to hire another faculty member through Western’s Diversity Fellows program. The high quality of our diverse faculty, staff, and curriculum tends to attract and retain outstanding diverse students.

**Contact:** Michael Karlberg, Professor, Department Chair  
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

---

**DEPARTMENT OF LIBERAL STUDIES**  
**MAJOR: B.A. HUMANITIES, RELIGION & CULTURE**  
**MINOR: THE STUDY OF RELIGION**  
*(Liberal Studies Department – College of Humanities & Social Science)*

**Target Group:** Students who wish to pursue scholarly, critical and non-sectarian study of religion as a major or minor in their degree program.

**Program Description:** Study of religious beliefs, practices, identities and organizations, and how they have influenced and been influenced by other aspects of society and culture. Students also study the origin, history and methods of the academic study of religion as it has developed in Europe and North America. Students are introduced to methodological issues in the study of religion, and to ways to study religious conflict, borrowing, and change.

**Contact:** Scott Pearce, Liberal Studies Department Chair  
Phone: (360) 650-3897 Email: Scott.Pearce@wwu.edu
DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES

(=College of Humanities and Social Sciences)

Target Group: Students

Program Description: The Department of Modern and Classical Languages, in fulfillment of the University’s stated goals, provides to Western Washington University students the skills that are necessary to learn first-hand about world societies. To that end, the department believes that the best way to understand a culture is directly through its language(s).

Therefore, the department offers students the opportunity to acquire three types of proficiencies: the language skills that make for successful communication, the cultural competencies that build global respect and responsibility, as well as the creative and interpretive aptitudes that underscore an understanding of the history and aesthetic expressions of a given culture. Ultimately, students graduate from the department with valuable skills for succeeding in the workplace and for supporting global citizenship.

Contact: Paqui Paredes, Chair, Department of Modern and Classical Languages
Phone: (360) 650-2038 Email: Paqui.Paredes@wwu.edu
DEPARTMENT OF POLITICAL SCIENCE
(College of Humanities and Social Sciences)

Target Group: Students

Program Description: Courses in the Department of Political Science are designed to provide experiences to educate students on the essentials of the American political system within the context of global forces, international conflicts, social movements, ideological systems, and cultural diversity.

Politics and government affect the lives of all of us. What we do, and what we think, is affected by the decisions and actions of state, local and national governmental institutions and political leaders. The objectives and policies of foreign countries also can affect our daily lives, particularly during periods of international tension and war.

Political science is one of the oldest fields of academic inquiry. Social ideals and their realization through law were systematically studied in ancient Greece. In an increasingly interdependent world, the study of politics and government has flourished as the relations between persons, groups and nations have become more complex, and questions of freedom and authority have challenged every citizen. Modern political science is equally concerned with questions of political philosophy and with the pursuit of social scientific research. These concerns are reflected in a broad and diverse curriculum.

The political science faculty is committed to the belief that understanding politics and government is essential to a well-educated person, vital to democratic citizenship, indispensable to effective public service, and critical to the maintenance and ethical progress of a free society.

The political science curriculum prepares students for careers in public service-related occupations in both government and business. Many students majoring in political science go on to law school, graduate school and into the professions; many others who are not majors take political science courses as an essential part of their liberal arts education.

Website: http://www.wwu.edu/chss/polsci.shtml

Contact: Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu
DOMESTIC VIOLENCE AND THE CRIMINAL JUSTICE SYSTEM [SOC 354]
(College of Humanities and Social Sciences; Department of Sociology)

Target Group: Students

Program Description: This course uses a sociological perspective to analyze the strengths and limitations of the criminal justice response to domestic violence. The course examines the historical and cultural changes that contributed to the classification of partner abuse as a crime, the characteristics of domestic assault, and the variety of civil and criminal justice interventions into domestic violence. The course examines how inequalities of gender, race/ethnicity, social class, and sexuality within U.S. society influence the experience of domestic violence and the criminal justice response to domestic violence.

Contact: Kristin Anderson, Professor
Phone: (360) 650-7219 Email: Kristin.Anderson@wwu.edu

EARLY MODERN JAPAN [HIST 483]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: This course investigates the Edo period in depth by looking at Tokugawa society. Daily life as well as legal codes, official dogma and ideologies are examined. Topics include Tokugawa religions and politics, popular culture, Western Studies, Tokugawa social structure, education, women's political involvement, Bushido, the family, art and literature, science, and the economic sphere. Prerequisites: Junior status and HIST 374 or HIST 375; or instructor permission.

Contact: Diana Wright, Associate Professor, History
Phone: (360) 650-6874 Email: Diana.Wright@wwu.edu

EAST ASIAN HISTORY IN THE EARLY-MODERN AND MODERN ERAS [HIST 281]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Examines political, cultural and social aspects of East Asian civilizations in the early-modern and modern periods. Also offered as EAST 202.

Contact: Roger Thompson, Professor, History
Phone: (360) 650-2342 Email: Roger.Thompson@wwu.edu
ECOTOURISM, PRINCIPLES AND PRACTICES [RECR 479]
& PROJECT: FIELDTRIP TO NEAH BAY
(College of Humanities & Social Sciences; Physical Education, Health and Recreation)

Target Group: Students in the Ecotourism Course, Tourism Planners, Providers and Elders at the Makah Nation, Neah Bay

Program Description: For the past 4 years, students in the Ecotourism course (Recr 479) participate in a fieldtrip to Neah Bay for three nights. The focus of the trip is threefold: 1) to study and practice the principles of community-based tourism, 2) to discuss and exchange thoughts on tourism development at the Makah Nation with planners, service providers, and elders, and 3) to engage in a community service project.

1) Community-based tourism works to insure that the host community’s needs, interests and welfare are of primary concern and that all decisions regarding tourism development are in the hands of the local residents. Crooked Trails, a not-for-profit community-based tourism organization based out of Seattle provides a co-leader/guide for the trip. This staff persons mentors leadership and facilitates discussions about alternative forms of tourism.

2) The class meets with the museum director and staff from the tribe’s planning department to get a history of tourism development at Neah Bay, to discuss goals for tourism development, and to strategize about sustainable options. Students also meet with elders of the community to hear their ideas and concerns regarding changes in the community from tourism. A summary of student reflections and ideas are sent as a follow-up to the fieldtrip.

3) Each year the students are involved in a community service project while on the fieldtrip to Neah Bay. Examples from past years include: beach clean-up, trail maintenance, leading youth activities, and donations to the senior center and school playground.

Contact: Dr. Jasmine Goodnow, Assistant Professor, Recreation Program
Phone: (360) 650-2393 Email: Jasmine.Goodnow@wwu.edu
Elementary Physical Education Methods Block 1 [PE 340]
(College of Humanities & Social Sciences; Physical Education, Health and Recreation)

Target Group: P-12 Teacher Education Physical Education and Health Majors

Program Description: This course is designed to prepare physical education and health majors to teach physical education to elementary students in the areas of body management, movement, rhythmic activities, and developmental gymnastics. Content of this course will include writing objectives, lesson planning, organization, management, teaching methods and strategies, evaluation of programs and students, teaching diverse students, and safety procedures while focusing on skill themes and movement concepts. Teaching strategies and methodologies will utilize a developmental approach and stress maximum participation and maximum success.

Students develop and deliver lessons that include learners with diverse cultural backgrounds, ability/skill levels, and disabilities (such as physical, visual or hearing impairments).

Contact: LeaAnn Martin, Dean, College of Humanities & Social Sciences
Phone: (360) 650-3054 Email: LeaAnn.Martin@wwu.edu

Elementary Physical Education Methods Block 2 [PE 341]
(College of Humanities and Social Sciences)

Target Group: P-12 Teacher Education Physical Education and Health Majors

Program Description: This course is designed to prepare physical education and health majors to teach physical education to elementary students in the areas of fundamental skills, fitness development, sport-related activities, cooperative activities, and recreational activities. Content of this course will include teaching methods and strategies, management, planning, safety procedures, and teaching diverse students. Teaching strategies and methodologies will utilize a developmental approach and stress maximum participation and maximum success.

Students develop and deliver lessons that include learners with diverse ability/skill levels and interest/motivation levels.

Contact: LeaAnn Martin, Dean, College of Humanities & Social Sciences
Phone: (360) 650-3054 Email: LeaAnn.Martin@wwu.edu
EXPOSITION AND ARGUMENTATION [COMM 235]
(College of Humanities and Social Sciences; Department of Communication Studies)

Target Group: Students

Program Description: Instructor 1: Classes have spent several days this quarter dealing directly with issues of diversity and recognition of privilege, and how differing levels of privilege directly affect an advocate's persuasive credibility and access to public means of expression. Instructor 2: One of the in-class debates covers diversity, also the topic for the first paper is: "Conflict in/over diversity." The instructor tries to deal with "diversity" holistically, so as not to just include race and gender but include any axis that people define themselves on.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

FEMINIST POLITICAL THEORY [PLSC 469]
(College of Humanities and Social Sciences; Political Science Department)

Target Group: Students

Program Description: Early feminists to contemporary theoretical critiques and contributions. Topics such as feminist conceptions of philosophy of science, eco-feminism and post-modernism. Not offered every year. Prerequisites: PLSC 261 or any 400-level political theory course.

Contact: Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu

FEMINIST THEORY AND EXPRESSION [WMNS 212]
(College of Humanities and Social Sciences; Women Studies Program)

Target Group: Students

Program Description: This course will engage students in critical thinking, reading and writing about multicultural and global perspectives that women have developed from a feminist consciousness. Class material may include oral, written, and visual texts.

Contact: Vicki Hsueh, Director, Women Studies Program and Associate Professor, Department of Political Science
Phone: (360) 650-2649 Email: Vicki.Hsueh@wwu.edu
FIELD RESEARCH METHODS [SOC 430]
(College of Humanities and Social Sciences; Department of Sociology)

Target Group: Students - Women, People of Color, Gay Men and Lesbian Women, Elderly People

Program Description: Each student in the course works on an independent research project. Often the projects focus on these “target groups.” Students have contact with these people in everyday life and through interviewing them as part of the course requirements. They also conduct extensive literature searches on particular sociological patterns of these “target groups” if that is their paper’s focus.

Contact: Jen Lois, Associate Professor, Sociology
Phone: (360) 650-3007 Email: Jennifer.Lois@wwu.edu

FUNDAMENTALS OF SPEECH [COMM 101]
(College of Humanities and Social Sciences; Department of Communication Studies)

Target Group: Students

Program Description: Course includes assignments and lectures regarding intercultural communication. Several sections each year have students enrolled in a FIG program.

Contact: Jennifer Hays, Senior Instructor, Director of the Communication 101 Program
Phone: (360) 650-2571 Email: Jennifer.Hays@wwu.edu

GAY/LESBIAN/BISEXUAL/TRANSGENDER LITERATURE [ENG 227]
(College of Humanities and Social Sciences; English Department)

Target Group: All Students

Program Description: This course provides an introduction to major questions, paradigms, and texts in the field of GLBT literature. The course includes theoretical, historical, and literary texts. Both poststructuralist and identity-based approaches are included in class discussions.

Contact: Carol Guess, Associate Professor, English
Phone: (360) 650-7385 Email: Carol.Guess@wwu.edu
**GENDER AND EDUCATION [SOC 368]**  
*(College of Humanities and Social Sciences; Department of Sociology)*

**Target Group:** Students

**Program Description:** This course focuses on the relationship between gender and education, primarily in the context of formalized schooling and informal educational settings. By focusing on gender, we will be considering the experiences of boys, girls, women, and men. Some of the questions we consider include: How does the structure of schools affect the development of gender identities? In what manner do extra-curricular experiences affect development of our gendered selves? How are our educational choices affected by gender (for example, our choice of college major, how long we continue in school)? Following is one course objective that explicitly discusses this: Development of the recognition that "men", "women", "boys" and "girls" are not unitary categories but encompass diversity in experiences and opportunities that may differ by race, ethnicity, class, sexual identity/orientation, as well as cross-nationally.

**Contact:** Karen Bradley, Professor, Sociology  
Phone: (360) 650-3001  
Email: Karen.Bradley@wwu.edu

---

**GENDER AND SOCIETY [SOC 268]**  
*(College of Humanities and Social Sciences; Department of Sociology)*

**Target Group:** Students

**Program Description:** Course focuses on introducing students to issues structural inequality, with a major focus on gender, but sub-foci on race, sexual orientation, and socio-economic status.

In Contemporary U.S. Culture, masculinity and femininity are often seen as essential, fixed, and stable components of women and men's personalities. However, sociological evidence suggests that gender is fluid, unstable, and contradictory social phenomenon. In this course we will explore the social and cultural construction of gender with a focus on the status of women and men in contemporary U.S. society. We will examine differences in men and women's experiences of the social world, cultural and historical variations in gender, the intersection of gender with race/ethnicity, social class, and sexualities, and sociological approaches to researching and theorizing gender. Gender is an important component of our experiences as humans, but is often difficult for students (and sociologists) to understand how and why gender shapes our experiences. My central objective for this course is to increase our understanding of how and why gender matters in our daily lives.

**Contact:** Jen Lois, Associate Professor, Sociology  
Phone: (360) 650-3007  
Email: Jennifer.Lois@wwu.edu
**Gender, Bodies, and Sports [SOC 365]**  
*(College of Humanities and Social Sciences; Department of Sociology)*

**Target Group:** Students

**Program Description:** This course applies sociological perspectives to study the relationships between gender, bodies, and sports in U.S. society. We focus on contemporary sociological theories of gender and bodies and their application to sports as a social institution. We study the development of sports in U.S. history and the legal and cultural changes in sporting practice over time. The course emphasizes the dynamic interactions between gender, bodies, and sports, including the ways that ideologies and practices of gender influence bodies and sports and the ways in which sports influence gender and bodies.

**Contact:** Kristin Anderson, Professor  
Phone: (360) 650-7219  
Email: Kristin.Anderson@wwu.edu

---

**Gender in Early Modern Europe [HIST 421]**  
*(History Department)*

**Target Group:** Students

**Program Description:** History 421: The aim of this course is to examine historical perceptions of gender and the social construction of ideals of male and female behavior and sexual identities in Europe between 1400 and 1800. We will do so by examining primary source evidence in connection with recent scholarly work on gender in early modern Europe. The course takes a thematic approach to the study of gender and the larger social and cultural institutions that shaped the lives of early modern Europeans.

**Contact:** Amanda Eurich, Professor of History  
Phone: (360) 650-3141  
Email: Amanda.Eurich@wwu.edu

---

**Global Women [WMNS 314]**  
*(College of Humanities and Social Sciences; Women Studies Program)*

**Target Group:** Students

**Program Description:** Introduces the concepts of transnational feminism. Examines the experiences of women in a global economy, explores the strategies women develop to resist global patriarchal structures, and to organize and mobilize globally. **Prerequisites:** WMNS 211 or four credits of 300-level Women Studies.

**Contact:** Vicki Hsueh, Director, Women Studies Program and Associate Professor, Department of Political Science  
Phone: (360) 650-2649  
Email: Vicki.Hsueh@wwu.edu
GOING TO COLLEGE IN AMERICA [HIST 131]  
(College of Humanities and Social Sciences; Department of History)

Target Group: Students

Program Description: This course offers thematic introduction to the various purposes of undergraduate college education. It also helps students think about the broader civic, social, and economic functions of higher education. It would be particularly valuable to first-generation students who have not had the benefit of growing up in a world that took college and its myriad purposes and experiences for granted.

Contact: Johann Neem, Associate Professor of History  
Phone: (360) 650-2511  
Email: Johann.Neem@wwu.edu

HISTORY OF ANCIENT EGYPT [HIST 311]  
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Introduction to the culture and history of ancient Egypt. Focus on reading and discussing both modern textbooks and translations of ancient texts to gain an understanding of the people behind the pharaohs and the pyramids. Prerequisites: HIST 111 or HIST 121 or HIST 151 or LBRL 121 or permission of instructor.

Contact: Steven Garfinkle, Professor, History  
Phone: (360) 650-3456  
Email: Steven.Garfinkle@wwu.edu

HISTORY OF ANCIENT GREECE [HIST 312]  
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Introduction to the culture and history of ancient Greece, including the Bronze Age Aegean. Explores ancient Greece from the beginnings of Minoan civilization on Crete through the rise of Alexander and the Hellenistic world. Prerequisites: HIST 111 or HIST 121 or HIST 151 or LBRL 121 or permission of instructor.

Contact: Steven Garfinkle, Professor, History  
Phone: (360) 650-3456  
Email: Steven.Garfinkle@wwu.edu
HISTORY OF ANCIENT MESOPOTAMIA [HIST 310]  
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Introduction to the culture and history of Mesopotamia from the dawn of civilization to the end of the Roman era. Emphasis on the civilizations of the Fertile Crescent, including the Sumerians, Babylonians, Assyrians, and Hittites. Prerequisites: HIST 111 or HIST 121 or HIST 151 or LBRL 121 or permission of instructor.

Contact: Steven Garfinkle, Professor, History  
Phone: (360) 650-3456 Email: Steven.Garfinkle@wwu.edu

HISTORY OF ANCIENT ROME [HIST 313]  
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: The political and social development of Rome from village to republic to empire, including an exploration of the whole of the Roman world and its impact on the development of Mediterranean civilization. Prerequisites: HIST 111 or HIST 121 or 151 or LBRL 121 or permission of instructor.

Contact: Steven Garfinkle, Professor, History  
Phone: (360) 650-3456 Email: Steven.Garfinkle@wwu.edu

HUMANITIES OF AFRICA [LBRL 276]  
(Liberal Studies Department – College of Humanities & Social Science)

Target Group: All Students

Program Description: A GUR course for students interested in how slavery and colonial rule used images of race and color. For students interested in how the influence of race and color has continued to the present, LBRL 276, Humanities of Africa, is especially relevant.

This course provides a rich introduction to the history and culture of major civilizations or cultural areas in Africa. The course traces history through the era of colonial rule and the post-colonial period through a study of primary texts and works of art.

Contact: Jonathan Miran, Associate Professor  
Phone: (360) 650-4867 Email: Jonathan.Miran@wwu.edu
**HUMANITIES OF CHINA [LBRL 277]**  
*(Liberal Studies Department – College of Humanities & Social Science)*

Target Group: All Students  
Program Description: In this GUR course students will be introduced to Chinese civilization, traditional and modern with an emphasis on religions; historical, artistic, and literary patterns; and societal and cultural ideals.  
Contact: Scott Pearce, Liberal Studies Department Chair  
Phone: (360) 650-3897 Email: Scott.Pearce@wwu.edu

**HUMANITIES OF INDIA [LBRL 271]**  
*(Liberal Studies Department – College of Humanities & Social Science)*

Target Group: All Students  
Program Description: A GUR course for students interested the Indian experience and the development of its cultural unity; the challenge of Islam and the British colonial experience; the conditions of modernization and the emerging synthesis of values.  
This course provides a rich introduction to the history and culture of major civilizations and cultural areas in India.  
Contact: Scott Pearce, Liberal Studies Department Chair  
Phone: (360) 650-3897 Email: Scott.Pearce@wwu.edu

**HUMANITIES OF ISLAMIC CIVILIZATIONS [LBRL 278]**  
*(Liberal Studies Department – College of Humanities & Social Science)*

Target Group: All Students  
Program Description: As an interdisciplinary introduction to Islamic civilization this course aims to go beyond simplistic and stereotypical conceptions of Islam by exploring the rich and complex religious, political, social, cultural and intellectual institutions and experiences that have shaped the Muslim world since the emergence of Islam.  
In this GUR course time is also devoted to reflect upon the roots and sources of highly charged images and representations that “Westerners” and Muslims have constructed of each other in the past fourteen centuries.  
Contact: Jonathan Miran, Associate Professor  
Phone: (360) 650-4867 Email: Jonathan.Miran@wwu.edu
**HUMANITIES OF JAPAN [LBRL 275]**  
*(Liberal Studies Department – College of Humanities & Social Science)*

**Target Group:** All Students

**Program Description:** An interdisciplinary introduction to Japanese civilization, both traditional and modern, with particular emphasis on religions; historical, artistic, and literary patterns; and societal and cultural ideals.

This GUR course provides a rich introduction to the history and culture of Japanese civilizations.

**Contact:** Scott Pearce, Liberal Studies Department Chair  
Phone: (360) 650-3897 Email: Scott.Pearce@wwu.edu

---

**HYPOKINETICS AND DISEASE [KIN 511]**  
*(College of Humanities & Social Sciences; Physical Education, Health and Recreation)*

**Target Group:** Students

**Program Description:** *KIN 511 Hypokinetics and Disease* explores the relationship between chronic, progressive disorders/diseases and hypokinesis (low physical activity). Primarily, metabolic processes are addressed with explicit guidelines developed to utilize exercise as an adjunct therapy. Emphasis is given to hypokinetic disorder/disease processes which have been successfully treated to some extent by safe and effective exercise programs. Web pages are developed and displayed on WWU’s Center for Healthy Living web site: [http://www.wwu.edu/depts/healthyliving/education.shtml](http://www.wwu.edu/depts/healthyliving/education.shtml). Addresses gender, age, race, disability, and ethnicity effects.

**Contact:** Lorrie Brilla, Professor, PEHR  
Phone: (360) 650-3056 Email: Lorrie.Brilla@wwu.edu

---

**INSTRUCTIONAL COMMUNICATION [COMM 454]**  
*(College of Humanities and Social Sciences; Department of Communication Studies)*

**Target Group:** Students

**Program Description:** The quarter begins by addressing diversity in the classroom so that students are prepared to partake in their service-learning experiences. Students are placed in organizations so they are exposed to diverse populations (i.e., working w/ English Language Learners in K-12, or juvenile detention learners who are primarily low SES, to name just 2. In the past, students also worked at Lummi Nation school).

**Contact:** Karen Stout, Professor, Communication  
Phone: (360) 650-2563 Email: Karen.Stout@wwu.edu
**INTERCULTURAL COMMUNICATION** [COMM 325]
*(College of Humanities and Social Sciences; Department of Communication Studies)*

Target Group: Students

Program Description: In this course students are introduced to major theories in the field of intercultural communication. Principles and concepts related to communicating effectively with people of diverse cultural backgrounds are covered.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

---

**INTERPERSONAL COMMUNICATION** [COMM 327]
*(College of Humanities and Social Sciences; Department of Communication Studies)*

Target Group: Students

Program Description: In this course the instructor will integrate movies that highlight the experience of people of color and people with disabilities. Students are required to write a detailed movie analysis integrating selected interpersonal theories and concepts. Students will review a diversity related video and conduct in-class reflection/discussion on how the video connects to the class material.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu
**INTRODUCTION TO ASIAN-AMERICAN LITERATURES** [ENG 236]  
*(College of Humanities and Social Sciences; English Department)*

**Target Group:** Students

**Program Description:** Some of the most significant and powerful writings in contemporary American literature are produced by Asian-Americans, people who, or whose parents or grandparents, came from China, Japan, Korea, India, the Philippines and other Asian countries.

This course will focus on two major events in Asian-American history, the construction of the transcontinental railroad and the internment camps during W.W.II. Using both written and visual texts, students learn to see and criticize how ideology permeates texts, how contesting voices in the texts either reinforce or challenge the established oppressive social structure, and how cultural ignorance and misunderstanding may worsen ideological conflicts. Stereotypical presentations of Asian-Americans as "Other" in popular culture are juxtaposed with the self-portrayals by serious Asian-American writers who search for individual as well as group identities.

We will start with Gary Okihiro’s excellent theory on "margins and mainstreams," and then we will study five written and four visual texts closely, looking for patterns of presentation. Eventually, students may want to change the cliché of "the big melting pot" into a less violent metaphor, a huge salad bowl, for example, and they will learn to appreciate the truly diverse nature, especially the bitter sweetness of an Asian-American flavor.

**Contact:** Bruce Goebel, Chair and Professor, English  
Phone: (360) 650-3214  Email: Bruce.Goebel@wwu.edu

**INTRODUCTION TO EAST ASIAN CIVILIZATIONS** [HIST 280]  
*(College of Humanities and Social Sciences; History Department)*

**Target Group:** Students

**Program Description:** The origins and evolution of the political, economic and social aspects of East Asian civilizations through the early-modern period. Also offered as EAST 201.

**Contact:** Diana Wright, Associate Professor, History  
Phone: (360) 650-6874  Email: Diana.Wright@wwu.edu
INTRODUCTION TO LATINA/o LITERATURES [ENG 239]
(College of Humanities and Social Sciences; English Department)

Target Group: Students

Program Description: Introduction to Chicana/o Literature

This course explores the literature of writers of Mexican descent living in the U.S. While there is no overarching theme to the course, some key questions will invariably emerge. Other than being, until recently, historically excluded from the U.S. literary canon, is there something unique and particular to Chicana/o literature that essentially distinguishes it from Anglo American literature? Do Chicana/o works constitute a single literary tradition or do they, as Ramon Saldívar argues, “manifest a common idea of the function of literature” that is the direct result of shared historical, social, and economic experiences unique to the Chicana/o experience?

This course attempts to answer these and many other questions by analyzing texts that have been pivotal in defining the Mexican American literary archive. Our literature survey is broad in scope. It begins in the late 19th century (which is when many cultural theorists locate the emergence of an inchoate Chicana/o cultural consciousness) and concludes at the end of the twentieth century, a time many characterize as the “post Chicano” moment. Exploring the material, cultural, and political conditions under which literary texts are produced, disseminated, and received, we will consider not only the historical experiences that inform these works but the important critiques they enable and, perhaps most important, the potential futures they imagine. Students can expect post reading responses regularly to Blackboard, participate in small group presentations, and take a midterm and final exam.

Contact: Bruce Goebel, Chair and Professor, English
Phone: (360) 650-3214 Email: Bruce.Goebel@wwu.edu
**INTRODUCTION TO THERAPEUTIC RECREATION & CAMP TEAM** [RECR 274]  
*(College of Humanities & Social Sciences; Physical Education, Health and Recreation)*

**Target Group:** Recreation Majors - Teens and Adults in Whatcom and Skagit Counties with Developmental Disabilities

**Program Description:** Introduction to Therapeutic Recreation addresses leisure services, in community and clinical settings, for persons with disabilities. More specifically, principles and professional practice for inclusion of persons with disabilities in community life are emphasized. All Recreation majors are required to take this course.

As a required component of this course, students are involved in planning and implementing **Camp TEAM**; an overnight camp (one night/two days) offered to teens and adults with developmental disabilities. Acting as both leaders and participants in this overnight camp, students develop goals, design programs, oversee cabin groups, and lead an array of activities including art, sports, music, canoeing, cooking, environmental education, and dance.

Camp TEAM has been a part of this course since 2002. The Recreation Program takes the lead in coordinating the camp, but works closely and cooperatively with Bellingham Parks and Recreation to make it happen. The camp is held at Camp Kirby on Samish Island. Although participants pay a fee to participate, the event is made possible through contributions from Whatcom Educational Credit Union, Skagit County Department of Developmental Disabilities, Whatcom County Department of Developmental Disabilities, and Hesselgrave Int'l (bus transportation).

The value and intent of this experience is eloquently described in one of the students’ reflections after participating:

**Reflection on Camp TEAM**

In the midst of the buzz of activities and the mellow moments of going for a walk on the beach or sitting on a log by the campfire, I think it was easy to see that the mission of camp was being fulfilled. The campers were really enjoying themselves, as were the students and community members who were coming together to make it all happen. There was laughter and stress, quiet moments and moments full of noise and shouting (not of anger but of joy). And somehow these things all seemed to hang in a delicate balance that made camp simply that—camp. Though the differences in the people there were apparent, those walls were torn down through inclusion. And the inclusion wasn’t just in the way members of the community were accepted by the students, it wasn’t just seen in the way activities were planned and implemented in hopes of including everyone, but it was seen in the way the campers of the community included us in their world. They let us in to experience them, they put themselves in a vulnerable place—a place where they are normally judged and pushed aside. —**Sarah Johnson, WWU Recreation major**

**Contact:** Jill Heckathorn, Senior Instructor, Recreation Program  
Phone: (360) 650-7559 Email: [Jill.Heckathorn@wwu.edu](mailto:Jill.Heckathorn@wwu.edu)
**INTRODUCTION TO THE STUDY OF RELIGION** [LBRL 231]
*(Liberal Studies Department – College of Humanities & Social Sciences)*

**Target Group:** All Students

**Program Description:** A GUR course that is an exploration of religious beliefs, practices and institutions through case studies drawn from religions around the world. Introduction scholarly perspectives and theories of religion.

**Contact:**
- Robert Stoops, Professor
  - Phone: (360) 650-3047 Email: [Robert.Stoops@wwu.edu](mailto:Robert.Stoops@wwu.edu)
- Holly Folk, Associate Professor
  - Phone: (360)650-4866 Email: [Holly.Folk@wwu.edu](mailto:Holly.Folk@wwu.edu)

**INTRODUCTION TO WOMEN STUDIES** [WMNS 211]
*(College of Humanities and Social Sciences; Women Studies Program)*

**Target Group:** Students

**Program Description:** Introduction to the issues, questions, conceptual frameworks and methods basic to a study of human societies, their institutions and cultural artifacts from a perspective that comprehends women’s experience.

**Contact:**
- Vicki Hsueh, Director, Women Studies Program and Associate Professor, Department of Political Science
  - Phone: (360) 650-2649 Email: [Vicki.Hsueh@wwu.edu](mailto:Vicki.Hsueh@wwu.edu)

**ISLAM IN FRANCE** [HIST 289]
*(History Department)*

**Target Group:** Students

**Program Description:** Examines Islamic-French interactions from the eighth century to the present with an emphasis on colonialism, secularization, immigration, and Islamic experience in post WWII France.

**Contact:**
- Amanda Eurich, Professor of History
  - Phone: (360) 650-3141 Email: [Amanda.Eurich@wwu.edu](mailto:Amanda.Eurich@wwu.edu)
ISSUES IN INTERCULTURAL COMMUNICATION [COMM 425]
(College of Humanities and Social Sciences; Department of Communication Studies)

Target Group: Students

Program Description: This course includes a lecture on disability as culture. All the readings required feature how marginalized groups have gone from silence to action. Students write at least 4-5 drafts of a critical research literature review focusing on a specific marginalized group. They specifically use intercultural communication theory to explain and argue how selected groups have experience silence and action. Students will review a diversity related video and conduct in class reflection/discussion on how the video connects to the class material.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

JAPANESE HISTORY THROUGH FILM [HIST 377]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Use of film to examine facets of the Japanese historical experience(s) in different periods. Lectures provide historical context for the films. The time frame extends from the Late Heian period [c. 12 century through the late 20th century]. Prerequisites: Junior or senior status.

Contact: Diana Wright, Associate Professor, History
Phone: (360) 650-6874 Email: Diana.Wright@wwu.edu

JAPANESE MILITARY HISTORY: SAMURAI FACT AND FICTION [HIST 485]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Evolution and influence of Japan’s military from the beginnings of history to modern times. Dispels popular misconceptions about Japanese warriors and Japan’s martial traditions, and addresses military realities as well as formal ideologies. Topics include: the evolution of the military class, important battles, translated war tales (gunki monogatari), the evolution of military skills and technology, the military’s political involvement over time, the myth of Bushido, martial traditions cultural contributions and influences, and the relationship between Japan’s religious and martial spheres. Prerequisites: Junior status and HIST 374 or HIST 375; or instructor permission.

Contact: Diana Wright, Associate Professor, History
Phone: (360) 650-6874 Email: Diana.Wright@wwu.edu
LATIN AMERICA: 1492-1824 [HIST 273]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Political, economic and sociocultural trends from the Spanish conquest through the independence movements.

Contact: Ricardo López, Assistant Professor, History
Phone: (360) 650-2939 Email: Ricardo.Lopez@wwu.edu

LATIN AMERICA: 1824 TO THE PRESENT [HIST 274]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Political, economic and sociocultural trends from the post-independence period to the 1990s.

Contact: Ricardo López, Assistant Professor, History
Phone: (360) 650-2939 Email: Ricardo.Lopez@wwu.edu

LATINAS/OS IN THE U.S. WEST [HIST 353]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: This course examines Spanish colonization of the region that became the western United States, the Mexican social, political, and cultural order, the impact of U.S. conquest on Spanish-speaking people, the emergence of new ethnic and racial identities, and immigration from Mexico and Central America.

Contact: Kevin A. Leonard, Professor, History
Phone: (360) 650-3041 Email: Kevin.Leonard@wwu.edu

LEISURE AND SOCIETY [RECR 480]
(College of Humanities & Social Sciences; Physical Education, Health and Recreation)

Target Group: Recreation Majors in Phase 4 of Curriculum

Program Description: RECR 480 is the capstone course for recreation majors. Diversity related subjects are included in readings, debates, and research papers.

Contact: Dr. Keith Russell, Professor, Recreation Program
Phone: (360) 650-3529 Email: Keith.Russell@wwu.edu
LESGIAN, GAY, BISEXUAL, AND TRANSGENDER EXPERIENCES IN U.S. HISTORY [HIST 265]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: This course examines the experiences of lesbians, gay men, bisexuals, and transgendered people in U.S. history from the mid-nineteenth century to the present, with emphasis on identity and community formation and civil rights and liberation movements.

Contact: Kevin A. Leonard, Professor, History
Phone: (360) 650-3041 Email: Kevin.Leonard@wwu.edu

LESGIAN, GAY, BISEXUAL, TRANSGENDERED POLITICS [PLSC 421]
(College of Humanities and Social Sciences; Political Science Department)

Target Group: Students

Program Description: Examines how lesbian, gay, bisexual and transgender (LGBT) citizens have organized to achieve social change. Focuses on how LGBT movements have engaged in electoral, judicial, legislative, protest and other forms of politics. Prerequisites: PLSC 250 or AMST 242 or instructor permission.

Contact: Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu

LITERATURE & CULTURE III: 18TH & 19TH CENTURIES [ENG 309]
(College of Humanities and Social Sciences; English Department)

Target Group: Students

Program Description: Sentiment, Sympathy, and Reform: Early American Women Writers

In this class we will explore the development of a tradition of American women writers focusing on writers of the late 18th to mid 19th century. We will investigate a number of genres including poetry, slave narrative, epistolary novel, historical novel and reform narrative. At issue will be an investigation into the history and conventions of sentimentality, as we explore the ways that women writers deploy the sentimental as they participate in the public realm of contemporary political debates about race, class and gender.

Contact: Bruce Goebel, Chair and Professor, English
Phone: (360) 650-3214 Email: Bruce.Goebel@wwu.edu
LITERATURE & CULTURE V: 20TH & 21ST CENTURIES: AMERICAN POSTMODERNISM [ENG 311]
(College of Humanities and Social Sciences; English Department)

Target Group: Students

Program Description: During the past century, the United States has witnessed a series of aesthetic, political and philosophical struggles that have challenged mainstream American society to reexamine its values and its perceptions. From African Americans to beatniks to women to gays and lesbians to the homeless, activists have challenged traditional notions of what is good, true, and beautiful. At the same time, theorists from many different disciplines have engaged in a sustained critique of our claims to objective truth. Many writers have responded to this destabilizing of truth claims and to the notion of what constitutes American culture, history, and identity by focusing on the personal, appropriating history, and by stretching the formal boundaries of traditional genres and language itself.

In this course, we will examine a selection of contemporary literature from this postmodern perspective, as well as corresponding elements of postmodern theory. In conjunction with a critical exploration of these readings, we will experiment with form and style in the formation of our own literary voices. In addition to a substantial reading list, this course requires a great deal of writing, much of it informal, yet nonetheless challenging. You will be asked to share this writing in a workshop format and, occasionally, with the whole class.

Contact: Bruce Goebel, Chair and Professor, English
Phone: (360) 650-3214 Email: Bruce.Goebel@wwu.edu

MEDIEVAL AND EARLY-MODERN CHINESE HISTORY [HIST 479]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: A comprehensive exploration of key themes and topics in the social, cultural, economic, and political histories of medieval and early-modern China (roughly the thousand years spanning the sixth to sixteenth centuries). Prerequisites: HIST 371 or HIST 280 or EAST 201.

Contact: Roger Thompson, Professor, History
Phone: (360) 650-2342 Email: Roger.Thompson@wwu.edu
MODERN CHINESE SOCIAL HISTORY [HIST 480]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: A comprehensive exploration of key themes and topics in the social, cultural, economic, and political histories of late-imperial and modern China. Long-term processes such as China’s interaction with the West, the demise of the imperial system and the creation of a Western-influenced structure of government, the globalization of the economy, the rise of a Western-oriented bourgeoisie, and an agrarian crisis form the backdrop to the Opium Wars, the Taiping Rebellion, the Boxer Uprising, the 1911 Revolution, the Chinese Renaissance, and the rise of the Nationalist and Communist parties. Prerequisites: HIST 281 or HIST 372 or EAST 202.

Contact: Roger Thompson, Professor, History
Phone: (360) 650-2342 Email: Roger.Thompson@wwu.edu

MODERN JAPANESE HISTORY [HIST 375]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Traces Japan’s evolution into a 20th-century world power from the Meiji Restoration (1868 C.E.) to the late Showa period. Sociopolitical history is emphasized. Major topics include the nature of the Meiji Restoration itself; the forces affecting Japan’s modernization; internal and external pressures upon the Japanese state (both pre- and post-war); the importance of Tennosei Emperor System; the impact of the Occupation; and Japan’s role in the New World Order. Prerequisites: Sophomore or junior or senior status; HIST 280 or HIST 281 or EAST 201 or EAST 202 highly recommended; or permission of instructor.

Contact: Diana Wright, Associate Professor, History
Phone: (360) 650-6874 Email: Diana.Wright@wwu.edu

MULTICULTURALISM IN CANADA [HIST 278]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Historical development and current issues of multiculturalism in Canada through the lenses of immigration, acculturation, policies, critiques, and the lives of hosts and newcomers.

Contact: Cecilia Danysk, Associate Professor, History
Phone: (360) 650-3816 Email: Cecilia.Danysk@wwu.edu
**Mysticism [LBRL 338]**
*(Liberal Studies Department – College of Humanities & Social Science)*

Target Group: All Students

Program Description: An interdisciplinary exploration of the nature and variety of mysticism and theoretical debates concerning the psychological roots and cultural conditioning of mysticism. Includes an examination of important mystics in the Christian, Islamic and East Asian traditions along with their significance for their respective societies.

Contact: Scott Pearce, Liberal Studies Department Chair
Phone: (360) 650-3897 Email: Scott.Pearce@wwu.edu

**Organizational Communication [COMM 428]**
*(College of Humanities and Social Sciences; Department of Communication Studies)*

Target Group: Students

Program Description: This course includes a chapter on globalism and multiculturalism. The course addresses the organizational/industrial implications of the global society in which we live. The instructor addresses issues related to race and intercultural relations as well.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

**Perspectives of Human Lifestyles and Wellness [HLED 201]**
*(College of Humanities & Social Sciences; Physical Education, Health and Recreation)*

Target Group: Students

Program Description: *HLED 201 Perspectives of Human Lifestyles and Wellness* presents an overview and analysis of lifestyle and wellness in society. Addresses gender, age, race, sexual orientation, disability, religion, and ethnicity effects on wellness.

Contact: Jeanne Freeman, Associate Professor, PEHR
Phone: (360) 650-2125 Email: Jeanne.Freeman@wwu.edu
**PHILOSOPHICAL AND ETHICAL ISSUES IN LAW** [PLSC 467]
*(College of Humanities and Social Sciences; Political Science Department)*

**Target Group:** Students

**Program Description:** Philosophical and ethical inquiry into legal issues and problems. Topics covered may include the philosophical and ethical foundations of law; law in relation to justice, morality, and equality; and philosophical and ethical inquiry into specific areas or current topics of law (e.g. tort, criminal, property, and/or constitutional law; capital punishment, affirmative action, same-sex marriage, and abortion). **Prerequisites:** PLSC 250, PLSC 311, plus one additional upper-division course in law or political theory.

**Contact:** Sara Weir, Chair, Political Science Department  
Phone: (360) 650-2912  Email: Sara.Weir@wwu.edu

**PHILOSOPHY OF RELIGION** [PHIL 113]
*(College of Humanities and Social Sciences; Department of Philosophy)*

**Target Group:** First and Second Year Students at WWU

**Program Description:** This course has two main objectives: to familiarize students with some of the important issues and arguments surrounding the theistic conception of God; and to introduce students, by means of these issues, to philosophical concepts and styles of argument. The issues and arguments we will discuss include: What would a being have to be like to be God? Does God exist? Are miracles possible? Is faith and reason compatible? Will we (or might we) have life after death? If God knows exactly what we will do, are we free?

**Contact:** Frances Howard-Snyder, Professor  
Phone: (360) 650-4865  Email: Frances.Howard-Snyder@wwu.edu  
Hud Hudson, Professor  
Phone: (360) 650-3865  Email: Hud.Hudson@wwu.edu

**PHYSICAL ACTIVITY AND NUTRITION** [KIN 414]
*(College of Humanities & Social Sciences; Physical Education, Health and Recreation)*

**Target Group:** Students

**Program Description:** *KIN 414 Physical Activity and Nutrition* is designed to present an overview on nutritional aspects related to physical activity. Nutrition and activity are essential to the competitive athlete, the therapy associated with metabolic disorders, and for the accomplishment of daily living activities, including work, leisure, and vegetative functions. Addresses gender, age, religion, and ethnicity effects.

**Contact:** Lorrie Brilla, Professor, PEHR  
Phone: (360) 650-3056  Email: Lorrie.Brilla@wwu.edu
PHYSICAL FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION [KIN 415] & EXERCISE PRESCRIPTION AND PROGRAMMING [KIN 513]
(College of Humanities & Social Sciences; Physical Education, Health and Recreation)

Target Group: Students

Program Description: KIN 415 Physical Fitness Assessment and Exercise Prescription and KIN 513 Exercise Prescription and Programming both provide information to assess, plan, and conduct activities related to physical well-being. The content is applicable to a variety of settings, including schools, industry, government, health clubs, hospitals, recreational and/or agency settings. Specifically, lifelong pursuits related to enhanced metabolic functioning are addressed. Students learn to plan and lead safe, effective and enjoyable physical activities which are designed for health maintenance, preventative, and rehabilitative exercise programs. Addresses gender, age, race, disability, and ethnicity effects on health.

Contact: Lorrie Brilla, Professor, PEHR
Phone: (360) 650-3056 Email: Lorrie.Brilla@wwu.edu

POLITICS AND SOCIAL CHANGE [PLSC 449]
(College of Humanities and Social Sciences; Political Science Department)

Target Group: Students

Program Description: Theories linking social change and politics. The role of ideas and ideology, mass movements, political institutions, social disruption and violence in causing and directing change. Prerequisites: PLSC 101 or PLSC 250.

Contact: Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu

POLITICS, GOVERNMENT AND RELIGION [PLSC 480]
(College of Humanities and Social Sciences; Political Science Department)

Target Group: Students

Program Description: How political activity and government structures relate to religious perceptions and organizations. Not offered every year. Prerequisites & Notes: instructor permission.

Contact: Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu
POLITICS OF INEQUALITY [PLSC 346]
(College of Humanities and Social Sciences; Political Science Department)

Target Group: Students

Program Description: Survey of the causes and consequences of inequality, particularly economic inequality, and the political, social and economic institutions and processes supporting group subordination, racism, sexism and poverty. **Prerequisites:** PLSC 250.

Contact: Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu

PREMODERN JAPANESE HISTORY [HIST 374]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: A general survey tracing the development of Japan’s unique civilization from its earliest beginnings through the first half of the 19th century. Japan’s diverse artistic, religious and intellectual traditions will be presented in sociohistorical context. Topics include the creation/maintenance of Japan’s distinct national identity in the face of cultural borrowing, the role of religion in Japanese society, a critical analysis of the Bushido Way of the Warrior ethic, and the importance of the Imperial Institution for Japanese unity. Prerequisites: Sophomore or junior or senior status; HIST 280 or HIST 281 or EAST 201 or EAST 202 highly recommended; or permission of instructor.

Contact: Diana Wright, Associate Professor, History
Phone: (360) 650-6874 Email: Diana.Wright@wwu.edu
PROFESSIONAL COMMUNICATION [COMM 318]
(College of Humanities and Social Sciences; Department of Communication Studies)

Target Group: Students

Program Description: Instructor 1:
Students are taught how to write a career diversity mission statement. They focus on how they value diversity in the workplace and what diversity means to them. The instructor delivers a PowerPoint/workshop on diversity. Part of the training is to show a video about how employees work with diverse groups. Students complete a service-learning project serving a diverse organization in the local Bellingham community. They also present to a diverse audience (sex, age, race, ethnicity, disability etc). Organizations involved include: Whatcom Human Rights Task Force, Bellingham Technical College, Women Care, ARC (serving people with disabilities), and American Red Cross. The instructor received a teaching grant to integrate diversity in this course.

Instructor 2:
One of the lectures is entitled, "Communication, Culture, & Work" about diversity in the workplace. During the lecture the instructor will show students a video clip from a Seinfeld episode that illustrates diversity themes (in a satirical way) and incorporate a class activity that encourages class discussion and interaction among students to expand their awareness of culture in the workplace. Secondly, after doing a field trip visit to Career Services in Old Main by the fourth week, the instructor will introduce the students to potential job interview questions, which include behavioral and traditional questions about working with diverse cultures, handling conflicts within diverse groups, and adapting to a wide variety of people and styles in the workplace. By completing a Mock Job Interview in the final two weeks, students put into action their preparation for answering these questions.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

PROFESSIONAL PRACTICUM AND SEMINAR ON DIVERSITY [RECR 275]
(College of Humanities & Social Sciences; Physical Education, Health and Recreation)

Target Group: Recreation Majors in Phase 1 of Curriculum

Program Description: The topic of diversity is featured in a two hour presentation related to professional development. Dr. Pat Fabiano has presented and facilitated discussion on the topic for the past several years.

Contact: Dr. Keith Russell, Professor, Recreation Program
Phone: (360) 650-3529 Email: Keith.Russell@wwu.edu
**Psychology and Culture [PSY 341]**
*(College of Humanities and Social Sciences; Department of Psychology)*

Target Group: Students

Program Description: Prerequisite: Psych 240 and 301. Cultural and ecological factors and their effect on perception, thinking, language, intelligence, sexuality and other psychological variables. An examination of the “universality” of traditional Euro-American psychological theories.

Contact: Jeff King, Associate Professor  
Phone: (360) 650-3574 Email: [Jeffrey.King@wwu.edu](mailto:Jeffrey.King@wwu.edu)

**Psychology of Gender [PSY 119]**
*(College of Humanities and Social Sciences; Department of Psychology)*

Target Group: Students

Program Description: Basic concepts, foundations for sex roles; similarities and differences between the sexes; historical customs, personality theories, cultural, sub-cultural and cross-cultural perspectives.

Contact: Lena Ericksen, Department of Psychology  
Phone: (360) 650-6870 Email: [Lena.Ericksen@wwu.edu](mailto:Lena.Ericksen@wwu.edu)

**Race and Ethnic Relations [SOC 269]**
*(College of Humanities and Social Sciences; Department of Sociology)*

Target Group: Students

Program Description: This course “introduces students to the sociology of race and ethnic relations in the United States. Surveys racial and ethnic minority groups and provides a historical context for their relative positions in the United States by considering the dynamics of the political and economic climate, racial/ethnic attitudes, inter-minority relations, and social policy.” Students should come away from this course with an understanding of the following: (1) How sociologists examine race and ethnicity in relation to power, inequality, and group conflict; (2) How social, political, and economic forces have shaped the experiences of African Americans, Asian Americans, Latino/as, Native Americans, and Whites; and (3) Why race still matters, and what can we do to improve race relations.

Contact: Glenn T. Tsunokai, Sociology  
Phone: (360) 650-2540 Email: [Glenn.Tsunokai@wwu.edu](mailto:Glenn.Tsunokai@wwu.edu)
**RACE, POLITICS AND PUBLIC POLICY** [PLSC 347]
*(College of Humanities and Social Sciences; Political Science Department)*

**Target Group:** Students

**Program Description:** The historical and political bases of contemporary racial conflict in the United States. **Prerequisites:** PLSC 250 or equivalent.

**Contact:** Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu

---

**RELIGION AND SOCIETY IN CHINA** [LBRL 380]
*(Liberal Studies Department – College of Humanities & Social Science)*

**Target Group:** All Students

**Program Description:** In this GUR course students will participate in a detailed examination of the major religious and philosophical traditions of pre-modern China: the native traditions of Confucianism, Daoism, ancestor worship and popular religion, as well as Buddhism, which came to East Asia from India. Particular attention is given to the interaction and intertwining of these traditions, and of the ways they shaped and supported the lives of individuals and communities.

**Contact:** Scott Pearce, Liberal Studies Department Chair
Phone: (360) 650-3897 Email: Scott.Pearce@wwu.edu

---

**RELIGION AND SOCIETY IN INDIA** [LBRL 378]
*(Liberal Studies Department – College of Humanities & Social Science)*

**Target Group:** All Students

**Program Description:** Examination of major Indian religious traditions - Hindu and Islamic - as ritual systems, belief and value systems, and systems of social identification; emphasis on the relation of religion to social and gender identities, communal politics, and social change, chiefly in the modern period.

**Contact:** Scott Pearce, Liberal Studies Department Chair
Phone: (360) 650-3897 Email: Scott.Pearce@wwu.edu
**RELIGION AND SOCIETY IN JAPAN** [LBRL 382]

*(Liberal Studies Department – College of Humanities & Social Science)*

**Target Group:** All Students

**Program Description:** This GUR course examines the major religious and philosophical traditions of Japan: the agrarian religion of Shintoism, the Confucian system of ethics, imported from China, and Buddhism, which though originally from India also came to Japan through China. Particular attention is given to the interaction and intertwining of these traditions, and of the ways they shaped and supported the lives of individuals and communities.

**Contact:**
Scott Pearce, Liberal Studies Department Chair
Phone: (360) 650-3897 Email: Scott.Pearce@wwu.edu

---

**RELIGION IN JAPANESE HISTORY** [HIST 486]

*(College of Humanities and Social Sciences; History Department)*

**Target Group:** Students

**Program Description:** An examination of the symbiotic relationship between state and religion throughout Japanese history. Although basic doctrines will be considered, emphasis of the course will be sociopolitical rather than metaphysical. Examples of topics: the formation of the Shinto tradition, Millenarianism, Buddhist institutions and temporal power, women and evolving religious tenets, European missionaries and Sengoku politics, Yasukuni Jinja and modern politics, and the religio-political nature of the Imperial institution. Prerequisites: Junior status and HIST 374 or HIST 375; or instructor permission.

**Contact:**
Diana Wright, Associate Professor, History
Phone: (360) 650-6874 Email: Diana.Wright@wwu.edu

---

**REPRESENTATION OF OTHERNESS** [LBRL 281]

*(Liberal Studies Department – College of Humanities & Social Science)*

**Target Group:** All Students

**Program Description:** A GUR course that explores how “otherness” is constructed through an examination of images and narratives of the Other in major works of modern literature, art and film from the 19th century to the present.

Themes covered in the course include the roles of the unconscious, language, gender and politics in the construction and deconstruction of self and others.

**Contact:**
Scott Pearce, Liberal Studies Department Chair
Phone: (360) 650-3897 Email: Scott.Pearce@wwu.edu
**Rhetorical Criticism** [COMM 430]
*(College of Humanities and Social Sciences; Department of Communication Studies)*

Target Group: Students

Program Description: This course is a survey of major theories and theories of rhetorical criticism and applications to the understanding of contemporary public discourse. The course has a section on gender as well as racial difference.

Contact: Rae Lynn Schwartz-DuPre, Associate Professor, Communication
Phone: (360) 650-4212 Email: RaeLynn.Schwartz-DuPre@wwu.edu

**Rhetorical Theory** [COMM 230]
*(College of Humanities and Social Sciences; Department of Communication Studies)*

Target Group: Students

Program Description: In this course there is a section that deals with feminist postcolonial rhetoric, the rhetoric of vernacular/subaltern voices.

Contact: Rae Lynn Schwartz-DuPre, Associate Professor, Communication
Phone: (360) 650-4212 Email: RaeLynn.Schwartz-DuPre@wwu.edu

**Scriptural Literatures** [ENG 336]
*(College of Humanities and Social Sciences; English Department)*

Target Group: Students

Program Description: A comparative survey of the scriptural literary traditions of the Middle East in translation, including Ancient Egyptian, Jewish, Christian, and Islamic texts. Texts studied will include the Book of the Dead, Torah & Talmud, The Dead Sea Scrolls, The Christian Gospels & Epistles, and the Quran & Hadith, as well as influential commentaries related to prominent Abrahamic traditions. An important concern of this course will be coming to terms with differences between oral aural, chirographic, and typographic cultures.

Contact: Bruce Goebel, Chair and Professor, English
Phone: (360) 650-3214 Email: Bruce.Goebel@wwu.edu
SELF, EMOTIONS, AND SOCIETY [SOC 330]
(College of Humanities and Social Sciences; Department of Sociology)

Target Group: Students

Program Description: Examines the relationship between the self and society, including topics such as the nature of the self, the development of self-concept, the social construction of emotions and their impact on sense of self, and the social organization of identity. Emphasizes the theoretical perspective of symbolic interaction and its relationship to qualitative research.

Contact: Jen Lois, Associate Professor, Sociology
Phone: (360) 650-3007 Email: jennifer.lois@wwu.edu

SEMINAR IN CROSS-CULTURAL PSYCHOLOGY [PSY 441]
(College of Humanities and Social Sciences; Department of Psychology)

Target Group: Senior Level Psychology Majors

Program Description: In-depth study of contemporary issues, perspectives, and methods used in the study of how cultural and ethnic factors affect psychological processes. A basic examination of current topics that are receiving significant attention. Library and/or laboratory and field research.

Contact: Joseph Trimble, Professor
Phone: (360) 650-3058 Email: joseph.trimble@wwu.edu
SENIOR SEMINARS IN POLITICAL SCIENCE [PLSC 431, 432, 433, 434]
(College of Humanities and Social Sciences; Political Science Department)

Target Group: Students

Program Description: PLSC 431 - Senior Seminar in American Politics and Public Policy
- Capstone seminar in American politics and public policy. Topics vary but emphasis is on political institutions and processes and public policy.

PLSC 432 - Senior Seminar - Political Theory
- Capstone seminar in political theory. Involves reading and research in original sources on topics of central importance to politics. Emphasis is on critical examination and discussion of ideas.

PLSC 433 - Senior Seminar in Comparative Politics
- Capstone seminar in comparative politics. Topics vary but emphasis is on comparative issues and approaches.

PLSC 434 - Senior Seminar in International Politics
- Capstone seminar in international relations. Topics vary but emphasis is on the interactions of state and non-state actors across international boundaries.

Repeatable with various topics to a maximum of 8 credits.
Prerequisites: Senior status in political science and 30 credits in political science.

Contact: Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu

SEX AND GENDER ROLES IN CULTURE [ANTH 353]
(College of Humanities and Social Sciences; Department of Anthropology)

Target Group: Students

Program Description: THE COURSE: This course introduces students to the anthropological study of human sexuality and gender. Sex is an ascribed characteristic resulting in gender status and role differences cross-culturally. We will explore a wide range of sex and gender role patterns in different cultures and circumstances around the world.

GOALS: The ultimate goal is epistemological exposition, “thinking about the way we think” about sex and gender. As we consider data on sexual behavior and gender roles in a variety of cultures, we also examine the cultural construction of biological sex and narratives of gendered behavior.

Contact: Kathleen Young, Associate Professor
Phone: (360) 650-4790 Email: Kathleen.Young@wwu.edu
**SOCIAL STRATIFICATION AND INEQUALITY** [SOC 364]
*(College of Humanities and Social Sciences; Department of Sociology)*

**Target Group:** Students

**Program Description:** This course “introduces students to the social causes and consequences of inequality in America; social distribution of wealth, power and status; emphasis on poverty and racial social inequality.” Students should come away from this course with an understanding of the following: (1) The general principles of stratification and inequality; (2) Classical and modern explanations of stratification and inequality; (3) The interrelationship between class and other forms of stratification and inequality in the United States—namely race, gender, and sexual orientation; (4) How changes in the new global community impact the local environment; (5) What steps must be taken in order to reduce inequality.

**Contact:** Glenn T. Tsunokai, Sociology  
Phone: (360) 650-2540 Email: Glenn.Tsunokai@wwu.edu

---

**SOCIETY, LAW, AND MORALITY** [PHILOSOPHY 360]
*(College of Humanities and Social Sciences; Department of Philosophy)*

**Target Group:** Students

**Program Description:** A course devoted to the analysis and appraisal of social institutions. Topics may include freedom, rights, justice, and the relation between law and morality.

**Contact:** Ryan Wasserman, Professor  
Phone: (360) 650-3860 Email: Ryan.Wasserman@wwu.edu
**SOCIETY THROUGH ITS LITERATURE: GRAPHIC NOVELS [ENG 238]**
*(College of Humanities and Social Sciences; English Department)*

Target Group: Students

Program Description: Comic books, though historically depicted as corrupters of youth, agents of illiteracy, signs of moral and intellectual degeneration, and evidence for the decline of western civilization, are gaining a hip, new reputation as an impressive and promising literary medium. This course will study the evolution of English language comics from early turn-of-the-century newspaper comic strips and pulp entertainment to sequential art forms and graphic novels in the twenty-first century. In particular, we will focus on the emergence of the graphic novel during the 1980s, which extended a tradition of abbreviated comic forms to include longer, more cohesive word/image art recognized for its narrative coherence, formal complexity, and alternative sensibility.

We will approach the study of graphic novels as a sequential art form and investigate its inter-medial relationship to both print and electronic media, including web comics. We’ll consider the role comics have played in censorship campaigns and other forms of social regulation, including the Congressional debates, which concerned juvenile delinquency in the 1950s, and the Comics Code Authority, which still governs the content of mainstream comics today. Equally important, we’ll look at comics’ relationship to history and politics in a post WWII context, exploring a diverse range of cultural perspectives.

Contact: Bruce Goebel, Chair and Professor, English
Phone: (360) 650-3214  Email: Bruce.Goebel@wwu.edu

**SOCIETY THROUGH ITS LITERATURE: PACIFIC LITERATURE [ENG 238]**
*(English Department)*

Target Group: Students

Program Description: The primary goal of this course is to introduce Pacific Literature from the perspective of Pacific peoples. The course combines lectures on history and culture with texts from significant oceanic writers, including Epeli Hau`ofa, Patricia Grace and Robert Barclay. The class also views films such as *Radio Bikini*, which looks at the effects of the Bravo and other nuclear testing in the Marshall Islands. By combining these texts with lecture, discussion, in-class free-writes, student “cultural snapshot” presentations, and formal exams, students are encouraged to understand oceanic society intellectually, politically, historically, and emotionally.

Contact: Kristiana Kahakauwila, Assistant Professor
Phone: (360) 650-6605  Email: Kristiana.Kahakauwila@wwu.edu
Sociology of Deviant Behavior [SOC 251]
(College of Humanities and Social Sciences; Department of Sociology)

Target Group: Students

Program Description: Portion of course focuses on introducing students to the idea that gender, race, sexual orientation, and socio-economic status are socially constructed categories and that those in society with the power (white people, men, heterosexual people, and the upper-middle class) label those without power as deviant.

Contact: Jen Lois, Associate Professor, Sociology
Phone: (360) 650-3007 Email: Jennifer.Lois@wwu.edu

Sociology of Race and Ethnicity [SOC 369]
(College of Humanities and Social Sciences; Department of Sociology)

Target Group: Students

Program Description: As described in Western's 2006 / 2007 Bulletin, this course “provides a review of historical, theoretical and empirical work in the sociology of race and ethnicity. Emphasis on primary material in the areas of ethnic assimilation, racial attitudes, and racial and ethnic inequality in the United States.” Students should come away from this course with an understanding of the following: (1) How sociologists examine and assess divergent ideas and perspectives on racial and ethnic issues; (2) How the major sociological paradigms and theories of ethnic integration, prejudice, and discrimination apply to dominant-minority relations in the United States; (3) How social, political, and economic forces continue to shape the contemporary experiences of minority groups; (4) How concepts like race and ethnicity have been institutionalized and exploited in the media; (5) How structural / cultural factors and racial/ethnic identities may precipitate hate group involvement; and (6) How we can improve race and ethnic relations in the United States.

Contact: Glenn T. Tsunokai, Sociology
Phone: (360) 650-2540 Email: Glenn.Tsunokai@wwu.edu
**Sociology of Work and Occupations** [SOC367]
*(College of Humanities and Social Sciences; Department of Sociology)*

Target Group: Students

Program Description: In this course, we will consider the role of work, primarily in modern American society. Some of the topics we will address include:

- The processes by which work is organized by managers and by workers;
- Variation in work rewards (wages, promotions, authority) that differ by race/ethnicity and gender;
- Cultural and ideological underpinnings of particular forms of work;
- The effects of technology on the organization and rewards associated with work;
- Relationships between work and other aspects of life, including family responsibilities; and
- The organization of labor markets and careers.

Contact: Karen Bradley, Professor, Sociology
Phone: (360) 650-3001 Email: Karen.Bradley@wwu.edu

---

**Southern Africa** [HIST 386]
*(College of Humanities and Social Sciences; History Department)*

Target Group: Students

Program Description: Development of African and European societies in South Africa and neighboring states, their relations and conflicts. Prerequisites: sophomore standing.

Contact: Sarah Zimmerman, Assistant Professor, History
Phone: (360) 650-2967 Email: Sarah.Zimmerman@wwu.edu
SPECIAL TOPICS IN NATIONAL LITERATURES: CHICANA/O LITERATURES  
[ENG 415]  
(College of Humanities and Social Sciences; English Department)  

Target Group: Students  

Program Description: This course explores the literature of writers of Mexican descent living in the U.S. While there is no overarching theme to the course, some key questions will invariably emerge. Other than being, until recently, historically excluded from the U.S. literary canon, is there something unique and particular to Chicana/o literature that essentially distinguishes it from Anglo American literature? Do Chicana/o works constitute a single literary tradition or do they, as Ramon Saldívar argues, “manifest a common idea of the function of literature” that is the direct result of shared historical, social, and economic experiences unique to the Chicana/o experience? Surveying texts that range from the “hyper-canonical” to the obscure (one recently recovered novel) to the commercially successful, this course attempts to answer these and many other questions. Our literature survey is necessarily broad in scope. It begins in the late 19th century (which is when many cultural theorists locate the emergence of an inchoate Chicana/o cultural consciousness) and concludes at the end of the twentieth century, a time many characterize as the “post-Chicano” moment. Exploring the material, cultural, and political conditions under which literary texts are produced, disseminated, and received, we will consider not only the historical experiences that inform these works but the important critiques they enable and, perhaps most important, the potential futures they imagine.  

Contact: Bruce Goebel, Chair and Professor, English  
Phone: (360) 650-3214  Email: Bruce.Goebel@wwu.edu

STUDIES IN MAJOR AUTHORS [ENG 423]  
(College of Humanities and Social Sciences; English Department)  

Target Group: Students  

Program Description: The focus of the seminar will be the contemporary American Indian author Leslie Silko (Laguna Pueblo). We will read several prominent novels, short stories, and essays that reflect her ideas about contemporary life and ancient traditions, but also mark the evolution of a body of literature called “Native American.”  

Contact: Bruce Goebel, Chair and Professor, English  
Phone: (360) 650-3214  Email: Bruce.Goebel@wwu.edu
**THE AMERICAN PRESIDENCY** [PLSC 423]
*(College of Humanities and Social Sciences; Political Science Department)*

**Target Group:** Students

**Program Description:** The growth of presidential power; the institutionalized presidency and styles of presidential leadership. The president as party leader, policy initiator, chief executive, commander-in-chief and head of foreign relations. **Prerequisites:** PLSC 250.

**Contact:** Sara Weir, Chair, Political Science Department
Phone: (360) 650-2912 Email: Sara.Weir@wwu.edu

**THE CHINESE REVOLUTION** [HIST 481]
*(College of Humanities and Social Sciences; History Department)*

**Target Group:** Students

**Program Description:** Explores key passages in China’s long revolutionary struggle, beginning with Sun Yat-sen and the 1911 Revolution and ending with the pro-democracy movement and events at Tiananmen in 1989. The May 4th Movement, Chiang Kai-shek’s National Revolution of 1925-27, Mao Zedong’s peasant-based Communist revolution, and the Cultural Revolution are among the events to be explored from social and cultural, as well as political, perspectives. First-person accounts such as Edgar Snow’s Red Star Over China, primary documents, classic and revisionist Western accounts, Chinese literature in translation, and films like ‘Yellow Earth’ and ‘Farewell, My Concubine’ will be among the materials that students will use to explore this vast and still-controversial topic. **Prerequisites:** HIST 372 or HIST 281 or EAST 202.

**Contact:** Roger Thompson, Professor, History
Phone: (360) 650-2342 Email: Roger.Thompson@wwu.edu

**THE FIRST CITIES: URBANIZATION IN THE ANCIENT WORLD** [HIST 410]
*(College of Humanities and Social Sciences; History Department)*

**Target Group:** Students

**Program Description:** Survey of the emergence and development of cities in antiquity, and of daily life in those cities, from the first urban experiences in Mesopotamia through the Greek city-states and up to the imperial city of Rome. **Prerequisites:** HIST 111 or HIST 121 or HIST 151 or HIST 310 or HIST 311 or HIST 312 or HIST 313 or LBRL 121 or junior status.

**Contact:** Steven Garfinkle, Professor, History
Phone: (360) 650-3456 Email: Steven.Garfinkle@wwu.edu
THE INDIAN IN AMERICAN HISTORY [HIST 275]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: Events and persons critical to history of North American Indians; review of interpretations of Indian cultures and history. Prerequisites: sophomore standing.

Contact: Chris Friday, Professor, History
Phone: (360) 650-4862 Email: Chris.Friday@wwu.edu

TOPICS IN COMMUNICATION [COMM 416]
(College of Humanities and Social Sciences; Department of Communication Studies)

Target Group: Students

Program Description: Topics in this course include: cultural awareness in event development/planning, and women and communication in international and U.S. Social movements in the late 20th century.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

TRAUMA AND RECOVERY [ANTH 490]
(College of Humanities & Social Sciences; Department of Anthropology)

Target Group: Students

Program Description: THE COURSE: This 490 senior capstone course critically examines the anthropology of trauma, recovery, and resilience with an emphasis on rethinking the human experience as a physiological, psychological, and socio-cultural process. Drawing from interdisciplinary perspectives, constructions of individual and collective social suffering, resilience, and recovery or reconciliation are considered from a variety of cultural perspectives. Students analyze narratives of trauma and recovery to see the intersection of the individual body with socio-cultural forces. Ultimately, the class will help students consider the ways in which history, society, and values in culture may have traumatized implicitly and explicitly and the methods and theory useful in edification and recovery.

Contact: Kathleen Young, Associate Professor
Phone: (360) 650-4790 Email: Kathleen.Young@wwu.edu
TRENDS AND ISSUES IN THERAPEUTIC RECREATION [RECR 421]
(College of Humanities & Social Sciences; Physical Education, Health and Recreation)

Target Group: Therapeutic Recreation Majors in Phase 4 of Curriculum

Program Description: Students research and present on topics related to persons with disabilities, including the Americans with Disabilities Act, normalization, integration, and the social construction of disability.

Contact: Jill Heckathorn, Senior Instructor, Recreation Program
Phone: (360) 650-7559 Email: Jill. Heckathorn@wwu.edu

UNDERSTANDING HEALING PROCESSES [PSY 478]
(College of Humanities & Social Sciences; Department of Psychology)

Target Group: Students

Program Description: This class looks at the concept of healing across cultures, is experiential, so students can determine in a personal manner how they understand healing.

Contact: Jeff King, Associate Professor
Phone: (360) 650-3574 Email: Jeffrey.King@wwu.edu

U.S. LATIN AMERICAN RELATIONS [HIST 474]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: This course explores the political, economic, social and cultural repercussions of the US-Latin American relations from the mid-19th century to the present. Prerequisites: HIST 123 or HIST 274 or HIST 428 or instructor’s permission.

Contact: Ricardo López, Assistant Professor, History
Phone: (360) 650-2939 Email: Ricardo.Lopez@wwu.edu

U.S. WOMEN FROM 1865 [HIST 368]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: A survey of the changing social, economic and political roles of women in the United States from the Civil War to the present. Prerequisites: HIST 103 or HIST 104.

Contact: Kevin A. Leonard, Professor, History
Phone: (360) 650-3041 Email: Kevin.Leonard@wwu.edu
U.S. WOMEN TO 1865 [HIST 367]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: A survey of the changing social, economic and political roles of women in the United States from settlement through the Civil War. Prerequisites: HIST 103 or HIST 104.

Contact: Kevin A. Leonard, Professor, History
Phone: (360) 650-3041 Email: Kevin.Leonard@wwu.edu

WAR AND HUMAN RIGHTS [ANTH 456]
(College of Humanities & Social Sciences; Department of Anthropology)

Target Group: Students

Program Description: THE COURSE:

• Drawing from interdisciplinary perspectives, we will investigate cultural constructions of war and human rights, issues fundamental to an understanding of what it means to be human. We address human rights from an anthropological perspective noting that cross-culturally.

• We will consider individual and collective participation in war, social suffering, resilience, and recovery from a variety of cultural perspectives. We will analyze war and abuse narratives and the intersection of the individual body with socio-cultural forces.

• We will examine what constitutes war crimes and/or violation of human rights today and the ways in which war and structural violence are functional in everyday life. We will study constructions of relativism and the development and current practice of anthropology with regard to genocide, war, and violence.

Contact: Kathleen Young, Associate Professor
Phone: (360) 650-4790 Email: Kathleen.Young@wwu.edu
**WOMEN & LITERATURE [ENG 338]**  
*(College of Humanities and Social Sciences; English Department)*

Target Group: Students

Program Description: Readings will include autobiographies, memoirs, testimonies and activist essays, drawn from various cultures in the USA and globally. This is a reading intensive course designed for students who can set aside time for enjoyable and meaningful reading.

The selected texts examine how women find agency and voice as they grapple with issues such as sexuality, incest, migration, displacement, color, mental instability and poverty. Students will be encouraged to make connections between an individual woman’s story and the social context within which she lives, and to relate to women stories along the lines of gender. The class will examine the possibilities of gendered solidarity across communities and on a global scale. Course activities and assignments will include group discussions, oral presentations, and take home essay exams.

Contact: Bruce Goebel, Chair and Professor, English  
Phone: (360) 650-3214  Email: Bruce.Goebel@wwu.edu

---

**WOMEN AND POLITICS [PLSC 345]**  
*(College of Humanities and Social Sciences; Political Science Department)*

Target Group: Students

Program Description: The history and ideas of the women’s movement; investigation of the changing role of women in American politics including legal status, economic position and political behavior. **Prerequisites:** PLSC 101 or PLSC 250.

Contact: Sara Weir, Chair, Political Science Department  
Phone: (360) 650-2912  Email: Sara.Weir@wwu.edu

---

**WOMEN IN JAPANESE HISTORY [HIST 484]**  
*(College of Humanities and Social Sciences; History Department)*

Target Group: Students

Program Description: Examines the diverse roles and fluctuating status of Japanese women from the beginnings of history to modern times. Possible topics: women and Japanese religions, women’s political involvement, education and indoctrination, family roles, Japanese feminism, contributions to art and literature, and economic roles. Prerequisites: Junior status and HIST 374 or HIST 375; or instructor permission.

Contact: Diana Wright, Associate Professor, History  
Phone: (360) 650-6874  Email: Diana.Wright@wwu.edu
**WOMEN OF THE GLOBAL SOUTH [WMNS 453/ANTH 453]**
*(College of Humanities and Social Sciences; Women Studies Program & Department of Anthropology)*

**Target Group:** Students

**Program Description:** Explores women's economic, religious, political and familial roles through topics such as development and globalization, violence, and women's movements. Student contributions to course topics emphasized through individual papers and group panel work.

**Contact:**
- Vicki Hsueh, Director, Women Studies Program and Associate Professor, Department of Political Science
  - Phone: (360) 650-2649
  - Email: Vicki.Hsueh@wwu.edu
- Daniel Boxberger, Chair, Anthropology
  - Phone: (360) 650-4798
  - Email: Daniel.Boxberger@wwu.edu

**WOMEN OF THE GLOBAL SOUTH [ANTH 553]**
*(College of Humanities and Social Sciences; Department of Anthropology)*

**Target Group:** Students

**Program Description:** ANTH 553: Examines a variety of contemporary issues facing women of the South, such as economic realities, family responsibilities, health issues, and women's rights. Emphasis on individual and group work to examine selected topics and to gain in-depth knowledge about women in specific countries. **Prerequisites:** Graduate status in the anthropology program or permission of instructor.

**Contact:** Daniel Boxberger, Chair, Anthropology
- Phone: (360) 650-4798
- Email: Daniel.Boxberger@wwu.edu
WOMEN STUDIES PROGRAM
(College of Humanities and Social Sciences)

Target Group: Women, LGBTQA faculty, LGBTQA students, LGBTQA staff, minority faculty, minority students, minority staff

Program Description: Our program analyzes sex, gender, and sexuality as they intersect with other structures of power such as race, ethnicity, class, nationality, religion, age, and ability. The program takes an interdisciplinary approach in examining the construction of feminine, masculine, and queer identities across time and cultures, assessing the complex ways in which gender signifies relationships of power. We are committed to the project of social justice. We examine and challenge systems of oppression, inequality, and privilege from a variety of perspectives. Our program encourages theory and praxis that critically considers global and local communities in efforts to revise, re-envision, and reimagine social change. WS prides itself on both the intellectual and experiential engagement of its students. The WS curriculum provides students with the skills to critically and actively engage with the world around them. Many of our courses look to connect academia to the material world by investigating the relationship between theory and practice — a central commitment of much sex, gender, and queer scholarship. Our courses are characterized by rigorous and sustained critical thinking, inquiries, and analysis: skills central to the task of enhancing equality, dignity, and empowerment.

We are currently working on strengthening the curriculum, building alliances across the university, developing our extra-curricular activities, and promoting diversity and inclusion. We are also focused on serving as a central resource and ally in the university to promote change and support diversity.

Contact: Vicki Hsueh, Director, Women Studies Program and Associate Professor, Department of Political Science
Phone: (360) 650-2649 Email: Vicki.Hsueh@wwu.edu

WOMEN STUDIES SENIOR PROJECT [WMNS 411]
(College of Humanities and Social Sciences; Women Studies Program)

Target Group: Students

Program Description: Projects serve as a capstone experience for minors and majors in which students demonstrate their ability to apply knowledge of subject matter and methodology. Students are encouraged to develop interdisciplinary research or field projects that give them opportunity to put into practice the theories and skills they have been learning during the course of their study. Students are encouraged to develop project internships with women's community organizations. Repeatable to a maximum of 15 credits. Prerequisites: Completion of Women Studies core.

Contact: Vicki Hsueh, Director, Women Studies Program and Associate Professor, Department of Political Science
Phone: (360) 650-2649 Email: Vicki.Hsueh@wwu.edu
WORLD HISTORIES OF THE MIDDLE CLASS SINCE THE 19TH CENTURY
[HIST 476]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: This reading seminar reflects upon the ways in which middle class people have shaped - and have been shaped by - the making of modern societies since the late 19th century in a variety of geographical locations across the world. Prerequisites: HIST 123 or HIST 274 or HIST 428 or instructor’s permission.

Contact: Ricardo López, Assistant Professor, History
Phone: (360) 650-2939  Email: Ricardo.Lopez@wwu.edu

WORLD HISTORY OF DEMOCRACY, 19TH AND 20TH CENTURIES [HIST 470]
(College of Humanities and Social Sciences; History Department)

Target Group: Students

Program Description: This seminar reflects upon the ways in which different historical actors have shaped the meanings and practices of democracy since the late 18th century in a variety of geographical locations across the world. Prerequisites: HIST 123 or HIST 274 or HIST 428.

Contact: Ricardo López, Assistant Professor, History
Phone: (360) 650-2939  Email: Ricardo.Lopez@wwu.edu

WORLD RELIGIONS [LBRL 332]
(Liberal Studies Department – College of Humanities & Social Science)

Target Group: All Students

Program Description: This GUR course introduces students to comparative religion, through the study of five important religious traditions: Hinduism, Buddhism, Judaism, Christianity, and Islam.

In the course students compare cultural variations in religious belief and behavior, reflect on the implications of these variations to respective cultures and the world as a whole, and practice engaging in constructive discourse about religion, so as to model constructive engagement in civic life.

Contact: Holly Folk, Associate Professor
Phone: (360)650-4866  Email: Holly.Folk@wwu.edu
HUXLEY COLLEGE OF THE ENVIRONMENT

BORDERLANDS [ENVS 430]
(Huxley College; Geography: Department of Environmental Studies)

Target Group: Students in Senior Level

Program Description:
Have you ever wanted to study in, not just about, a foreign country along with students from that country, then, read on:

“Borderlands” is a joint offering by Geographers at Western and at the University College of the Fraser Valley, Abbotsford, British Columbia. It has been developed to study the impact of the border in our common Fraser Lowlands region. The course provides an opportunity to compare and critically assess the approaches taken to manage trans-boundary resources. We will also examine variations in the cultural, social and economic geography that exist on either side of the "line" and consider their origin, and do so utilizing both American and Canadian students. The primary goal of this course is to prepare a new generation of Canadians and Americans to work together in the study of common border issues in our region. We believe that this will ultimately promote common solutions. The course is designed to run in a lecture/ seminar/ fieldwork format in which students from both institutions meet together to consider major topics and issues. The lectures and seminars are organized around several major themes:

- exploration of the cultural heritage and differences that makes us either Americans or Canadians and how this effects our joint management of the borderlands
- geographical characteristics of borderland regions, and of the Pacific Borderland in particular
- the nature of trans-boundary water and air resources and major issues in their management
- the forms and functions of cities on either side of the border, and their place in regional economies
- the impact of the border on regional agricultural activities focusing on dairying and the environment

Classes are joint classes taking place either at one of the two universities, or at some intermediate point in the field.

Contact: Patrick Buckley, Associate Professor
Phone: (360) 650-4773
Email: Patrick.Buckley@wwu.edu
COLONIAL LANDSCAPES IN THE PACIFIC NORTHWEST [ENVS 444]
(Huxley College; Department of Environmental Studies)

Target Group: Students in Senior Level

Program Description: This new senior-level course explores human geographies of colonialism in the trans-boundary Pacific Northwest. Students engage topics concerned with the historical dispossession of Native peoples' land and resources and trace the geographical consequences of this history through to present political-ecologic arrangements.

Contact: David Rossiter, Associate Professor, Environmental Studies
Phone: (360) 650-3606 Email: David.Rossiter@wwu.edu
EAST ASIA: SOCIETY AND ENVIRONMENT [ENVS 333]
(Huxley College; Geography: Department of Environmental Studies)

Target Group: Students

Program Description: THEME: East Asia contains nearly a third of the world’s population and following the earlier lead of Japan is rapidly industrializing. Given the pressures on the limited space during this process many social and environmental issues are arising. At the same time our own region is continually increasing its ties to East Asia, thus an understanding of this region is essential to our well-being.

GOALS OF THE COURSE: Broad exposure to what the "place" East Asia is from a physical, cultural, economic and political viewpoint. This will be viewed through the following areas:

1. The Physical and Human Environment
   • Including the physical, climatic and ecological divisions of East Asia and
   • The resulting patterns of human occupation.
2. The Historical Past and Cultural Heritage
   • Overview of the historical events leading to modern East Asian nation states with an emphasis on the diffusion and assimilation of ideas, institutions and technology across space
   • Confucian Heritage and political organization of space.
   • Politics of modern East Asia, Japanese style Meiji-era devolution of democracy and Chinese style Marxist People's democracy.
3. Demographics
   • Demographics and aging. One child policy,
   • China’s unbalance gender ratio Japan's shrinking population (Women in society -- see also below), and
   • China’s stabilizing population
4. Economy, Agriculture, and Industry, and Regional Equality
   • History of Economic Development before World War II.
   • History of modern East Asia, 1945 to present, current trends in agriculture and industrial activity.
5. Women and Other Minorities
   • Position of Women in East Asia, the family and the middle class.
   • Minorities in Japan and China
6. Environment
   • Current policies and impacts on the environment

Contact: Patrick Buckley, Associate Professor, Environmental Studies
Phone: (360) 650-4773 Email: Patrick.Buckley@wwu.edu
ENGINEERING AND SOCIETY [ETEC 341]
(College of Sciences & Technology)

Target Group: Students

Program Description: This course explores the relationship between the engineering profession and society, and the role of communication in engineering. Proposals, reports, documentation of procedures, presentations, and communication to multiple audiences are discussed and practiced.

Contact: Jeff Newcomer, Department Chair, Engineering Technology
Phone: (360) 650-7239 Email: Jeff.Newcomer@wwu.edu
or
Susan Frisbie, Academic Department Manager, Engineering Technology
Phone: (360) 650-3419 Email: Susan.Frisbie@wwu.edu

GEOLOGY AND SOCIETY [GEOLOGY 204]
(College of Sciences & Technology)

Target Group: Students

Program Description: This course is a thematic approach to geology, with different themes exploring the relationship between scientific way of knowing, geology in particular, with society.

Contact: Bernard Housen, Department Chair, Geology
Phone: (360) 650-6573 Email: Bernard.Housen@wwu.edu
or
Chris Sutton, Academic Department Manager, Geology
Phone: (360) 650-3581 Email: Chris.Sutton@wwu.edu

HISTORICAL PERSPECTIVES OF MATHEMATICS [MATH 419]
(College of Sciences & Technology)

Target Group: Students

Program Description: This course studies the history and development of mathematical thought from ancient to modern times. Philosophical, sociological and biographical perspectives.

Contact: Teresa Sherwood, Department of Mathematics
Phone: (360) 650-7212 Email: Teresa.Sherwood@wwu.edu
or
Tjalling Ypma, Professor, Department of Mathematics
Phone: (360) 650-3785 Email: Tjalling.Ypma@wwu.edu
**HISTORY OF INDUSTRIAL DESIGN [ETEC 215]**  
*(College of Sciences & Technology)*

**Target Group:** Students  
**Program Description:** This course offers a historical overview of mass-produced products, the designers who created them, and their influence on our culture and society. This is an international perspective covering significant events from the Industrial Revolution to the present.

**Contact:** Jeff Newcomer, Department Chair, Engineering Technology  
Phone: (360) 650-7239 Email: jeff.newcomer@wwu.edu  
Susan Frisbie, Academic Department Manager, Engineering Technology  
Phone: (360) 650-3419 Email: susan.frisbie@wwu.edu

**PHYSICS & SOCIETY [PHYSICS 102]**  
*(College of Sciences & Technology)*

**Target Group:** Students  
**Program Description:** This course is an exploration of the relationships between basic physics concepts and broader social issues, such as the generation of energy or global climate change, using scientific evidence to judge claims and construct arguments.

**Contact:** Brad Johnson, Professor, Physics/Astronomy Department  
Phone: (360) 650-3659 Email: brad.johnson@wwu.edu

**SCIENCE & SOCIETY [SCED 370]**  
*(College of Sciences & Technology – Science, Math and Technology Education)*

**Target Group:** Students  
**Program Description:** An in-depth exploration of selected contemporary issues such as global climate change, energy crisis, genetically modified foods, and large-scale extinction of species. The course also explores what constitutes science and pseudo-science, looking specifically at “creation science.”

**Contact:** Edward Geary, Director, Science, Math and Technology Education (SMATE)  
Phone: (360) 650-3637 Email: edward.geary@wwu.edu
**SPECIAL PROBLEMS IN SCIENCE TEACHING IN THE JUNIOR & SENIOR HIGH SCHOOL** [SCED 590]
*(College of Sciences & Technology – Science, Math and Technology Education)*

**Target Group:** Students

**Program Description:** Problems related to science instruction and curriculum at the junior and senior high school levels.

**Contact:** Don Burgess, Associate Professor, Science Education and Secondary Education  
Phone: (360) 650-2482 Email: Don.Burgess@wwu.edu
WOODRING COLLEGE OF EDUCATION

BRIDGES PROJECT
(Woodring College of Education)

Target Group: Migrant Youth, WWU Students, Woodring Students

Program Description: The Bridges Project is designed to provide a Pathway to Higher Education through relationships developed in action. It includes a series of related initiatives that focus on understanding and supporting students from migrant backgrounds to graduate from High School and go on to college. These interrelated projects include: 1) The Migrant Youth Leadership Conference held 3 times each year on WWU’s campus; 2) The Bridging barriers with Migrant Youth Class that plans and teaches the conference while integrating academic work with service in our partner programs; and 3) WWU student research and action projects focused on supporting youth driven community service projects in the students home community. We use a model of cascading mentorship to partner middle and high school students, with WWU & Woodring students in collaborative projects or cross age tutoring; and 4) the creation of a regional network of educators and advocates to share resources and information around school success and college access. Our hope is that the path to higher education is created through relationships, co-learning and action. This program is also seen as a way to simultaneously support Bilingual / Migrant students to graduate and go on to college while also addressing the recruitment of teachers from underrepresented backgrounds to Woodring.

Contact: Dr. Maria Timmons-Flores
Phone: (360) 650-4559 Email: Maria.TimmonsFlores@wwu.edu
DIVERSITY AND SOCIAL JUSTICE DYNAMICS [HSP 455]
(Human Services & Rehabilitation Department – Woodring College of Education)

Target Group: Undergraduate Students

Program Description: HSP 455- Diversity and Social Justice Dynamics
Examination of the current complexity and historical context of diversity in relationship to human service systems. Topics include responses to institutional oppression and privilege as manifested in societal systems. The course content is concentrated in the broad context of diversity including (but not limited to) ethnicity, culture, gender, sexual orientation, ability, privilege, class. Note that the title of the course implies movement. Course content reflects the changing phenomena of oppression and privilege within historical and social contexts. In this course, students: (a) Conceptualize cultural competence and skills required to provide professional services to cultures, subcultures, and those with values, beliefs, abilities, or habits other than one’s own, (b) Access and analyze information on the impact of various cultures on human services and of human services on culture of individuals and communities, (c) Describe and analyze the dynamics of privilege and institutional discrimination, (d) Design strategies to support diverse communities and influence social policy, and (e) Reflect on the conscious use of professional self in relationship to cultural and historical events, differing world views, and current conditions and issues of various cultural groups.

Contact: Trula Nicholas, Associate Professor, Human Services & Rehabilitation Phone: (360) 650-6872 Email: Trula.Nicholas@wwu.edu
DIVERSITY RECRUITMENT AND RETENTION SPECIALIST  
(Woodring College of Education, Dean's Office)

Target Group: Students of color, first generation students, and men interested in teaching special education, elementary education, or early childhood.

Program Description: The primary function of the Diversity Recruitment & Retention Specialist will be to monitor, evaluate and coordinate programs designed to recruit and retain members of under-represented populations into Woodring College of Education programs. The person in this position works closely with faculty, students, schools, institutions of higher education and community-based organizations to conduct outreach efforts and information sessions, to enhance pre-admission advising for potential students. With the WCE Equity Diversity Committee, the Diversity Recruitment and Retention Specialist collaborates with faculty and staff to create a more supportive and welcoming environment for diverse Woodring students. "Underrepresented students" include: students of color; 1st generation; transfer; males for special/elementary education; high need subject areas; Future Woodring Scholars; Diversity Scholarship recipients, and bilingual students. This is a (permanent) 12-month position.

Contact: Dr. Karen Dade, Woodring College of Education Associate Dean  
Phone: (360) 650-4455 Email: Karen.Dade@wwu.edu

EDUCATION, CULTURE, AND EQUITY [EDUC 310]  
(Woodring College of Education)

Target Group: Students

Program Description: Issues of culture and social justice as they impact education, schools, and teaching. Includes a service learning component.

Contact: Kristen B. French, Assistant Professor, Elementary Education  
Phone: (360) 650-7313 Email: Kristen.French@wwu.edu
**Human Services Program**
*(Human Services & Rehabilitation Department – Woodring College of Education)*

**Target Group:** Undergraduate Students

**Program Description:** The Human Services Program is committed to diversity and social justice as a cross curriculum thread. Human services is the study of systemic change and professional responses to human needs at all levels of society from direct services to individuals and families through social justice advocacy in larger human systems. The Human Services program at Western reflects the values and ethics of both the national professional organization and the discipline accrediting body.

**Contact:** Trula Nicholas, Associate Professor, Human Services & Rehabilitation  
Phone: (360) 650-6872 Email: Trula.Nicholas@wwu.edu

**International Internships**
*(Office of Field Experiences, Woodring College of Education)*

**Target Group:** Woodring Teacher Education Students

**Program Description:** Student teaching internship placements are provided to our teacher candidates in international settings across the world. Over 250 candidates have student taught in state and international school settings in 36 countries around the world. Placements have been made in Europe, South America, Mexico and Central America, Middle East, Baltic, India, Asia, Australia, New Zealand, Africa, and Europe.

**Contact:** Dr. Jennifer McCleery  
Phone: (360) 650-3309 Email: Jennifer.McCleery@wwu.edu
MINOR IN EDUCATION FOR SOCIAL JUSTICE
(Woodring College of Education; Fairhaven College of Interdisciplinary Studies)

Target Group: WWU Students

Program Description: The Education and Social Justice Minor helps prepare youth workers, professional educators, counselors, and community organizers to understand and effectively use social justice frameworks, critical reflection and praxis to address equity issues in formal and informal educational settings, nonprofit, public service, and private organizations. The program emphasizes a collaborative approach to addressing educational inequity that recognizes varied resources and knowledge of all members and is attentive to issues of power.

Key concepts that thread through the program include: critical and decolonizing theories and pedagogies, studies of the social and political context of education in its broadest sense, the construction of individual and collective identities, systems and mechanisms of social and cultural reproduction, critical consciousness, and resources, forms of resistance and processes of empowerment.

Beginning in Fall 2013, the minor is a collaboration between Woodring College of Education and Fairhaven College. It features 4 core courses and thematic electives that allow students to focus on an area of social or environmental justice that reflects their chosen academic or professional field. Verónica Vélez is the program director. Students can contact Verónica, or Marie Eaton for more information. To declare the minor, students will need to file an application with Kathy Johnson at Fairhaven.

Contact:
Dr. Verónica Vélez, Assistant Professor, Woodring College of Education and Fairhaven College of Interdisciplinary Studies, and Director, Education and Social Justice Minor
Phone: (360) 650-4404 Email: Veronica.Velez@wwu.edu

Dr. Marie Eaton, Professor, Fairhaven College of Interdisciplinary Studies
Phone: (360) 650-3104 Email: Marie.Eaton@wwu.edu
SPECIAL EDUCATION FIRST BLOCK COURSES ON EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT WITH SCHOOL PRACTICUM
(Woodring College of Education; Department of Special Education)

Target Group: Special Education Majors

Program Description: In these courses we begin preparing pre-service teachers to teach in today's highly diverse public school classrooms. Their students will differ in race, national origin, language, abilities and skills, sexual orientation, gender, religion, socio-economic status and so on. We use discussions, readings, and field experiences to provide opportunities for teacher candidates to become diversity responsive teachers. Diversity responsive teachers know their students as individuals, appreciate similarities and differences among students, connect with families and community, teach so that all students are challenged and successful, and prepare students for diversity in the world.

We use a framework for diversity responsive teaching to guide the acquisition of skills and knowledge required to teach for the success of all students. The first component of the framework provides a structure for planning curriculum content that is relevant and representative of diversity. A second component helps the pre-service teachers address diversity when planning instruction. The final component structures ideas for creating an inclusive classroom environment in which all students are welcomed and supported.

Contact: Beth Stickley, Senior Instructor
Phone: (360) 650-2322 Email: Beth.Stickley@wwu.edu

WOODRING PEER MENTORING PROGRAM
(Woodring College of Education, Dean’s Office)

Target Group: Prospective teacher education and human services students, students of color, first generation students, and men interested in teaching special education, elementary education, or early childhood.

Program Description: Woodring Peer Mentoring provides 1-1 pre-admission advising to students interested in pursuing careers in teaching or human services. Each year, 10-12 peer mentors provide 1-1 outreach to 100+ students. While all pre-Woodring undergraduate students are invited to be connected with mentoring, it is a priority to first offer service to underrepresented students. Of the 101 students served in 2012-2013, 39.6% were students of color and 48.5% were first generation college students.

Contact: Dr. Karen Dade, Woodring College of Education Associate Dean
Phone: (360) 650-4455 Email: Karen.Dade@wwu.edu
SECTION IV

INITIATIVES FOR RECRUITMENT & RETENTION
ACCESS PROGRAM
(Student Outreach Services – Enrollment and Student Services)

Target Group: First-year Students

Program Description: ACCESS is a year long program designed to help first-year students make a successful transition from high school to college. Each student receives individualized advising from an Academic Support Coordinator who assists them with course selection, educational planning, major preparation, and financial, social, or personal matters.

Contact: Dr. Reneé Collins, Associate Dean of Students, Director
Phone: (360) 650-7443 Email: Renee.Collins@wwu.edu

ALL NATIONS LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (AMP)
(Student Outreach Services – Enrollment and Student Services)

Target Group: Native American Students

Program Description: The All Nations Louis Stokes Alliance for Minority Participation (ANSLAMP) is funded by the National Science Foundation, with the goal of increasing the number of Native American students successfully completing degrees in Science, Technology, Engineering and Mathematics (STEM). This goal is accomplished through direct participant support and collaborations with partner institutions. ANLSAMP is designed to serve a geographically diverse alliance of 11 state and private institutions and 25 tribal colleges and universities located within 13 states. A liaison in Student Outreach Services advises with students about the opportunities within the AMP Program.

Partners: College of Sciences & Technology, Salish Kootenai College, National Science Foundation

Contact: Dr. Reneé Collins, Associate Dean of Students, Director
Phone: (360) 650-7443 Email: Renee.Collins@wwu.edu

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)
(College of Sciences & Technology)

Target Group: Young Women in High School

Program Description: The College of Sciences and Technology has partnered with the AAUW in presenting opportunities for young women in high school to connect with professional women in science and to see the possibilities of a future in the sciences.

Contact: Susan Hoidal, Operations Manager, College of Sciences & Technology
Phone: (360) 650-2330 Email: Susan.Hoidal@wwu.edu
AMERICAN SOCIETY OF WOMEN ACCOUNTANTS (ASWA) SCHOLARSHIP
(College of Business and Economics)

Target Group: Women

Program Description: A scholarship given by the North Cascades chapter of the American Society of Women Accountants (ASWA) current amount is $1,000.

One of the goals of ASWA is to enable women to achieve their personal, professional, and economic potential. By offering scholarships, ASWA contributes to the future development of the accounting profession. ASWA also is able to mentor the professions of future members.

This scholarship is offered to students who have declared accounting their major; have junior status, are enrolled full time and demonstrate academic excellence and financial need.

Contact: George Sanders, Professor, Accounting
Phone: (360) 650-4811 Email: George.Sanders@wwu.edu
ASSOCIATION FOR WOMEN GEOSCIENTISTS
(College of Science and Technology, Geology Department)

Target Group: Girls and Women Interested in Science and Practicing the Geosciences

Program Description: AWG Mission Statement
The Association for Women Geoscientists exists to promote the professional development of its members, to provide geoscience outreach to girls, and to encourage women to become geoscientists.

Overall Strategic Goals

1. Become the focal organization for assisting employment offices in complying with Affirmative Action regulations by putting AWG forward as the principle instrument for reaching women geoscientists through Gaea and its electronic publication venues.

2. Promote the professional development of our members by promoting women in the profession, by nominating them for key professional positions and awards, by providing leadership opportunities, resume writing guidance and review, an up-to-date directory, field trips, information on issues of interest to professional women, electronic and print announcements of job opportunities, and employment possibilities through partnerships with other organizations.

3. Educate ourselves on current public issues that impact the geosciences or women in the geoscience profession, and take an educated and public stand on these issues.

4. Encourage girls and women to become scientifically curious and to become geoscientists by actively working with them in the field, particularly in partnership with schools, science fairs, Girl Scouts, and other appropriate organizations.

5. Enhance the image of women geoscientists in society by interacting with the general public on geoscience topics and issues through local, regional, national or international programs, venues, and governments.

For further information and application materials, please contact:

Association for Women Geoscientists
P. O. Box 30645
Lincoln, NE 68503-0645

Contact: Bernard Housen, Department Chair, Geology
Phone: (360) 650-6573 Email: Bernard.Housen@wwu.edu
or
Chris Sutton, Academic Department Manager, Geology
Phone: (360) 650-3581 Email: Chris.Sutton@wwu.edu
ASSOCIATION FOR WOMEN IN COMPUTING
(College of Sciences & Technology – Computer Science)

Target Group: Women

Program Description: The Association for Women in Computing at WWU is an organization dedicated to promoting a culture within the Computer Science Department that is welcoming to everyone. The membership of the AWC is not exclusively composed of women but many of their events specifically focus on the support and advancement of women and minorities because of their underrepresentation in the field of Computer Science at WWU and nationally. The mission of the club is to build an empowering environment for women in Computer Science by providing opportunities for leadership, mentoring, outreach, and professional networking.

Within just the last year the club has done team building exercises, hosted an international speaker who ran a workshop focused on women and ambition, discussed the art of salary negotiation with women in the sciences and executives from local industry, and got 40 students to participate in a day long visit to a local tech company which included numerous professional development activities. Plans for the coming year include bringing other internationally known speakers to campus and launching an outreach program to show middle school girls the wonders of computer science.

Contact: Perry Fizzano, Department Chair, Computer Science
Phone: (360) 650-3807 Email: Perry.Fizzano@wwu.edu

ASSOCIATION OF WOMEN IN MATHEMATICS
(College of Sciences & Technology)

Target Group: Female Students

Program Description: CST’s Department of Mathematics is a member of the Association for Women in Mathematics and has had numerous female students who have participated in related workshops and activities. The purpose of the Association for Women in Mathematics is to encourage women and girls to study and to have active careers in the mathematical sciences, and to promote equal opportunity and the equal treatment of women and girls in the mathematical sciences.

Contact: Teresa Sherwood, Department of Mathematics
Phone: (360) 650-7212 Email: Teresa.Sherwood@wwu.edu
or
Tjalling Ypma, Professor, Department of Mathematics
Phone: (360) 650-3785 Email: Tjalling.Ypma@wwu.edu
CELEBRATING DIVERSITY IN EDUCATION CONFERENCE
(Woodring College of Education, Dean's Office)

Target Group: High school, community college, and WWU students of color interested in pursuing careers in education

Program Description: Each year, Woodring College of Education partners with Skagit Valley College, Whatcom Community College, and Bellingham, Burlington-Edison, Mount Vernon, Lynden, and Ferndale School Districts to execute the "Celebrating Diversity in Education Conference." This conference aims to inspire students to persist to and through higher education and teacher education. In May 2013, Woodring College hosted this event and 100+ students attended.

Contact: Dr. Karen Dade, Woodring College of Education Associate Dean
Phone: (360) 650-4455 Email: Karen.Dade@wwu.edu

COMPUTER SCIENCE/MATHEMATICS (CS/M) SCHOLARS PROGRAM
(College of Sciences and Technology)

Target Group: Female students majoring in computer science or mathematics.

Program Description: The CS/M Scholars Program is funded by the NSF S-STEM grant “Graduating More Women in Computer Science and Mathematics.” The grant funds scholarships and supporting programming for academically talented, financially needy women pursuing BS degrees in computer science or mathematics. With the help of Admissions and Financial Aid, the CS/M Scholars are recruited from applicants to Western. All CS/M Scholars participate in a first-year academic program that includes introductory freshmen-only seminars in both computer science and math and is designed to lay the groundwork for completing their degrees within four years. The program also involves active advising and monthly get-togethers designed to foster cohort cohesion and awareness of career opportunities.

Contact: Perry Fizzano, Associate Professor, Computer Science
Phone: (360) 650-3807 Email: Perry.Fizzano@wwu.edu

David Hartenstine, Associate Professor, Mathematics
Phone: (360)650-6520 Email: David.Hartenstine@wwu.edu

Mary Hall, Program Coordinator, Computer Science
Phone: (360)650-2300 Email: Mary.Hall@wwu.edu
FINANCIAL AID DEPARTMENT
(Enrollment and Student Services)

Target Group: Students

Program Description: The Financial Aid Department:

- Administers scholarships that recognize diversity through the Scholarship Center:
  

- Works closely with Student Outreach Services and International Programs and Exchanges to identify and award aid to diverse students who are ineligible to file the Free Application for Federal Student Aid (FAFSA)

- Routinely awards grant and waiver aid to students who have filed beyond the priority filing deadline. Research shows that students from diverse backgrounds are more likely to be first-generation students and that first-generation students are more likely to file the FAFSA beyond priority filing deadlines than non-first-generation students

- To best serve non-native English speakers, families are provided with access to a bilingual Admissions-Financial Aid Counselor and translated publications.

Contact: Clara Capron, Asst. Vice President for Enrollment & Student Services
Phone: (360) 650-2422 Email: Clara.Capron@wwu.edu
**Future Teachers of Color Promise Scholarship**
*(Woodring College of Education)*

**Target Group:** Selected Students of Color Whose Career Goal is to Become a Classroom Teacher.

**Program Description:** The steadily increasing population of students of color in Washington State’s public schools has created a critical shortage of teachers of color. State educational agencies, the governor, and school districts have all designated the recruitment of teachers of color as a top priority for teacher education programs.

Woodring awards $1,500 per student. Students who accept this award join Woodring in a “promise” agreement to maintain eligibility and enroll in one of Woodring’s three teacher education programs as soon as they have fulfilled requirements for admission. In exchange, Woodring will guarantee priority admission to qualified students, a mentor, a faculty-assigned academic advisor, a chance to meet the scholarship donor and invitations to special student activities. A report on the progress of each recipient is provided to the scholarship donor.

**Contact:** Carole Teshima, Woodring Scholarship Coordinator
Phone: (360) 650-4419, Email: Carole.Teshima@wwu.edu

**Future Woodring Scholars**
*(Woodring College of Education)*

**Target Group:** First-year students from underrepresented groups

**Program Description:** The Future Woodring Scholars Program aims to recruit students from underrepresented groups into teaching or human services careers. Through the Woodring Future Scholars Program, students are able to explore teacher education and human services programs and professions early in their Western experience while gaining a network of academic and social support from Woodring students, faculty, and staff. A small group of students are enrolled in specialized First-Year Interest Groups, distinctive education and learning-oriented General University Course clusters taught by WWU faculty. Scholars also receive faculty and current Woodring student mentoring, special invitations to college events and speakers, program admission guidance and information, and priority admission review to Woodring College.

**Contact:** Dr. Karen Dade, Woodring College of Education Associate Dean
Phone: (360) 650-4455 Email: Karen.Dade@wwu.edu
KAISER-BORSARI WOMEN IN MATERIALS SCIENCE SCHOLARSHIP
(College of Sciences & Technology)

Target Group: Female Undergraduates

Program Description: A $5000 scholarship for female undergraduates performing research in materials science and engineering.

Contact: David Bover, Associate Dean, College of Sciences & Technology
Phone: (360) 650-6400 Email: David.Bover@wwu.edu
or
Jennifer Mott, Program Coordinator, College of Sciences & Technology
Phone: (360) 650-2454 Email: Jennifer.Mott@wwu.edu

KRISTINE WORLAND MIS SCHOLARSHIP
(College of Business and Economics)

Target Group: Women

Program Description: Scholarship donated by Kristine Worland for a female student in management information systems; current amount is $1,500.

Contact: Angela Andreassen, Operations Manager
Phone: (360) 650-3896 Email: Angela.Andreassen@wwu.edu

MARION VANNOSTRAND SCHOLARSHIP
(College of Sciences & Technology)

Target Group: Women Undergraduate Students

Program Description: The Marion VanNostrand scholarship is awarded to women who are declared majors in Biology, Chemistry, Computer Science, Geology, Engineering Technology (TAC/ABET programs), Mathematics, or Physics. Applicant must be an undergraduate student.

Applicants should have a demonstrated financial need. Preference will be given to single women who have dependent children. Awardees must make satisfactory academic progress toward a degree.

Contact: David Bover, Associate Dean, College of Sciences & Technology
Phone: (360) 650-6400 Email: David.Bover@wwu.edu
or
Jennifer Mott, Program Coordinator, College of Sciences & Technology
Phone: (360) 650-2454 Email: Jennifer.Mott@wwu.edu
**Math Fellows**  
(College of Sciences & Technology)

Target Group: Female Students

Program Description: This group includes a large proportion of females, who thus get recognition and who serve as role models in a still primarily male-dominated field, and who provide a comfortable and supportive environment for other female students who need assistance or are attracted to math.

Contact: Kim Ragsdale, Math Center Director
Phone: (360) 650-3813 Email: Kim.Ragsdale@wwu.edu

**Mildred M. Bain Scholarship**  
(Woodring College of Education)

Target Group: Students from underrepresented groups who are pursuing careers in P-12 teaching.

Program Description: Mildred M. Bain was a Western Washington University teacher education graduate who fulfilled her passion for education by working as a teacher in Seattle Public Schools for 40 years. Both Mildred and her husband Frank were impassioned about learning and providing others with the gift of education not only through their professional endeavors but also through their personal contributions. They were inspiring and generous people, sharing knowledge and providing help to many individuals and families during their lifetimes.

Woodring College of Education uses Mildred Bain’s endowment to fund full tuition scholarships to recruit and retain future teachers from underrepresented groups. "Underrepresented" students include men intending to enter the Elementary, Early Childhood, and/or Special Education profession(s), first generation college students, and/or students of color.

Mildred Bain recipients receive ongoing academic advising, mentoring, and participate in monthly personal/professional development seminars.

Contact: Carole Teshima, Woodring Scholarship Coordinator
Phone: (360) 650-4419, Email: Carole.Teshima@wwu.edu
MULTICULTURAL ACHIEVEMENT PROGRAM (MAP) SCHOLARSHIPS
(Office of Admissions – Enrollment and Student Services)

Target Group: Students and Prospective Students

Program Description: Available to incoming freshmen and transfer students who have demonstrated an ongoing commitment to multiculturalism and diversity. Information provided within each student’s application allows the Office of Admissions to award more than 200 MAP Scholarships each year in amounts up to $2000.

Contact:
Clara Capron, Asst. Vice President for Enrollment & Student Services
Phone: (360) 650-2422 Email: Clara.Capron@wwu.edu

NEW STUDENT SERVICES/FAMILY OUTREACH SUMMERSTART – FAMILY PROGRAM
(Enrollment and Student Services)

Target Group: Low Income Students

Program Description: The transition to the university experience is a time of significant change for new students and their family members. Studies confirm that when family members are familiar with the institution’s mission and the programs and services that support student success, the student has a better chance of persisting and graduating.

The family members of most financially needy students are invited to participate in the family orientation program provided at Summerstart at no cost to the family.

This outreach is a joint project of New Student Services/Family Outreach and Student Outreach Services.

Contact:
Anna Carey, Director, New Student Services/Family Outreach
Phone: (360) 650-3846 Email: acarey@wwu.edu
NSF ADVANCE GRANT
(Faculty Women in the STEM Fields)

Target Group: Faculty Women in the STEM Fields

Program Description: Under an initial National Science Foundation (NSF) Catalyst Grant, Western's College of Sciences and Technology (CST) and the Equal Opportunity Office have undertaken a comprehensive assessment of a variety of factors that affect recruitment, retention, promotion and climate of tenure-track faculty women in science, technology, engineering, and math (STEM) fields. Through the Catalyst grant, a climate survey of CST faculty members was conducted. A virtual Faculty Assistance Center is in development to respond to needs identified by the survey, and WWU has submitted a proposal to NSF for a comprehensive Institutional Transformation Grant. ADVANCE is aimed at recruiting and advancing women in STEM fields.

Contact: Kathleen Kitto, Vice Provost for Research and Dean of the Graduate School
Phone: (360) 650-2884 Email: Kathleen.Kitto@wwu.edu
or
Dr. Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity and Employment Diversity, Title IX Coordinator and ADA Coordinator
Phone: (360) 650-3307 or 711 (WA Relay)
Email: Sue.Guenter-Schlesinger@wwu.edu

OSCAR EDWIN OLSON SCHOLARSHIP
(Student who meet the criteria)

Target Group: Students who meet the criteria

Program Description: The Oscar Edwin Olson Scholarship is awarded to students who are declared majors in Biology, Chemistry, Computer Science, Geology, or Physics/Astronomy. Eligible students must be children of single, divorced or widowed parents. They must also be eligible for Financial Aid.

Contact: David Bover, Associate Dean, College of Sciences & Technology
Phone: (360) 650-6400 Email: David.Bover@wwu.edu
or
Jennifer Mott, Program Coordinator, College of Sciences & Technology
Phone: (360) 650-2454 Email: Jennifer.Mott@wwu.edu
PASSPORT TO COLLEGE
(Student Outreach Services – Enrollment and Student Services)

Target Group: Foster Youth

Program Description: Are you currently in or have you formerly been in foster care? Western Washington University, in conjunction with the College Success Foundation, the Orphan Foundation of America, the Washington Higher Education Board, and the Washington State Department of Social & Health Services provide programming and financial assistance to facilitate your college experience! There's help available for college including paying tuition, housing expenses, buying books, etc! Partners: Financial Aid, College Success Foundation, Orphan Foundation of America, Casey Foundation, HECB, DSHS

Contact: Dr. Reneé Collins, Associate Dean of Students, Director
Phone: (360) 650-7443  Email: Renee.Collins@wwu.edu

REALIZE THE DREAM SCHOLARS (HB-1079)
(Student Outreach Services – Enrollment and Student Services)

Target Group: Undocumented students

Program Description: Academic Support Coordinators provide support for those undocumented students attending Western. By providing academic and personal advising and assisting them in locating financial resources we hope to assist them achieve their academic goals.

Partners: Financial Aid, Admissions, College Success Foundation

Contact: Dr. Reneé Collins, Associate Dean of Students, Director
Phone: (360) 650-7443  Email: Renee.Collins@wwu.edu

REBOUND
(Student Outreach Services – Enrollment and Student Services)

Target Group: Former Western students dismissed due to low academic scholarship

Program Description: Work with academically dismissed students who are trying to be readmitted to Western, particularly those former Western students who are living on campus. Assist students with course selection at Whatcom Community College and petition for reinstatement to Western.

Partners: Academic Advising, University Residence, Whatcom Community College

Contact: Dr. Reneé Collins, Associate Dean of Students, Director
Phone: (360) 650-7443  Email: Renee.Collins@wwu.edu
Richard Greene Scholarship Endowment
( College of Sciences and Technology)

Target Group: Students

Program Description: This scholarship has both undergraduate and graduate components that are open to all qualified students. The graduate component in addition to giving all students who have passed the Qualifying Exam an equal share of the percentage devoted to this purpose, also has a percentage that is given to the two graduate students, one male and one female, with the best academic record and the two graduate students, one male and one female, with the best teaching record.

Contact: Teresa Sherwood, Department of Mathematics
Phone: (360) 650-7212 Email: Teresa.Sherwood@wwu.edu
Tjalling Ypma, Professor, Department of Mathematics
Phone: (360) 650-3785 Email: Tjalling.Ypma@wwu.edu

Ruth Watts Scholarship
Department of Chemistry – College of Science and Technology

Target Group: Female Students

Program Description: The Ruth Watts Science Scholarship Endowment was established in 1993 by a gift from Mrs. Catharine C. Stimpson and Dr. Arthur Watts of Bellingham in honor of their sister Ruth Watts, a PhD chemist who received her degree from the University of Chicago. This endowment will fund one scholarship each academic year. Expected value: $1,500

Eligibility Criteria

1. Recipient shall be a woman majoring in science, preferably in chemistry/biochemistry.
2. Recipient shall have the ability to do advanced research.
3. Recipient shall have ambition to go "upward and onward" even though the reward may not be commensurate with the effort.
4. The scholarship shall be awarded based on academic merit and/or need.
5. At time of application, completion of a minimum of two quarters at WWU and completion of the general chemistry sequence, Chem 121-123, or the honors general chemistry sequence, Chem 125, 126, 225, or the equivalent at another institution.

Contact: James Vyvyan, Department of Chemistry Chair
Phone: (360) 650-30170 Email: James.Vyvyan@wwu.edu
SERVICE LEADER PROGRAM  
(Office of Undergraduate Education, Academic Affairs)

Target Group: First-year, Pell eligible students

Program Description: The Center for Service-Learning’s Service Leader Program facilitates student participation in academic and non-academic activities that are intended to improve retention rates among low-income students. Each year the program provides a select cohort of first-year students with academic advising opportunities, career advising services and leadership development. Additionally, this program promotes civic engagement through volunteer advising sessions, information about service-learning courses, and group/individual service experiences. The program shapes student leaders with a foundation for academic success at Western and a sense of place within their broader community. Students that have participated in the program can continue as mentors for new Service Leaders.

Contact: Alex Allyne, Center for Service-Learning Program Coordinator  
Phone: (360) 650-7518  
Email: Alex.Allyne@wwu.edu

STUDENT OUTREACH SERVICES  
(Enrollment and Student Services)

Target Group: Students of multicultural backgrounds, first-generation, underrepresented & nontraditional students

Program Description: Experienced in helping students of multicultural backgrounds, Student Outreach Services (SOS) understands the specific needs of multicultural, first-generation, underrepresented, and non-traditional students. We offer academic tools and support to help students transition to Western, meet their goals, overcome personal hardship, and achieve academic success. Our caring team of Academic Support Coordinators cultivates an understanding and respectful atmosphere, yielding authentic interaction with a diverse body of students.

By encouraging academic achievement, Student Outreach Services promotes the success of Western students while maintaining the diversity embedded in our actions and programs. With meaningful leadership programs, peer mentor training, coordination of study groups, and active campus involvement, we strive to provide every possible opportunity for students to experience personal growth and academic achievement.

We invite you to stop in or make an appointment. Contact us if you have specific questions or even if you’re just wondering what we do – we’d love to meet you!

Contact: Dr. Renée Collins, Associate Dean of Students, Director  
Phone: (360) 650-7443  
Email: Renee.Collins@wwu.edu
**TRANSFER ACCESS**  
*Student Outreach Services – Enrollment and Student Services*

**Target Group:** New transfer students, transfer returning to Western

**Program Description:** Knowing it will be different, new transfer students anticipate a Western experience filled with stimulating academic experiences, culminating in a degree. The program offers support to our new and continuing transfers. We invite transfer student to enroll in EDUC 108 which introduces WWU culture, academic policies/procedures, campus life, academic programs, and support services. TAP students enjoy the support of an Academic Support Coordinator for class selection, financial aid navigation, educational development, and major preparation.

Partners: Northwest Indian College, Whatcom Community College, Skagit Valley College, Admissions, Financial Aid.

**Contact:** Dr. Renéé Collins, Associate Dean of Students, Director  
Phone: (360) 650-7443  Email: Renee.Collins@wwu.edu

---

**US BANK MINORITY SCHOLARSHIPS**  
*College of Business and Economics*

**Target Group:** Minority Students

**Program Description:** Five scholarships donated by US Bank for minority students; the current amount is $2,000 each.

**Contact:** Angela Andreassen, Operations Manager  
Phone: (360) 650-3896  Email: Angela.Andreassen@wwu.edu

---

**VIKING ADVANTAGE**  
*Student Outreach Services – Enrollment and Student Services*

**Target Group:** Based on financial aid eligibility, first-generation, first-year students

**Program Description:** The newest Student Outreach Services program, Viking Advantage, provides an important network of support for first-year students. This academic support program connects students to campus resources and provides inclusive social activities, family integration, and personalized academic guidance – giving students the “advantage” to get ahead. Each Viking Advantage student receives individual academic support from an assigned Academic Support Coordinator within Student Outreach Services as well as an opportunity to meet with a peer mentor.

Partners: Admissions, University Residence, Financial Aid

**Contact:** Dr. Renéé Collins, Associate Dean of Students, Director  
Phone: (360) 650-7443  Email: Renee.Collins@wwu.edu
**Western Washington University Foundation**  
*(University Advancement)*

**Target Group:** Everyone – students, alumni, faculty, community members and others.

**Program Description:** The WWU Foundation is committed to supporting diversity through all its fundraising efforts. Emphasis is placed on raising recruitment scholarships to provide awards that will attract a diverse student body. Fundraising outreach to support scholarships bring bright, talented students from an array of cultural and socioeconomic backgrounds to Western and the Foundation is proud of its role in helping to make college accessible to all.

**Contact:** Stephanie Bowers, Vice President of University Advancement and Executive Director of WWU Foundation  
Phone: (360) 650-2055 Email: Stephanie.Bowers@wwu.edu

**Women in Science Scholarship**  
*(College of Sciences & Technology)*

**Target Group:** Female Students who meet the Criteria

**Program Description:** Women in Science Scholarships are awarded to female students who are currently enrolled as majors in Biology, Chemistry, Geology, or Physics/Astronomy. Each department may nominate one student to receive this award, although only two scholarships will be awarded annually.

**Contact:** David Bover, Associate Dean, College of Sciences & Technology  
Phone: (360) 650-6400 Email: David.Bover@wwu.edu  
*or*  
Jennifer Mott, Program Coordinator, College of Sciences & Technology  
Phone: (360) 650-2454 Email: Jennifer.Mott@wwu.edu
**WOMEN OF COLOR EMPOWERMENT DINNER**
*(Student Outreach Services – Enrollment and Student Services)*

**Target Group:** Female students of color

**Program Description:**
The Women of Color Empowerment Dinner serves to unify and create dialogue amongst students, staff, faculty, and community members willing to learn from the collective pressures of race and ethnic relations that women of color face with each experience. Contributing to diversity on campus, the dinner provides an opportunity for the WWU community to share their voices in a supportive atmosphere. Furthermore, students are encouraged and empowered to persist in their higher education pursuits at Western. This powerful event focuses on the struggles, triumphs, and experiences of women of color and their allies and celebrates the professional accomplishments and personal successes of women of color throughout our community.

**Partners:** Campus-wide

**Contact:**
Dr. Reneé Collins, Associate Dean of Students  
Phone: (360) 650-7443  
Email: Renee.Collins@wwu.edu

---

**WOODRING COLLEGE OF EDUCATION’S EQUITY AND DIVERSITY COMMITTEE SCHOLARSHIP**
*(Woodring College of Education)*

**Target Group:** Students (who have been admitted to the Woodring College of Education who demonstrate a personal and professional commitment to alleviating social injustice)

**Program Description:**
The Woodring College of Education’s Equity and Diversity Committee offers a $1,500.00 scholarship each academic year to a student who has demonstrated a capacity for working against systemic social injustice based on ethnicity, race, gender, age, disability, sexual orientation, language, socio-economic status, national origin, or religion. Scholarship applicants must demonstrate past and future commitment by documenting the work that has been done and by discussing in an essay the insights gained as well as their plans for future endeavors. In addition, applicants must submit letters from at least two individuals that discuss the impact the applicant’s work has had on others.

This scholarship is funded by donations from Woodring faculty and staff as well as from community members committed to ending social injustices. Donations are collected either through payroll deduction, electronic funds transfer, or a one-time contribution to the scholarship fund.

**Contact:**
Dr. Rosalie Romano, Faculty Co-Chair  
Phone: (360) 650-2581  
Email: Rosalie.Romano@wwu.edu  
Lynda Spaulding, Staff Co-Chair  
Phone: (360) 650-3827  
Email: Lynda.Spaulding@wwu.edu
SECTION V

INTERNATIONAL PROGRAMS
ADVENTURE LEARNING GRANT
(Fairhaven College)

Target Group: Fairhaven College Students

Program Description: The Adventure Learning Grant is a $15,000 stipend awarded annually to each of two Fairhaven students so that they may travel abroad to enrich their education with intellectual risk, challenge, and adventure. In recent years, ALG grant recipients have lived and conducted research in Madagascar, Ethiopia, Kenya, Uganda, South Africa, India, Korea, Thailand, Brazil, and Lebanon.

The purpose of the Adventure Learning Grant is to challenge students’ perspectives, enrich their education, expose them to intellectual risk, and help embody challenge and adventure as integral to a Fairhaven education. The grants will enable Fairhaven students to have extended experiences with cultures outside of the United States and to integrate those experiences into Fairhaven College. Applicants must have completed at least two quarters at Fairhaven by the end of fall quarter and must be committed to returning to Fairhaven for three quarters following the period of the Adventure Learning Grant.

Contact: John Tuxill, Associate Professor, Fairhaven College
Phone: (360) 650-4435 Email: John.Tuxill@wwu.edu
**ASIA UNIVERSITY AMERICA PROGRAM**

**(Academic Affairs)**

**Target Group:** Students of Asia University & WWU

**Program Description:**

The WWU-Asia University America Program (AUAP) is an English language and cultural orientation program that has been developed cooperatively with Asia University (Tokyo, Japan), Central Washington University, and Eastern Washington University. The program represents a 25-year collaborative effort dedicated to broadening the international perspectives, knowledge and skills of students both at Asia University and at Western. Between 100 and 150 AUAP students come to Western each year, with sessions running from September to mid-February, and late February through late July. Since 1988, almost 4000 Asia University students have participated in the WWU-AUAP.

The AUAP makes important contributions to diversity, intercultural understanding, and internationalization at Western:

- The AUAP contributes to the cultural diversity and internationalization of the Western campus in classrooms, dormitories, social events, and extracurricular activities. Western students who share dormitories with AUAP students have an opportunity to interact with Japanese students on a daily basis in their dorms and their dining halls, on issues such as cultural differences, racism, intercultural communication, and the politics and economics of Japan.

- The AUAP offers Western students a range of student leadership and employment positions (International Peer Advisors, Curriculum Assistants, Student Services Support staff), positions which not only give students valuable experience in an intercultural context and an opportunity to develop international friendships, but also assist them in financing their education.

- The AUAP offers language and culture exchange opportunities to Western students and community residents through the "Campus Friends" and "Community Friends" programs. These programs provide opportunities for intercultural contact which go beyond the classroom.

- The AUAP offers cultural-exchange services to the community, including programming in public schools throughout Whatcom County. The AUAP’s "Friends from Japan" program has introduced hundreds of local elementary school children to Japanese language and culture and, most important, to international friendship.

- The AUAP offers research opportunities to Western faculty and students. Faculty and students from the departments of Communication Studies, Modern Languages, Psychology, Business, and Anthropology have conducted research based on linguistic or attitudinal surveys of AUAP students.

**Contact:** Frederick O’Connor, Director, Language and Culture Programs, WWU
Phone: (360) 650-6873 Email: Frederick.OConnor@wwu.edu
CARIBBEAN, FACULTY-LED TRAVEL PROGRAM [FAIR 337]  
(Fairhaven College)

Target Group: Students

Program Description: Experience the rich history, culture and language of the Caribbean region. Join Dr. Larry Estrada from Fairhaven College on this 12-credit, quarter long program in the Dominican Republic. Examine the past and present context of how race and cultural fusion have been experienced among peoples in and from the Latino Caribbean. Explore how racial and cultural identities are complicated by questions of gender, class, religion and sexuality both in the Caribbean as well as those Latino Caribbean populations residing in the U.S.

Program Highlights
• Study for seven weeks in the Dominican Republic
• Experience the world famous Carnaval in La Vega
• Learn/Improve your Spanish
• Examine the history, culture and politics of the region
• Interact with Dominican and other international students
• Take weekend cultural excursions
• Participate in a service learning project

Contact: Larry Estrada, Associate Professor, Fairhaven College of Interdisciplinary Studies and Director, American Cultural Studies
Phone: (360) 650-3016 Email: Lawrence.Estrada@wwu.edu
**CENTER FOR SERVICE LEARNING**

*(Office of Undergraduate Education, Academic Affairs)*

Target Group: Students, Faculty

Program Description: The Center for Service-Learning facilitates two faculty-led international programs in Kenya and Rwanda that promote engaged partnerships between students, faculty, and local and global communities, where all participants gain a broader perspective of their role in the social, intellectual and human world. We develop sustained and long term partnerships between WWU and multiple community partner organizations to meet the stated goals of international communities, while providing a rich interdisciplinary learning experience for WWU students.

The Center for Service-Learning’s courses offer students a community-based pedagogy that takes place in the classroom of other cultures, and challenges assumptions about what it means to live in the age of globalization. Much of the learning is centered on the knowledge of local experts and through field experiences and service activities.

Our program is based on the guiding principle of reciprocal and respectful partnerships and is designed to address the community goals as stated by our international community partners. We are invited into their communities and they are invited to be a full participant in the service learning project design. This is not an academic tourism model or a “feel good” experience for our students, but a commitment to social responsibility and change, authentic intercultural relationships, and deep personal learning.

Please contact Timothy Costello, director of the Center for Service-Learning to find out more about current programs.

Contact: Timothy Costello, Director
Phone: (360) 650-2503 Email: Timothy.Costello@wwu.edu
INTENSIVE ENGLISH PROGRAM (IEP)
(Extended Education/Western Washington University)

Target Group: Students, Staff, Faculty, Community

Program Description: The Intensive English Program (IEP) is a department within Western Washington University’s Extended Education, providing a variety of English language courses to international students and immigrant community members. Our program is primarily designed to prepare international students for academic study at Western.

Over the last four years students from the following countries have enrolled in IEP courses: Brazil, Bhutan, Chile, China, Colombia, Congo, Ecuador, Germany, Libya, India, Indonesia, Iraq, Ivory Coast, Japan, Khazakhstan, Macau, Mexico, Mongolia, Qatar, Russia, Saudi Arabia, Slovakia, South Korea, Taiwan, Thailand, Turkey, and Vietnam.

The IEP manages a conditional undergraduate admission process, for the Office of Admissions, through which international students can enter Western as undergraduates without submitting TOEFL or IELTS scores. Students also enter graduate programs through the IEP’s pre-graduate track.

IEP students interact with the campus community through the following:

- WWU TESOL students gain practical experience by working in our classrooms and by participating in language skill labs for IEP students
- WWU students gain cultural experience by volunteering as conversation partners
- WWU students gain diverse work experience by working as student activities assistants, orientation assistants, office assistants
- Advanced IEP students may take our Academic Preparation class, in which they group audit a credit class and gain skills in preparation for entering a degree program. Academic Preparation has audited classes in Anthropology, Art History, Canadian Studies, Economics, American History, Political Science, Psychology, and others.
- Visiting international scholars and/or their family members enroll in IEP classes in order to better integrate with the campus community and American culture

Contact: Frederick O’Connor, Director, Language & Culture Programs, WWU
Phone: (360) 650-6873 Email: Frederick.OConnor@wwu.edu
INTERNATIONAL PROGRAMS AND EXCHANGES
(Center for International Studies)

Target Group: Faculty, Staff, and Students

Program Description: International Programs and Exchanges (IPE) works with faculty, staff, university partners and study abroad program providers in the development, coordination and promotion of a broad array of international learning experiences to prepare students for global leadership and citizenship. Students may study abroad in a variety of programs in more than 75 countries all over the world through study abroad programs, reciprocal exchanges, international internships and independent study.

IPE fosters international expertise by facilitating faculty and student international exchanges. WWU has partnerships with several universities abroad which bring international students, faculty and scholars to campus as well send WWU students and faculty abroad.

IPE supports and helps administer the Global Learning Programs that are led by WWU faculty and which bring students, faculty and staff to a range of continents, cultures and host countries. The Global Learning Programs help internationalize Western in two ways: (1) enhancing the global competencies of the students who participate and (2) giving faculty members opportunities to expand their international experiences.

Contact: Liz Partolan-Fray, Director, International Programs & Exchanges
Phone: (360) 650-7970 Email: Liz.Partolan-Fray@wwu.edu

PRACTICUM & SEMINAR IN TESOL – QUERETARO, MEXICO OPTION
(Woodring College of Education; TESOL Program)

Target Group: Future Teachers of English Language Learners in K-12 or Adult Immigration Programs

Program Description: TESOL program participants can choose to travel to Morelia, Mexico to complete a practicum in teaching English to non-native speakers, to study Spanish language, and to learn about the culture of many of their future students. Participants live with local families, are mentored in a language school, and participate in an English enrichment program for street children. Participants are immersed in Mexican culture with abundant opportunities to form friendships with local people and experience both the joys and stresses of functioning in a foreign language and culture. Participants report a heightened understanding of Mexican values, a heightened fluency in Spanish, and more insights into the challenges facing Mexican English language learners as they adapt to life in the United States.

Contact: Trish Skillman, Director, TESOL Program
Phone: (360) 650-4699 Email: Trish.Skillman@wwu.edu
SECTION VI

OUTREACH INITIATIVES
ADULT FITNESS PROGRAM
(College of Humanities & Social Sciences; Physical Education, Health and Recreation)

Target Group: Adults over 60 and Students

Program Description: The WWU Adult Fitness Program is in its 23rd year of offering a comprehensive exercise and educational program to the community. The program’s participants are older adults and the program assistants are students.

Contact: Lorrie Brilla, Professor, PEHR
Phone: (360) 650-3056 Email: Lorrie.Brilla@wwu.edu

ADVANCED MATERIALS SCIENCE & ENGINEERING CENTER (AMSEC)
(College of Sciences & Technology)

Target Group: Students

Program Description: The Advanced Materials Science and Engineering Center (AMSEC) is a $1.2M program founded in 2007 whose mission is to educate students in materials science, support interdisciplinary research, and enhance regional industry competitiveness and innovation. AMSEC brings together faculty and students from Chemistry, Engineering Technology, Geology, Mathematics and Physics to facilitate interdisciplinary collaborations and synergistic solutions to complex, multifaceted problems.

AMSEC’s materials science minor degree consists of four interdisciplinary materials science courses as well as a capstone internship or research opportunity. Today there are over 50 students studying materials science and enhancing their science education at Western.

Our nationally recognized faculty direct research programs spanning a broad spectrum of areas, including collaboration with industry to help promote innovation and solve practical materials problems. At any one time, more than 30 undergraduate and graduate students participate in the AMSEC research program, supported by over $1M in grants during the last three years. These students receive training in high demand skills needed by regional employers and in preparation for graduate study. AMSEC operates a shared, open access Materials Characterization Laboratory housing state-of-the-art instrumentation.

Activities: AMSEC’s quarterly Materials After Dark (MAD) Seminar series features guest speakers with expertise in a wide range of subjects, presented at a level appropriate for an interdisciplinary audience. The atmosphere is informal, and all talks are open to the public.

Contact: Susan Hoidal, Operations Manager, College of Sciences & Technology
Phone: (360) 650-2330 Email: Susan.Hoidal@wwu.edu
**CENTER FOR LAW, DIVERSITY, AND JUSTICE (CLDJ)**  
*(Fairhaven College)*

**Target Group:** Students, faculty, community members

**Program Description:**  
*The Center for Law, Diversity, and Justice* (CLDJ) of Fairhaven College of Interdisciplinary Studies supports the work of students, faculty and community members on issues of law, diversity and justice, pulls together various threads of justice work at WWU, including Fairhaven, and among the diverse communities in Whatcom and Skagit Counties, and also supports students designing Fairhaven College interdisciplinary concentration majors in areas of Law, Diversity, and Justice.

The Center's mission is to serve as a site for the continued intellectual exploration of the intersections between social justice, legal processes and a diverse society that brings together the expertise of Fairhaven faculty, faculty from other departments and colleges at Western Washington University, and regional and state-wide community groups. *This component is addressed through the public programming available related to our Quarterly Themes.*

Another component of our mission is to serve as a site for the coordination of student advising and support activities for students who choose to pursue the *Law, Diversity & Justice (LDJ) Concentration* at Fairhaven, or are exploring these issues through other majors. The Law, Diversity & Justice Concentration endeavors to increase the number of people from underrepresented groups or who want to help underrepresented groups, and who are seeking careers in law and social justice.

**Contact:**  
Niall O’Murchu, Associate Professor, Fairhaven College; Faculty Coordinator, Center for Law, Diversity & Justice  
Phone: (360) 650-2144 Email: Niall.Omurchu@wwu.edu
COLLABORATION WITH WASHINGTON ELEMENTARY SCHOOL
(Woodring College of Education)

Target Group: P-6 Students and Teacher Candidates

Program Description: The purpose of the Collaborative Schools for Innovation and Success project is to develop an innovative partnership between the Elementary Education Department and Woodring College of Education and Washington Elementary School and Mt. Vernon School District that will...

- close the opportunity gap and improve student learning at Washington Elementary School;
- develop educator preparation programs that will prepare candidates to meet the needs of all P-12 students—especially those at schools with demographics similar to Washington.

Our partnership will address the opportunity gap, drawing upon principles identified in the Achievement Gap Oversight and Accountability Committee Report (2011)
  1. Focus on culture and climate in the school and community.
  2. Train and support all staff regarding trauma and learning.
  3. Encourage and sustain open and regular communication for all.
  4. Develop a strengths based approach in working with students and peers.
  5. Ensure discipline policies are both compassionate and effective.
  6. Weave compassionate strategies into school improvement planning.
  7. Provide tiered support for all students based on what they need.
  8. Create flexible accommodations for diverse learners.
  9. Provide access, voice, and ownership for staff, students and community.
 10. Use data to: identify vulnerable students, and determine outcomes and strategies for continuous quality improvement.

Contact: Joanne Carney, Professor, Elementary Education
Phone: (360) 650-2163 Email: Joanne.Carney@wwu.edu
COMPASS 2 CAMPUS
(Woodring College of Education)

Target Group: 5-12 grade students in local Whatcom and Skagit County schools, Western Students

Program Description: The Western Washington University Compass 2 Campus Mentorship Initiative is a pilot program implemented by House Bill 1986 which passed both Houses of the legislature on April 21, 2009. The program is designed to increase access to higher education by providing an opportunity for students from traditionally underrepresented, low income, diverse backgrounds in Whatcom and Skagit counties to be mentored by C2C students.

The program has the following objectives:

- To encourage underrepresented, low-income, diverse, students, starting at the fifth grade to complete high school and enroll in some form of post-secondary education.
- To provide mentors and role models for area youth using a service-learning model.
- To provide 5th graders an opportunity to visit and experience a University.
- To support educational achievement through tutoring.
- To increase awareness of life options after high school.
- To provide scholarships for C2C students who graduate from High School and are admitted to WWU.
- To develop teaching, communication and leadership skills among college mentors.
- Offer mentoring experience to WWU students as a way to give back to their community.

Contact: Cyndie Shepard, Executive Director of Compass 2 Campus
Phone: (360) 650-3093 Email: Cyndie.Shepard@wwu.edu
DEPARTMENT OF COMMUNICATION STUDIES – ACTIVITIES/FORUMS/CONFERENCES

(College of Humanities and Social Sciences; Department of Communication Studies)

Target Group: Faculty, Students, Community Members, Neighborhood Associations, Law Enforcement Officials, & Legal Representatives

Program Description: One of the "Let's Talk" forums was specifically about "Diversity at Western", with about 75 participants from a variety of clubs, departments and offices (Social Issues Resource Center, Legal Info Center, Res. Life, etc.). Another "Let's Talk" forum co-sponsored by the Campus Community Coalition and held at the American Museum of Radio and Electricity dealt with diversity issues of a slightly different nature. It brought together Western students and faculty, community members from neighborhood associations, law enforcement officials (both BPD and UPD), and legal representatives from the City of Bellingham. This mix certainly made for some diverse perspectives and divergent backgrounds. There were about 60 participants at that forum.

Additionally the CASCAID Conference has had specific “diversity” elements from panels on diversity regarding race and ethnicity as well as religion, and presenters from groups working on immigration and discrimination issues.

Contact: Michael Karlberg, Professor, Department Chair
Phone: (360) 650-7367 Email: Michael.Karlberg@wwu.edu

EDUCATION MATINEE SERIES

(College of Fine and Performing Arts)

Target Group: Students in Grades K-12

Program Description: The Education Matinee Series provides free access to the performing arts for local children in grades K-12. Each year a variety of matinees are presented on Western’s campus that highlight professional artists as well as students from the College of Fine and Performing Arts (CFPA) disciplines. Prior to each performance, participants are provided with a study guide to help enhance their experience and connect the program to their academic curriculum. Public and private schools are welcome, as are homeschool families. All matinees are filled on a first-come, first-served basis.

Contact: Chris Casquilho, Manager of Marketing and Special Events
Phone: (360) 650-2829 Email: Chris.Casquilho@wwu.edu
LEADERS IN THEIR FIELD
(College of Sciences & Technology)

Target Group: Faculty, Staff, Students and the Community

Program Description: The Leaders in their Field lecture series was designed to bring in science, mathematics and engineering leaders who could give an enthusiastic presentation to a general audience about how interesting and exciting these areas of study truly are. To support the College’s diversity initiatives the invited speakers are women or members of a traditionally underrepresented group.

Contact: Susan Hoidal, Operations Manager, College of Sciences & Technology
Phone: (360) 650-2330 Email: Susan.Hoidal@wwu.edu

M.O.T.LEY CREW
Department of Theatre Arts, College of Fine and Performing Arts (CFPA)

Target Group: Students in Grades K-8

Program Description: The Multicultural Outreach Tour (M.O.T.ley) is a literature-based, assembly-style performance geared for K-8th grades. The goal of the Outreach Tour is to bring to life stories from all over the world revolving around a chosen theme for the year (example: Heroes, Wisdom, Friendship, etc.). The Tour serves many functions - as outreach to the community, performance and practicum experience for Drama in Education students and as a celebration of the wonderful diversity in children's literature.

Contact: Deb Currier, Associate Professor, Theatre Arts
Phone: (360) 650-2387 Email: Deb.Currier@wwu.edu
PACIFIC NORTHWEST CHILDREN’S LITERATURE CLEARINGHOUSE
(Woodring College of Education; Elementary Education)

Target Group: Faculty, Staff & Students of WWU as well as the Local Community, Including: Teachers, School & Public Librarians, Childcare and Tutoring Programs.

Program Description: The Pacific Northwest Children’s Literature Clearinghouse serves by housing and making available a continually updated collection of recently published children’s and young adult trade books and media.

The Clearinghouse supports diversity by ensuring that university and local community members have access to literature representing a wide range of experiences and viewpoints, specifically: race, gender, language, disabilities, national origin, and sexual orientation. We encourage publishers who specialize in multicultural and multilingual texts, such as Lee and Low Books, to send their catalog offerings. The Clearinghouse staff exposes students and staff to the diversity of literature available by promoting the wide range of authors and perspectives through displays, open houses, and email or website announcements.

Since each year we cull out a year’s worth of materials, we ensure continued access to diverse texts by donating a selection of the multicultural texts to the Center for Educational Pluralism. We donate relevant texts to the Northwest Center for Holocaust, Genocide, and Ethnocide Education and are currently housing this recent collection. We also maintain a small collection of Spanish language and bilingual children’s books. The Clearinghouse supports diversity in the local community by donating the previous year’s books to a range of non-profit agencies and programs. For example, in the past we have donated books to: A Step Ahead Bilingual Learning Center, GRADS Mother Read Program for teen mothers, and the Lummi Nation Tribal School. These donations give the clients of these programs the opportunity to engage with high quality literature.

The Pacific Northwest Children’s Literature Clearinghouse is committed to finding, collecting, sharing, and donating literature that represents a full range of diverse peoples, places, and perspectives.

Contact: Tracy L. Coskie, Elementary Education
Phone: (360) 650-2164  Email: Tracy.Coskie@wwu.edu
**PLANETARIUM**  
*College of Sciences & Technology*

**Target Group:** Faculty, Staff, Students and the Community

**Program Description:** Western’s Planetarium is a state of the art facility. The dome is 24 feet in diameter and has comfortable seating for 45 plus floor space for a few more. There are displays with art and artifacts relating to astronomy and space science. Elevator access is available if needed and Assistive Listening Devices are available upon request. This facility has become a valuable part of the College of Sciences and Technology’s outreach efforts.

**Contact:** Brad Johnson, Professor, Physics/Astronomy Department  
Phone: (360) 650-3659 Email: Brad.Johnson@wwu.edu

**SCIENCE AND THE UNIVERCity**  
*College of Sciences & Technology*

**Target Group:** Local High School Students and the Community at Large

**Program Description:** Science and the univerCity is a program of lectures given by CST faculty in downtown Bellingham locations. The topics are chosen for their timeliness and general interest to the community. This is an outreach program that is geared towards local high school students as well as the community at large.

**Contact:** Susan Hoidal, Operations Manager, College of Sciences & Technology  
Phone: (360) 650-2330 Email: Susan.Hoidal@wwu.edu

**SMALL BUSINESS DEVELOPMENT CENTER (SBDC)**  
*College of Business and Economics*

**Target Group:** Underserved markets as defined by the U.S. Small Business Administration

**Program Description:** The SBDC provides free, confidential advising, technical assistance, and research to business owners and managers in an effort to help businesses thrive and support local economic development.

**Contact:** Jennifer Shelton, Director  
Phone: (360) 778-1762 Email: Jennifer.Shelton@wwu.edu
**TaxAide**  
*College of Business and Economics*

Target Group: Senior Citizens

Program Description: National program run locally by CBE’s chapter of Beta Alpha Psi, the accounting honorary society. TaxAide provides tax preparation assistance to senior citizens.

Contact: George Sanders, Professor, Accounting  
Phone: (360) 650-4811  
Email: George.Sanders@wwu.edu

**Wizards @ Western**  
*College of Sciences & Technology*

Target Group: Students in grades 5-9 and their parents

Program Description: The Wizards programs, designed for students in grades 5-9 and their parents, are offered once a quarter on Saturday mornings on the Western campus, and presented by faculty members from CST. Each show is designed to be a mixture of entertainment and serious science, presented in a way to engage and involve all members of the audience and create interest in the sciences at Western among younger students.

Contact: Susan Hoidal, Operations Manager, College of Sciences & Technology  
Phone: (360) 650-2330  
Email: Susan.Hoidal@wwu.edu

**World Issues Forums**  
*Fairhaven College*

Target Group: Students, local and campus community

Program Description: The World Issues Forums of Fairhaven College of Interdisciplinary Studies is dedicated to providing thought provoking educational opportunities to the campus and Bellingham community that support an informed and engaged global citizenry. The World Issues Forum weekly lecture series occurs on Wednesdays from 12:00-1:30pm fall, winter and spring quarters. Students may also enroll in the quarterly companion course, FA 202A, World Issues Study Group.

Contact: Shirley Osterhaus, Senior Lecturer, Fairhaven College  
Phone: (360) 650-6680  
Email: Shirley.Osterhaus@wwu.edu
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Program</td>
<td>161</td>
</tr>
<tr>
<td>ADA (Americans With Disabilities Act) Coordinator</td>
<td>3</td>
</tr>
<tr>
<td>Admissions</td>
<td>15-16</td>
</tr>
<tr>
<td>Adult Fitness Program</td>
<td>189</td>
</tr>
<tr>
<td>Advanced Materials Science &amp; Engineering Center</td>
<td>189</td>
</tr>
<tr>
<td>Advanced Philosophy of Religion</td>
<td>91</td>
</tr>
<tr>
<td>Advanced Topics in American Indian Studies</td>
<td>63</td>
</tr>
<tr>
<td>Advanced Topics in Social Issues: International Perspectives on Childhood</td>
<td>63</td>
</tr>
<tr>
<td>Adventure Learning Grant</td>
<td>181</td>
</tr>
<tr>
<td>Affirmative Action Program (AAP): Outreach for a Diverse Workforce</td>
<td>3</td>
</tr>
<tr>
<td>African American Studies Minor in American Cultural Studies</td>
<td>64</td>
</tr>
<tr>
<td>African-American Experience</td>
<td>63</td>
</tr>
<tr>
<td>African Americans since 1865</td>
<td>91</td>
</tr>
<tr>
<td>African History to 1800</td>
<td>91</td>
</tr>
<tr>
<td>African History, 1800-present</td>
<td>92</td>
</tr>
<tr>
<td>All Nations Louis Stokes Alliance for Minority Participation</td>
<td>161</td>
</tr>
<tr>
<td>Alumni Board of Directors Diversity Committee (WWU)</td>
<td>16</td>
</tr>
<tr>
<td>American Association of University Women (AAUW)</td>
<td>161</td>
</tr>
<tr>
<td>American Cultural History: 1790-1880</td>
<td>92</td>
</tr>
<tr>
<td>American Cultural Studies Major</td>
<td>64</td>
</tr>
<tr>
<td>American Cultural Studies Minor</td>
<td>65</td>
</tr>
<tr>
<td>American Democracy Project</td>
<td>4</td>
</tr>
<tr>
<td>American Indian Experience</td>
<td>65</td>
</tr>
<tr>
<td>American Indians in the Cinema</td>
<td>65</td>
</tr>
<tr>
<td>American Indian Studies Minor in American Cultural Studies</td>
<td>66</td>
</tr>
<tr>
<td>American Indian Studies Minor in American Cultural Studies</td>
<td>66</td>
</tr>
<tr>
<td>American Political Thought</td>
<td>92</td>
</tr>
<tr>
<td>American Presidency, The</td>
<td>139</td>
</tr>
<tr>
<td>American Society of Women Accountants Scholarship</td>
<td>162</td>
</tr>
<tr>
<td>American Women Studies: 1620-1850</td>
<td>93</td>
</tr>
<tr>
<td>American Women Studies: 1850-Present</td>
<td>93</td>
</tr>
<tr>
<td>Anthropology</td>
<td>94</td>
</tr>
<tr>
<td>Arabic and Islamic Studies, Minor</td>
<td>94</td>
</tr>
<tr>
<td>Art and Feminism</td>
<td>87</td>
</tr>
<tr>
<td>Art and Society in China and Japan</td>
<td>94</td>
</tr>
<tr>
<td>Asia University America Program</td>
<td>182</td>
</tr>
<tr>
<td>Asian American Experience</td>
<td>66</td>
</tr>
<tr>
<td>Asian-American History</td>
<td>95</td>
</tr>
<tr>
<td>Asian American Studies Minor in American Cultural Studies</td>
<td>66</td>
</tr>
<tr>
<td>Association for Women in Computing</td>
<td>164</td>
</tr>
<tr>
<td>Associated Students Publicity Center</td>
<td>17</td>
</tr>
<tr>
<td>Association for Women Geoscientists</td>
<td>163</td>
</tr>
<tr>
<td>Association of Women in Mathematics</td>
<td>164</td>
</tr>
<tr>
<td>Athletics</td>
<td>17</td>
</tr>
<tr>
<td>Body Speaks: Culture &amp; Eating Disorders</td>
<td>67</td>
</tr>
<tr>
<td>Borderlands</td>
<td>147</td>
</tr>
<tr>
<td>Bridges Project</td>
<td>153</td>
</tr>
<tr>
<td>Business and Economics (College of) - Courses</td>
<td>57</td>
</tr>
<tr>
<td>Caribbean, Faculty-Led Travel Program</td>
<td>67</td>
</tr>
<tr>
<td>Caribbean, Faculty-Led Travel Program</td>
<td>183</td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Celebrating Diversity in Education Conference</td>
<td>165</td>
</tr>
<tr>
<td>Center for Cross-Cultural Research</td>
<td>18</td>
</tr>
<tr>
<td>Center for East Asian Studies</td>
<td>18</td>
</tr>
<tr>
<td>Center for Education, Equity &amp; Diversity (CEED)</td>
<td>19</td>
</tr>
<tr>
<td>Center for Law Diversity and Justice (CLDJ)</td>
<td>190</td>
</tr>
<tr>
<td>Center for Service Learning (CSL)</td>
<td>184</td>
</tr>
<tr>
<td>Childhood in American Society: Memoirs &amp; Memory</td>
<td>68</td>
</tr>
<tr>
<td>Chinese History to 600 AD</td>
<td>95</td>
</tr>
<tr>
<td>Chinese History: 1800 to Present</td>
<td>95</td>
</tr>
<tr>
<td>Chinese Revolution, The</td>
<td>139</td>
</tr>
<tr>
<td>Collaboration with Washington Elementary School</td>
<td>191</td>
</tr>
<tr>
<td>Colonialism, Slavery and Contemporary Racism</td>
<td>96</td>
</tr>
<tr>
<td>Colonial Landscapes in the Pacific Northwest</td>
<td>148</td>
</tr>
<tr>
<td>Communication Research Methods</td>
<td>97</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>97</td>
</tr>
<tr>
<td>Communication, Diversity &amp; Controversy</td>
<td>96</td>
</tr>
<tr>
<td>Comparative Cultural Studies</td>
<td>68</td>
</tr>
<tr>
<td>Compass 2 Campus</td>
<td>192</td>
</tr>
<tr>
<td>Computer Science/Mathematics (CS/M) Scholars Program</td>
<td>165</td>
</tr>
<tr>
<td>Constitutional Law II: Individual Rights</td>
<td>97</td>
</tr>
<tr>
<td>Contemporary African-American Issues</td>
<td>68</td>
</tr>
<tr>
<td>Contemporary Japanese Visual Culture</td>
<td>87</td>
</tr>
<tr>
<td>Contemporary American Indian Issues</td>
<td>69</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>20</td>
</tr>
<tr>
<td>Criminology &amp; Advanced Criminology</td>
<td>98</td>
</tr>
<tr>
<td>Critical &amp; Reflective Inquiry</td>
<td>70</td>
</tr>
<tr>
<td>Cross-Cultural Counseling</td>
<td>98</td>
</tr>
<tr>
<td>Cross-Cultural Representation</td>
<td>88</td>
</tr>
<tr>
<td>Cross-Cultural Shamanism</td>
<td>71</td>
</tr>
<tr>
<td>Cultural and Biological Perspectives on Pregnancy &amp; Childbirth</td>
<td>71</td>
</tr>
<tr>
<td>Cultural Creation of Identity</td>
<td>72</td>
</tr>
<tr>
<td>Curers, Clients &amp; Culture: Cross-Cultural Perspectives on Health &amp; Illness</td>
<td>72</td>
</tr>
<tr>
<td>Current Issues in the Law</td>
<td>72</td>
</tr>
<tr>
<td>Department of Communication Sciences and Disorders</td>
<td>98</td>
</tr>
<tr>
<td>Department of Communication Studies</td>
<td>99</td>
</tr>
<tr>
<td>Department of Communication Studies – Activities/Forums/Conferences</td>
<td>193</td>
</tr>
<tr>
<td>Department of Liberal Studies - Major &amp; Minor</td>
<td>99</td>
</tr>
<tr>
<td>Department of Modern &amp; Classical Languages</td>
<td>100</td>
</tr>
<tr>
<td>Department of Political Science</td>
<td>101</td>
</tr>
<tr>
<td>Depression: Causes, Cultures and Treatment</td>
<td>73</td>
</tr>
<tr>
<td>Developing a Place and Culture-centered Ocean Science Curriculum for</td>
<td>21</td>
</tr>
<tr>
<td>K-12 Quinault Students</td>
<td></td>
</tr>
<tr>
<td>Developmental Economics</td>
<td>57</td>
</tr>
<tr>
<td>Disability Awareness Week</td>
<td>22</td>
</tr>
<tr>
<td>DisAbility Resources for Students (DRS)</td>
<td>23</td>
</tr>
<tr>
<td>Diversity Achievement Award</td>
<td>4</td>
</tr>
<tr>
<td>Diversity and Social Justice Dynamics</td>
<td>154</td>
</tr>
<tr>
<td>Diversity Handbook</td>
<td>5</td>
</tr>
<tr>
<td>Diversity in Higher Education Minor</td>
<td>73</td>
</tr>
<tr>
<td>Diversity Recruitment and Retention Specialist</td>
<td>155</td>
</tr>
<tr>
<td>Diversity-Related Compliance Trainings</td>
<td>5</td>
</tr>
<tr>
<td>Domestic Violence and the Criminal Justice System</td>
<td>102</td>
</tr>
<tr>
<td>Early Modern Japan</td>
<td>102</td>
</tr>
</tbody>
</table>
East Asia: Society and Environment  
East Asian History in the Early-Modern and Modern Eras  
Economics of the European Union  
Economics of the Pacific Rim  
Ecotourism, Principles and Practices & Project: Fieldtrip to Neah Bay  
Education, Culture, and Equity  
Education Matinees Series  
Elementary Physical Education [Block 1]  
Elementary Physical Education [Block 2]  
Engineering and Society  
Environmental Health & Safety (EHS) – Workers’ Compensation & Ergonomics  
Equal Opportunity Office  
Ershig Assistive Technology Resource Center  
Ethnic Student Center  
Exposition and Argumentation  
Faculty & Staff Diversity Program  
Faculty & Staff Wellness Program  
Faculty Recruitment and Retention  
Fairhaven College of Interdisciplinary Studies  
Fairhaven College of Interdisciplinary Studies - Courses  
Family Medical Leave and Disability Services  
Feminist Political Theory  
Feminist Theory and Expression  
Field Research Methods  
Financial Aid Department  
Fine and Performing Arts (College of) - Courses  
First Cities: Urbanization in the Ancient World, The  
Foundations of Student Leadership  
Fundamentals of Speech  
Future Teachers of Color Promise Scholarship  
Future Woodring Scholars  
Gay/Lesbian/Bisexual/Transgender Literature  
Gender and Education  
Gender and Society  
Gender and the Law  
Gender, Bodies, and Sports  
Gender in Early Modern Europe  
Geology & Society  
GLBT Issues in Education  
Global Inquiry  
Global Women  
Going to College in America  
Heritage Resources – Western Libraries  
Hispano/a American Experience  
Historical Perspectives of Mathematics  
History of Ancient Egypt  
History of Ancient Greece  
History of Industrial Design  
History of Ancient Mesopotamia  
History of Ancient Rome  
Human Rights in Africa
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Program</td>
<td>156</td>
</tr>
<tr>
<td>Humanities and Social Sciences (College of) - Courses</td>
<td>91</td>
</tr>
<tr>
<td>Humanities of Africa</td>
<td>110</td>
</tr>
<tr>
<td>Humanities of China</td>
<td>111</td>
</tr>
<tr>
<td>Humanities of India</td>
<td>111</td>
</tr>
<tr>
<td>Humanities of Islamic Civilizations</td>
<td>111</td>
</tr>
<tr>
<td>Humanities of Japan</td>
<td>112</td>
</tr>
<tr>
<td>Huxley College of the Environment - Courses</td>
<td>147</td>
</tr>
<tr>
<td>Hypokinetics and Disease</td>
<td>112</td>
</tr>
<tr>
<td>Indian in American History, The</td>
<td>140</td>
</tr>
<tr>
<td>Instructional Communication</td>
<td>112</td>
</tr>
<tr>
<td>Integrating Native and Western Perspectives on Geosciences into Post-Secondary Education</td>
<td>32</td>
</tr>
<tr>
<td>Intensive English Program</td>
<td>185</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>113</td>
</tr>
<tr>
<td>International Accounting</td>
<td>58</td>
</tr>
<tr>
<td>International Business Operations</td>
<td>58</td>
</tr>
<tr>
<td>International Finance</td>
<td>58</td>
</tr>
<tr>
<td>International Human Rights</td>
<td>75</td>
</tr>
<tr>
<td>International Internships</td>
<td>156</td>
</tr>
<tr>
<td>International Marketing Management</td>
<td>59</td>
</tr>
<tr>
<td>International Programs and Exchanges</td>
<td>186</td>
</tr>
<tr>
<td>International Trade</td>
<td>59</td>
</tr>
<tr>
<td>International Trade Operations</td>
<td>59</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>113</td>
</tr>
<tr>
<td>Introduction to African Art</td>
<td>89</td>
</tr>
<tr>
<td>Introduction to Asian American Literatures</td>
<td>114</td>
</tr>
<tr>
<td>Introduction to East Asian Civilizations</td>
<td>114</td>
</tr>
<tr>
<td>Introduction to International Business</td>
<td>60</td>
</tr>
<tr>
<td>Introduction to Latina/o Literatures</td>
<td>115</td>
</tr>
<tr>
<td>Introduction to Therapeutic Recreation &amp; Camp TEAM</td>
<td>116</td>
</tr>
<tr>
<td>Introduction to the Study of Religion</td>
<td>117</td>
</tr>
<tr>
<td>Introduction to Women Studies</td>
<td>117</td>
</tr>
<tr>
<td>Islamic Visual Cultures</td>
<td>89</td>
</tr>
<tr>
<td>Islam in France</td>
<td>117</td>
</tr>
<tr>
<td>Issues in Contemporary Mexican Society</td>
<td>76</td>
</tr>
<tr>
<td>Issues in Intercultural Communication</td>
<td>118</td>
</tr>
<tr>
<td>Issues in International Studies</td>
<td>76</td>
</tr>
<tr>
<td>Japanese Film</td>
<td>89</td>
</tr>
<tr>
<td>Japanese History Through Film</td>
<td>118</td>
</tr>
<tr>
<td>Japanese Military History: Samurai Fact and Fiction</td>
<td>118</td>
</tr>
<tr>
<td>Jewish-American Experience</td>
<td>77</td>
</tr>
<tr>
<td>Journal of Educational Controversy</td>
<td>33</td>
</tr>
<tr>
<td>Kaiser-Borsari Women in Materials Science Scholarship</td>
<td>168</td>
</tr>
<tr>
<td>Kristine Worland MIS Scholarship</td>
<td>168</td>
</tr>
<tr>
<td>Latin America: 1492-1824</td>
<td>119</td>
</tr>
<tr>
<td>Latin America: 1824 to the Present</td>
<td>119</td>
</tr>
<tr>
<td>Latinas/os in the U.S. West</td>
<td>119</td>
</tr>
<tr>
<td>Law, Diversity &amp; Justice Concentration (Major)</td>
<td>77</td>
</tr>
<tr>
<td>Leaders in their Field</td>
<td>194</td>
</tr>
<tr>
<td>Learning Commons</td>
<td>33</td>
</tr>
<tr>
<td>Learning in Communities and Schools</td>
<td>34</td>
</tr>
<tr>
<td>Leisure and Society</td>
<td>119</td>
</tr>
<tr>
<td>Lesbian, Gay, Bisexual &amp; Transgender Advocacy Council – WWU</td>
<td>35</td>
</tr>
<tr>
<td>Lesbian, Gay, Bisexual and Transgender Experiences in U.S. History</td>
<td>120</td>
</tr>
<tr>
<td>Lesbian, Gay, Bisexual, Transgendered (LGBT) Experience</td>
<td>78</td>
</tr>
<tr>
<td>Lesbian, Gay, Bisexual, Transgendered Politics</td>
<td>120</td>
</tr>
<tr>
<td>Literature &amp; Culture III: 18th &amp; 19th Centuries</td>
<td>120</td>
</tr>
<tr>
<td>Literature &amp; Culture V: 20th &amp; 21st Centuries</td>
<td>121</td>
</tr>
<tr>
<td>M.O.T.ley Crew</td>
<td>194</td>
</tr>
<tr>
<td>Managing Cultural Diversity</td>
<td>60</td>
</tr>
<tr>
<td>Marion Vonostrand Scholarship</td>
<td>168</td>
</tr>
<tr>
<td>Math Center</td>
<td>36</td>
</tr>
<tr>
<td>Math Fellows</td>
<td>169</td>
</tr>
<tr>
<td>Medieval and Early-Modern Chinese History</td>
<td>121</td>
</tr>
<tr>
<td>Mildred M. Bain Scholarship</td>
<td>169</td>
</tr>
<tr>
<td>Minor in Education for Social Justice</td>
<td>157</td>
</tr>
<tr>
<td>Minority Employee Council (MEC)</td>
<td>36</td>
</tr>
<tr>
<td>Modern Chinese Social History</td>
<td>122</td>
</tr>
<tr>
<td>Modern Japanese History</td>
<td>122</td>
</tr>
<tr>
<td>Multicultural Achievement Program (MAP) Scholarships</td>
<td>170</td>
</tr>
<tr>
<td>Multicultural Initiative in the Marine Sciences: (MIMSUP)</td>
<td>37</td>
</tr>
<tr>
<td>Multiculturalism in Canada</td>
<td>122</td>
</tr>
<tr>
<td>Multinational Corporate Finance</td>
<td>60</td>
</tr>
<tr>
<td>Mysticism</td>
<td>123</td>
</tr>
<tr>
<td>Nationalism &amp; Cultural Identity, 19th &amp; 20th Centuries</td>
<td>90</td>
</tr>
<tr>
<td>Nations and Nationalism</td>
<td>78</td>
</tr>
<tr>
<td>New Student Services/Family Outreach Summerstart - Family Program</td>
<td>170</td>
</tr>
<tr>
<td>Northwest Center for Holocaust, Genocide, Ethnocide Education</td>
<td>38</td>
</tr>
<tr>
<td>NSF ADVANCE Grant</td>
<td>171</td>
</tr>
<tr>
<td>Office of Undergraduate Education</td>
<td>39</td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>123</td>
</tr>
<tr>
<td>Original Script Entries in Library Catalog</td>
<td>39</td>
</tr>
<tr>
<td>Oscar Edwin Olson Scholarship</td>
<td>171</td>
</tr>
<tr>
<td>Pacific Arts and Visual Culture</td>
<td>90</td>
</tr>
<tr>
<td>Pacific Northwest Children's Literature Clearinghouse</td>
<td>195</td>
</tr>
<tr>
<td>Passport to College (Foster Youth)</td>
<td>172</td>
</tr>
<tr>
<td>Perspectives of Human Lifestyles &amp; Wellness</td>
<td>123</td>
</tr>
<tr>
<td>Philosophical and Ethical Issues in Law</td>
<td>124</td>
</tr>
<tr>
<td>Philosophy of Religion</td>
<td>124</td>
</tr>
<tr>
<td>Physical Activity and Nutrition</td>
<td>124</td>
</tr>
<tr>
<td>Physical Fitness Assessment and Exercise Prescription/Exercise Prescription and Programming</td>
<td>125</td>
</tr>
<tr>
<td>Physics and Society</td>
<td>151</td>
</tr>
<tr>
<td>Planetarium</td>
<td>196</td>
</tr>
<tr>
<td>Politics and Social Change</td>
<td>125</td>
</tr>
<tr>
<td>Politics, Government and Religion</td>
<td>125</td>
</tr>
<tr>
<td>Politics of Inequality</td>
<td>126</td>
</tr>
<tr>
<td>Population, Environment, &amp; World Agriculture</td>
<td>61</td>
</tr>
<tr>
<td>Practicum &amp; Seminar in TESOL – Queretaro, Mexico Option</td>
<td>186</td>
</tr>
<tr>
<td>Premodern Japanese History</td>
<td>126</td>
</tr>
<tr>
<td>President's Taskforce on Equity, Inclusion and Diversity</td>
<td>7</td>
</tr>
<tr>
<td>Prevention &amp; Wellness Services</td>
<td>40-41</td>
</tr>
<tr>
<td>Professional Communication</td>
<td>127</td>
</tr>
<tr>
<td>Professional Practicum and Seminar on Diversity</td>
<td>127</td>
</tr>
<tr>
<td>Psychology and Culture</td>
<td>128</td>
</tr>
</tbody>
</table>
Psychology of Gender 128
Psychology of Women 78
Queer Studies Minor in American Cultural Studies 79
Race & Society Within the Latino Caribbean 79
Race and Ethnic Relations 128
Race In/To the Movies I: Race Relations on Film 1900-1950 79
Race In/To the Movies II: 1950-1980 80
Race, Politics and Public Policy 129
Realize the Dream Scholars (HB-1079) 172
Rebound 172
Religion and Society in China 129
Religion and Society in India 129
Religion and Society in Japan 130
Religion in Japanese History 130
Representations of Otherness 130
Research and Writing 80
Resistance Art of the Indigena 80
Rhetorical Criticism 131
Rhetorical Theory 131
Richard Greene Scholarship Endowment 173
Rights, Liberties and Justice in America 81
Risk & Resilience in Adolescent Girls: Development, Culture and Identity 81
Ruth Watts Scholarship 173
Science and Society 151
Science and the univerCity 196
Sciences & Technology (College of) - Courses 150
Scriptural Literatures 131
Self, Emotions, and Society 132
Seminar in Cross-Cultural Psychology 132
Senior Seminars in Political Science 133
Service Leader Program 174
Sex and Gender Roles in Culture 133
Sexual Harassment Prevention Trainings 8
Small Business Development Center (SBDC) 196
Social Relationships & Responsibility: Theories & Critiques 81
Social Stratification and Inequality 134
Society, Law, and Morality 134
Society Through Its Literature: Graphic Novels 135
Society Through Its Literature: Pacific Literature 135
Sociology of Deviant Behavior 136
Sociology of Race and Ethnicity 136
Sociology of Work and Occupations 137
Southern Africa 137
Special Assistant to the President for Diversity 9
Special Education First Block Courses on Effective Teaching and Classroom Management with School Practicum 158
Special Problems in Science Teaching in the Jr. & Sr. High School 152
Special Topics in National Literatures: Chicana/o Literatures 138
State Collapse/Reconstruction 82
State Failure and State Collapse 82
Student Outreach Services (SOS) 174
Students for Social Change, An AS Club, Human Services Program 41
Studies in Major Authors 138
Suzie Wong to Miss Saigon: Asian Presence in Hollywood 83
TaxAide 197
Teaching-Learning Academy 42
Testimonies of the New South 83
Testing Center 42
The First Cities: Urbanization in the Ancient World 139
Title IX Coordinator 10
Topics in Communication 140
Topics in International Business 61
Topics in Middle East Studies 84
Topics in Social Issues 84
Topics in Social Issues: Genocide 84
Transfer Access 175
Transgender Identities & Histories 85
Transitional Justice 85
Trauma and Recovery 140
Trends and Issues in Therapeutic Recreation 141
Tutoring Center 43
Understanding Healing Processes 141
University Police Diversity Program 44
University Residences 45
U.S. Bank Minority Scholarships 175
U.S. Latin American Relations 141
U.S. Women from 1865 141
U.S. Women to 1865 142
Vietnam War Redux 85
Viking Advantage 175
Viking Union/Student Activities/Associated Students 46-47
Visual Culture in East Asia 90
Visual Culture in South & Southeast Asia 90
War and Human Rights 142
Western Libraries 48
Western Libraries Liaison to the Disability Advisory Committee 49
Western Student Transportation 49
Western Washington Foundation - Scholarships 176
Western's Leadership Advantage Scholars Program 11
Wizards at Western 197
Women and Literature 143
Women and Politics 143
Women in Japanese History 143
Women in Science Scholarship 176
Women of Color Empowerment Dinner 177
Women of the Global South 144
Women Studies Program 145
Women Studies Senior Project 145
Woodring College of Education - Courses 153
Woodring College of Education Educator Preparation Programs 50
Woodring College of Education’s Equity and Diversity Committee 51
Woodring College of Education’s Equity and Diversity Committee Scholarship 177
Woodring College of Education Diversity Plan 52
Woodring Peer Mentoring Program 158
World Histories of the Middle Class since the 19th Century 146
World History of Democracy, 19th and 20th Centuries  146
World Issues Forums  197
World Issues Study Group  86
World Religions  146
Writing Center  53
Writing Instruction Support  53
COURSE INDEX

COURSES HIGHLIGHTED IN THE DIVERSITY HANDBOOK

College of Business and Economics

[ACCT 451] International Accounting .................................................. 58
[ECON 343] Population, Environment, World Agriculture ...................... 61
[ECON 388] Economics of the European Union .................................... 57
[ECON 389] Economics of the Pacific Rim .......................................... 57
[ECON 462] International Trade ......................................................... 59
[ECON 463] International Finance ...................................................... 58
[ECON 465] Developmental Economics .............................................. 57
[FIN 422] Multinational Corporate Finance ........................................ 60
[IBUS MGMT 370] Introduction to International Business .................... 60
[IBUS MGMT 370] International Business Operations ............................ 58
[IBUS MGMT 473] International Trade Operations ................................. 59
[IBUS MGMT 474] Topics in International Business ............................... 61
[MGMT 481] Managing Cultural Diversity ........................................ 60
[MKTG 486] International Marketing Management ................................ 59

Enrollment and Student Services

[SAA 420] Foundations of Student Leadership ...................................... 62

Fairhaven College

[AMST 202/FAIR 263b] American Indian Experience .................................. 65
[AMST 203/FAIR 218c] The Hispanic/a-American Experience ................... 75
[AMST 204/FAIR 219d] The African-American Experience ......................... 63
[AMST 205/FAIR 215f] Asian American Experience .................................. 66
[AMST 206] The Jewish-American Experience ....................................... 77
[AMST 242] The Lesbian, Gay, Bisexual, Transgendered (GLBT) Experience .. 78
[AMST 301/FAIR 366e] Comparative Cultural Studies ............................... 68
[AMST 315/FAIR 399b] Contemporary American Indian Issues .................. 69
[AMST 316] Contemporary African American Issues ................................ 68
[AMST 318/FAIR 374d] Cultural Creation of Identity .................................. 72
[AMST 499] Research and Writing ....................................................... 80
[FAIR 201a] Critical & Reflective Inquiry ............................................... 70
[FAIR 203a] Social Relationships & Responsibility: Theories & Critiques .... 81
[FAIR 216b] Testimonies of the New South ............................................ 83
[FAIR 261] Race In/To the Movies 1: Race Relations on Film 1900-1950 .... 79
[FAIR 310n] American Indians in the Cinema ........................................ 65
[FAIR 312d] Issues in International Studies ........................................... 76
[FAIR 312e] Transgender Identities & Histories ...................................... 85
[FAIR 313e] GLBT Issues in Education .................................................. 74
[FAIR 319b] Current Issues in the Law ................................................... 72
[FAIR 322m] Childhood in American Society: Memoirs & Memory .......... 68
[FAIR 334b] Transitional Justice ......................................................... 85
[FAIR 334c] International Human Rights .............................................. 75
[FAIR 334d] State Failure and State Collapse ......................................... 82
[FAIR 334e] State Collapse/Reconstruction .......................................... 82
### Fairhaven College Continued

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>[FAIR 334j]</td>
<td>Human Rights in Africa</td>
<td>75</td>
</tr>
<tr>
<td>[FAIR 335d]</td>
<td>Global Inquiry</td>
<td>74</td>
</tr>
<tr>
<td>[FAIR 336b]</td>
<td>Topics in Social Issues</td>
<td>84</td>
</tr>
<tr>
<td>[FAIR 336b]</td>
<td>Topics in Social Issues: Genocide</td>
<td>84</td>
</tr>
<tr>
<td>[FAIR 337]</td>
<td>Caribbean, Faculty-Led Travel Program</td>
<td>67</td>
</tr>
<tr>
<td>[FAIR 338p]</td>
<td>Cultural &amp; Biological Perspectives on Pregnancy &amp; Childbirth</td>
<td>71</td>
</tr>
<tr>
<td>[FAIR 342u]</td>
<td>Body Speaks: Culture and Eating Disorders</td>
<td>67</td>
</tr>
<tr>
<td>[FAIR 347u]</td>
<td>Psychology of Women</td>
<td>78</td>
</tr>
<tr>
<td>[FAIR 361e]</td>
<td>Race In/To the Movies II: 1950-1980</td>
<td>80</td>
</tr>
<tr>
<td>[FAIR 365d]</td>
<td>Issues in Contemporary Mexican Society</td>
<td>76</td>
</tr>
<tr>
<td>[FAIR 369c]</td>
<td>The Vietnam War Redux</td>
<td>85</td>
</tr>
<tr>
<td>[FAIR 371b]</td>
<td>Topics in Middle East Studies</td>
<td>84</td>
</tr>
<tr>
<td>[FAIR 372f]</td>
<td>Race &amp; Society Within the Latino Caribbean</td>
<td>79</td>
</tr>
<tr>
<td>[FAIR 376g]</td>
<td>Gender and the Law</td>
<td>74</td>
</tr>
<tr>
<td>[FAIR 393b]</td>
<td>Rights, Liberties and Justice in America</td>
<td>81</td>
</tr>
<tr>
<td>[FAIR 413e]</td>
<td>Curers, Clients &amp; Culture: Cross-Cultural Perspectives on Health &amp; Illness</td>
<td>72</td>
</tr>
<tr>
<td>[FAIR 419f]</td>
<td>Cross-Cultural Shamanism</td>
<td>71</td>
</tr>
<tr>
<td>[FAIR 436b]</td>
<td>Advanced Topics in Social Issues: International Perspectives on Childhood</td>
<td>63</td>
</tr>
<tr>
<td>[FAIR 444u]</td>
<td>Depression: Causes, Cultures and Treatment</td>
<td>73</td>
</tr>
<tr>
<td>[FAIR 448t]</td>
<td>Risk &amp; Resilience in Adolescent Girls: Development, Culture and Identity</td>
<td>81</td>
</tr>
<tr>
<td>[FAIR 451x]</td>
<td>Resistance Art of the Indigena</td>
<td>80</td>
</tr>
<tr>
<td>[FAIR 464d]</td>
<td>Advanced Topics in American Indian Studies</td>
<td>63</td>
</tr>
</tbody>
</table>

### College of Fine and Performing Arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>[A/HI 270]</td>
<td>Visual Culture in South &amp; Southeast Asia</td>
<td>90</td>
</tr>
<tr>
<td>[A/HI 271]</td>
<td>Visual Culture in East Asia</td>
<td>90</td>
</tr>
<tr>
<td>[A/HI 360]</td>
<td>Nationalism &amp; Cultural Identity, 19th &amp; 20th Centuries</td>
<td>90</td>
</tr>
<tr>
<td>[A/HI 368]</td>
<td>Pacific Arts and Visual Culture</td>
<td>90</td>
</tr>
<tr>
<td>[A/HI 370]</td>
<td>Islamic Visual Cultures</td>
<td>89</td>
</tr>
<tr>
<td>[A/HI 411]</td>
<td>Contemporary Japanese Visual Culture</td>
<td>87</td>
</tr>
<tr>
<td>[A/HI 438]</td>
<td>Art and Feminism</td>
<td>87</td>
</tr>
<tr>
<td>[A/HI 397/497]</td>
<td>Japanese Film</td>
<td>89</td>
</tr>
<tr>
<td>[A/HI 450]</td>
<td>Cross-Cultural Representation</td>
<td>88</td>
</tr>
<tr>
<td>[A/HI 497K]</td>
<td>Introduction to African Art</td>
<td>89</td>
</tr>
</tbody>
</table>

### College of Humanities & Social Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ANTH 353]</td>
<td>Sex and Gender Roles in Culture</td>
<td>133</td>
</tr>
<tr>
<td>[ANTH 453/WMNS 453]</td>
<td>Women of the Global South</td>
<td>144</td>
</tr>
<tr>
<td>[ANTH 456g]</td>
<td>War and Human Rights</td>
<td>142</td>
</tr>
<tr>
<td>[ANTH 490]</td>
<td>Trauma and Recovery</td>
<td>140</td>
</tr>
<tr>
<td>[ANTH 553]</td>
<td>Women of the Global South</td>
<td>144</td>
</tr>
<tr>
<td>[COMM 101]</td>
<td>Fundamentals of Speech</td>
<td>106</td>
</tr>
<tr>
<td>[COMM 220]</td>
<td>Communication Theory</td>
<td>97</td>
</tr>
<tr>
<td>[COMM 225]</td>
<td>Communication, Diversity and Controversy</td>
<td>96</td>
</tr>
<tr>
<td>[COMM 230]</td>
<td>Rhetorical Theory</td>
<td>131</td>
</tr>
<tr>
<td>[COMM 235]</td>
<td>Exposition and Argumentation</td>
<td>105</td>
</tr>
<tr>
<td>[COMM 318]</td>
<td>Professional Communication</td>
<td>127</td>
</tr>
<tr>
<td>[COMM 325]</td>
<td>Intercultural Communication</td>
<td>113</td>
</tr>
<tr>
<td>[COMM 327]</td>
<td>Interpersonal Communication</td>
<td>113</td>
</tr>
<tr>
<td>[COMM 398]</td>
<td>Communication Research Methods</td>
<td>97</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>COMM 416</td>
<td>Topics in Communication</td>
<td>140</td>
</tr>
<tr>
<td>COMM 425</td>
<td>Issues in Intercultural Communication</td>
<td>118</td>
</tr>
<tr>
<td>COMM 428</td>
<td>Organizational Communication</td>
<td>123</td>
</tr>
<tr>
<td>COMM 430</td>
<td>Rhetorical Criticism</td>
<td>131</td>
</tr>
<tr>
<td>COMM 454</td>
<td>Instructional Communication</td>
<td>112</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Gay/Lesbian/Bisexual/Transgender Literature</td>
<td>106</td>
</tr>
<tr>
<td>ENG 236</td>
<td>Introduction to Asian American Literatures</td>
<td>114</td>
</tr>
<tr>
<td>ENG 238</td>
<td>Society Through Its Literature: Graphic Novels</td>
<td>135</td>
</tr>
<tr>
<td>ENG 239</td>
<td>Society Through Its Literature: Pacific Literature</td>
<td>135</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Introduction to Latina/o Literatures</td>
<td>115</td>
</tr>
<tr>
<td>ENG 231</td>
<td>Literature &amp; Culture III: 18th &amp; 19th Centuries</td>
<td>120</td>
</tr>
<tr>
<td>ENG 232</td>
<td>Literature &amp; Culture V: 20th &amp; 21st Centuries</td>
<td>121</td>
</tr>
<tr>
<td>ENG 336</td>
<td>Scriptural Literatures</td>
<td>131</td>
</tr>
<tr>
<td>ENG 338</td>
<td>Women and Literature</td>
<td>143</td>
</tr>
<tr>
<td>ENG 415</td>
<td>Special Topics in National Literatures: Chicana/o Literatures</td>
<td>138</td>
</tr>
<tr>
<td>ENG 423</td>
<td>Studies in Major Authors</td>
<td>138</td>
</tr>
<tr>
<td>HIST 131</td>
<td>Going to College in America</td>
<td>109</td>
</tr>
<tr>
<td>HIST 263</td>
<td>African Americans since 1865</td>
<td>91</td>
</tr>
<tr>
<td>HIST 265</td>
<td>Lesbian, Gay, Bisexual, and Transgender Experiences in U.S. History</td>
<td>120</td>
</tr>
<tr>
<td>HIST 273</td>
<td>Latin America: 1492-1824</td>
<td>119</td>
</tr>
<tr>
<td>HIST 274</td>
<td>Latin America: 1824 to the Present</td>
<td>119</td>
</tr>
<tr>
<td>HIST 275</td>
<td>The Indian in American History</td>
<td>140</td>
</tr>
<tr>
<td>HIST 278</td>
<td>Multiculturalism in Canada</td>
<td>122</td>
</tr>
<tr>
<td>HIST 280</td>
<td>Introduction to East Asian Civilizations</td>
<td>114</td>
</tr>
<tr>
<td>HIST 281</td>
<td>East Asian History in the Early-Modern and Modern Eras</td>
<td>102</td>
</tr>
<tr>
<td>HIST 285</td>
<td>African History to 1800</td>
<td>91</td>
</tr>
<tr>
<td>HIST 286</td>
<td>African History, 1800-present</td>
<td>92</td>
</tr>
<tr>
<td>HIST 289</td>
<td>Islam in France</td>
<td>117</td>
</tr>
<tr>
<td>HIST 310</td>
<td>History of Ancient Mesopotamia</td>
<td>110</td>
</tr>
<tr>
<td>HIST 311</td>
<td>History of Ancient Egypt</td>
<td>109</td>
</tr>
<tr>
<td>HIST 312</td>
<td>History of Ancient Greece</td>
<td>109</td>
</tr>
<tr>
<td>HIST 313</td>
<td>History of Ancient Rome</td>
<td>110</td>
</tr>
<tr>
<td>HIST 362</td>
<td>Asian-American History</td>
<td>95</td>
</tr>
<tr>
<td>HIST 367</td>
<td>U.S. Women to 1865</td>
<td>142</td>
</tr>
<tr>
<td>HIST 368</td>
<td>U.S. Women from 1865</td>
<td>141</td>
</tr>
<tr>
<td>HIST 370</td>
<td>Chinese History to 600 AD</td>
<td>95</td>
</tr>
<tr>
<td>HIST 372</td>
<td>Chinese History: 1800 to Present</td>
<td>95</td>
</tr>
<tr>
<td>HIST 374</td>
<td>Premodern Japanese History</td>
<td>126</td>
</tr>
<tr>
<td>HIST 375</td>
<td>Modern Japanese History</td>
<td>122</td>
</tr>
<tr>
<td>HIST 377</td>
<td>Japanese History Through Film</td>
<td>118</td>
</tr>
<tr>
<td>HIST 386</td>
<td>Southern Africa</td>
<td>137</td>
</tr>
<tr>
<td>HIST 410</td>
<td>The First Cities: Urbanization in the Ancient World</td>
<td>139</td>
</tr>
<tr>
<td>HIST 470</td>
<td>World History of Democracy, 19th and 20th Centuries</td>
<td>146</td>
</tr>
<tr>
<td>HIST 474</td>
<td>U.S. Latin American Relations</td>
<td>141</td>
</tr>
<tr>
<td>HIST 476</td>
<td>World Histories of the Middle Class since the 19th Century</td>
<td>146</td>
</tr>
<tr>
<td>HIST 479</td>
<td>Medieval and Early-Modern Chinese History</td>
<td>121</td>
</tr>
<tr>
<td>HIST 480</td>
<td>Modern Chinese Social History</td>
<td>122</td>
</tr>
<tr>
<td>HIST 481</td>
<td>The Chinese Revolution</td>
<td>139</td>
</tr>
<tr>
<td>HIST 483</td>
<td>Early Modern Japan</td>
<td>102</td>
</tr>
<tr>
<td>HIST 484</td>
<td>Women in Japanese History</td>
<td>143</td>
</tr>
<tr>
<td>HIST 485</td>
<td>Japanese Military History: Samurai Fact and Fiction</td>
<td>118</td>
</tr>
<tr>
<td>HIST 486</td>
<td>Religion in Japanese History</td>
<td>130</td>
</tr>
<tr>
<td>HIST 353</td>
<td>Latinas/os in the U.S. West</td>
<td>119</td>
</tr>
<tr>
<td>HIST 421</td>
<td>Gender in Early Modern Europe</td>
<td>108</td>
</tr>
<tr>
<td>HIST 467</td>
<td>American Cultural History: 1790 - 1880</td>
<td>92</td>
</tr>
<tr>
<td>HLED 201</td>
<td>Perspectives of Human Lifestyles and Wellness</td>
<td>123</td>
</tr>
</tbody>
</table>
College of Humanities and Social Science Continued

[LBRL 231] Introduction to the Study of Religion ............................................................ 117
[LBRL 271] Humanities of India .................................................................................. 111
[LBRL 273] Art and Society in China and Japan ............................................................ 94
[LBRL 275] Humanities of Japan .................................................................................. 112
[LBRL 276] Humanities of Africa .................................................................................. 110
[LBRL 277] Humanities of China .................................................................................. 111
[LBRL 278] Humanities of Islamic Civilizations ............................................................ 111
[LBRL 281] Representations of Otherness .................................................................. 130
[LBRL 332] World Religions ...................................................................................... 146
[LBRL 338] Mysticism .................................................................................................. 123
[LBRL 378] Religion and Society in India .................................................................. 129
[LBRL 380] Religion and Society in China .................................................................. 129
[LBRL 382] Religion and Society in Japan .................................................................. 130
[PE 340-Block1] Elementary Physical Education ...................................................... 104
[PE 341-Block2] Elementary Physical Education ...................................................... 104
[PE 414] Physical Activity and Nutrition .................................................................. 124
[PE 415/PE 513] Physical Fitness Assessment and Exercise Prescription ................. 125
[PE 511] Hypokinetics and Disease .......................................................................... 112
[PHIL 113] Philosophy of Religion ........................................................................... 124
[PHIL 335] Advanced Philosophy of Religion ............................................................ 91
[PHIL 360] Society, Law, and Morality ..................................................................... 134
[PLSC 345] Women and Politics .............................................................................. 143
[PLSC 346] Politics of Inequality ............................................................................... 126
[PLSC 347] Race, Politics and Public Policy ............................................................... 129
[PLSC 415] Constitutional Law II: Individual Rights .............................................. 97
[PLSC 421] Lesbian, Gay, Bisexual, Transgendered Politics .................................... 120
[PLSC 423] The American Presidency ...................................................................... 139
[PLSC 431, 432, 433, 434] Senior Seminars in Political Science ...................... 133
[PLSC 449] Politics and Social Change .................................................................... 125
[PLSC 463] American Political Thought .................................................................. 92
[PLSC 464] Sociological and Ethical Issues in Law ............................................... 124
[PLSC 469] Feminist Political Theory ...................................................................... 105
[PLSC 480] Politics, Government and Religion ...................................................... 125
[PSY 119] Psychology of Gender ............................................................................ 128
[PSY 341] Psychology and Culture ......................................................................... 128
[PSY 441] Seminar in Cross-Cultural Psychology ............................................... 132
[PSY 478] Understanding Healing Processes ......................................................... 141
[PSY 532] Cross-Cultural Counseling ................................................................... 98
[RECR 274] Introduction to Therapeutic Recreation & Camp TEAM .................. 116
[RECR 275] Professional Practicum and Seminar on Diversity ......................... 127
[RECR 421] Trends and Issues in Therapeutic Recreation ..................................... 141
[RECR 479] Ecotourism, Principles and Practices & Project: Fieldtrip to Neah Bay 103
[RECR 480] Leisure and Society ............................................................................. 119
[SOC 251] Sociology of Deviant Behavior ............................................................... 136
[SOC 268] Gender and Society ................................................................................ 107
[SOC 269] Race and Ethnic Relations ................................................................. 128
[SOC 330] Self, Emotions, and Society .................................................................. 132
[SOC 352] Domestic Violence & the Criminal Justice System ........................... 98
[SOC 354] Social Stratification and Inequality ......................................................... 102
[SOC 364] Social Stratification and Inequality ......................................................... 134
[SOC 365] Gender, Bodies, and Sports ..................................................................... 108
[SOC 366] Colonialism, Slavery and Contemporary Racism .................................. 96
[SOC 367] Sociology of Work and Occupations .................................................... 137
[SOC 368] Gender and Education ........................................................................... 107
[SOC 369] Sociology of Race and Ethnicity ........................................................... 136
[SOC 430] Field Research Methods ................................................................. 106
College of Humanities and Social Science Continued

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMNS 211</td>
<td>Introduction to Women Studies</td>
<td>117</td>
</tr>
<tr>
<td>WMNS 212</td>
<td>Feminist Theory and Expression</td>
<td>105</td>
</tr>
<tr>
<td>WMNS 311</td>
<td>American Women Studies: 1620-1850</td>
<td>93</td>
</tr>
<tr>
<td>WMNS 313</td>
<td>American Women Studies: 1850-Present</td>
<td>93</td>
</tr>
<tr>
<td>WMNS 314</td>
<td>Global Women</td>
<td>108</td>
</tr>
<tr>
<td>WMNS 411</td>
<td>Women Studies Senior Project</td>
<td>145</td>
</tr>
<tr>
<td>WMNS 453/ANTH 453</td>
<td>Women of the Global South</td>
<td>144</td>
</tr>
</tbody>
</table>

Huxley College of the Environment 147

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 333</td>
<td>East Asia: Society and Environment</td>
<td>149</td>
</tr>
<tr>
<td>ENVS 430</td>
<td>Borderlands</td>
<td>147</td>
</tr>
<tr>
<td>ENVS 444</td>
<td>Colonial Landscapes in the Pacific Northwest</td>
<td>148</td>
</tr>
</tbody>
</table>

College of Sciences and Technology 150

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETEC 215</td>
<td>History of Industrial Design</td>
<td>151</td>
</tr>
<tr>
<td>ETEC 341</td>
<td>Engineering and Society</td>
<td>150</td>
</tr>
<tr>
<td>GEO 204</td>
<td>Geology and Society</td>
<td>150</td>
</tr>
<tr>
<td>MATH 419</td>
<td>Historical Perspective of Mathematics</td>
<td>150</td>
</tr>
<tr>
<td>PHYSICS 102</td>
<td>Physics and Society</td>
<td>151</td>
</tr>
<tr>
<td>SCED 370</td>
<td>Science and Society</td>
<td>151</td>
</tr>
<tr>
<td>SCED 590</td>
<td>Special Problems in Science Teaching in the Jr. &amp; Sr. High School</td>
<td>152</td>
</tr>
</tbody>
</table>

Woodring College of Education 153

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 310</td>
<td>Education, Culture, and Equity</td>
<td>155</td>
</tr>
<tr>
<td>HSP 455</td>
<td>Diversity and Social Justice Dynamics</td>
<td>154</td>
</tr>
</tbody>
</table>
Sponsoring Unit Index

Business and Financial Affairs

Environmental Health & Safety (EHS) – Workers’ Compensation & Ergonomics ........................................... 24
Faculty & Staff Diversity Program.......................................................... 27
Faculty & Staff Wellness Program.......................................................... 28
Family Medical Leave and Disability Services..................................... 30
University Police Diversity Program.................................................. 44

College of Business & Economics

American Society of Women Accountants Scholarship......................................................... 162
Developmental Economics........................................................................ 57
Economics of the European Union.......................................................... 57
Economics of the Pacific Rim..................................................................... 57
International Accounting............................................................................ 58
International Business Operations.......................................................... 58
International Finance................................................................................ 58
International Marketing Management..................................................... 59
International Trade................................................................................... 59
International Trade Operations................................................................. 59
Introduction to International Business.................................................... 60
Kristine Worland MIS Scholarship........................................................... 168
Managing Cultural Diversity..................................................................... 60
Multinational Corporate Finance............................................................ 60
Population, Environment, & World Agriculture....................................... 61
Small Business Development Center (SBDC),........................................ 196
TaxAide.................................................................................................. 197
Topics in International Business............................................................... 61
US Bank Minority Scholarships............................................................... 175

Enrollment and Student Services

Access Program...................................................................................... 161
Admissions............................................................................................. 15-16
All Nations Louis Stokes Alliance for Minority Participation.................. 161
Associated Students Publicity Center..................................................... 17
Athletics.................................................................................................. 17
Counseling Center .................................................................................... 20
Disability Awareness Week....................................................................... 22
DisABILITY Resources for Students (DRS)............................................ 23
Ethnic Student Center............................................................................... 26
Financial Aid Department........................................................................ 166
Foundations of Student Leadership......................................................... 62
Realize the Dream Scholars (HB-1079).................................................... 172
Multicultural Achievement Program (MAP) Scholarships.................... 170
New Student Services/Family Outreach Summerstart – Family Program.... 170
Passport to College (Foster Youth).......................................................... 172
Prevention & Wellness Services.............................................................. 40-41
Rebound.................................................................................................. 173
Special Assistant to the President for Diversity........................................ 9
Student Outreach Services (SOS)............................................................ 174
Transfer Access....................................................................................... 175
Tutoring Center...................................................................................... 43
University Residences............................................................................ 45
Viking Advantage.................................................................................... 175
### Enrollment and Student Services Continued

Viking Union / Student Activities / Associated Students ........................................... 46-47  
Western Student Transportation .................................................................................. 49

---

### Fairhaven College

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Topics in American Indian Studies</td>
<td>63</td>
</tr>
<tr>
<td>Advanced Topics in Social Issues: International Perspectives on Childhood</td>
<td>63</td>
</tr>
<tr>
<td>Adventure Learning Grant</td>
<td>181</td>
</tr>
<tr>
<td>African American Studies Minor in American Cultural Studies</td>
<td>64</td>
</tr>
<tr>
<td>African American Experience</td>
<td>63</td>
</tr>
<tr>
<td>American Cultural Studies Major</td>
<td>64</td>
</tr>
<tr>
<td>American Cultural Studies Minor</td>
<td>65</td>
</tr>
<tr>
<td>American Indian Experience</td>
<td>65</td>
</tr>
<tr>
<td>American Indians in the Cinema</td>
<td>65</td>
</tr>
<tr>
<td>American Indian Studies Minor in American Cultural Studies</td>
<td>66</td>
</tr>
<tr>
<td>Asian American Experience</td>
<td>66</td>
</tr>
<tr>
<td>Asian American Studies Minor in American Cultural Studies</td>
<td>66</td>
</tr>
<tr>
<td>Body Speaks: Culture &amp; Eating Disorders</td>
<td>67</td>
</tr>
<tr>
<td>Caribbean, Faculty-Led Travel Program</td>
<td>67</td>
</tr>
<tr>
<td>Caribbean, Faculty-Led Travel Program</td>
<td>183</td>
</tr>
<tr>
<td>Center for Law, Diversity and Justice</td>
<td>190</td>
</tr>
<tr>
<td>Childhood in American Society: Memoirs &amp; Memory</td>
<td>68</td>
</tr>
<tr>
<td>Comparative Cultural Studies</td>
<td>68</td>
</tr>
<tr>
<td>Contemporary African-American Issues</td>
<td>68</td>
</tr>
<tr>
<td>Contemporary American Indian Issues</td>
<td>69</td>
</tr>
<tr>
<td>Critical &amp; Reflective Inquiry</td>
<td>70</td>
</tr>
<tr>
<td>Cross-Cultural Shamanism</td>
<td>71</td>
</tr>
<tr>
<td>Cultural and Biological Perspectives on Pregnancy &amp; Childbirth</td>
<td>71</td>
</tr>
<tr>
<td>Cultural Creation of Identity</td>
<td>72</td>
</tr>
<tr>
<td>Curers, Clients &amp; Culture: Cross-Cultural Perspectives on Health &amp; Illness</td>
<td>72</td>
</tr>
<tr>
<td>Current Issues in the Law</td>
<td>72</td>
</tr>
<tr>
<td>Depression: Causes, Cultures and Treatment</td>
<td>73</td>
</tr>
<tr>
<td>Diversity in Higher Education Minor</td>
<td>73</td>
</tr>
<tr>
<td>Gender and the Law</td>
<td>74</td>
</tr>
<tr>
<td>GLBT Issues in Education</td>
<td>74</td>
</tr>
<tr>
<td>Global Inquiry</td>
<td>74</td>
</tr>
<tr>
<td>Hispano/a American Experience</td>
<td>75</td>
</tr>
<tr>
<td>Human Rights in Africa</td>
<td>75</td>
</tr>
<tr>
<td>International Human Rights</td>
<td>75</td>
</tr>
<tr>
<td>Issues in Contemporary Mexican Society</td>
<td>76</td>
</tr>
<tr>
<td>Issues in International Studies</td>
<td>76</td>
</tr>
<tr>
<td>Jewish American Experience</td>
<td>77</td>
</tr>
<tr>
<td>Law Diversity &amp; Justice Concentration (Major)</td>
<td>77</td>
</tr>
<tr>
<td>Lesbian, Gay, Bisexual, Transgendered (LGBT) Experience</td>
<td>78</td>
</tr>
<tr>
<td>Nations and Nationalism</td>
<td>78</td>
</tr>
<tr>
<td>Psychology of Women</td>
<td>78</td>
</tr>
<tr>
<td>Queer Studies Minor in American Cultural Studies</td>
<td>79</td>
</tr>
<tr>
<td>Race &amp; Society Within the Latino Caribbean</td>
<td>79</td>
</tr>
<tr>
<td>Race In/To the Movies I: Race Relations on Film 1900-1950</td>
<td>79</td>
</tr>
<tr>
<td>Race In/To the Movies II: 1950-1980</td>
<td>80</td>
</tr>
<tr>
<td>Research and Writing</td>
<td>80</td>
</tr>
<tr>
<td>Resistance Art of the Indigena</td>
<td>80</td>
</tr>
<tr>
<td>Rights, Liberties and Justice in America</td>
<td>81</td>
</tr>
<tr>
<td>Risk &amp; Resilience in Adolescent Girls: Development, Culture &amp; Identity</td>
<td>81</td>
</tr>
<tr>
<td>Social Relationships &amp; Responsibility: Theories &amp; Critiques</td>
<td>81</td>
</tr>
<tr>
<td>State Collapse/Reconstruction</td>
<td>82</td>
</tr>
</tbody>
</table>
**Fairhaven College Continued**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Failure and State Collapse</td>
<td>82</td>
</tr>
<tr>
<td>Suzie Wong to Miss Saigon: Asian Presence in Hollywood</td>
<td>83</td>
</tr>
<tr>
<td>Testimonies of the New South</td>
<td>83</td>
</tr>
<tr>
<td>Topics in Middle East Studies</td>
<td>84</td>
</tr>
<tr>
<td>Topics in Social Issues</td>
<td>84</td>
</tr>
<tr>
<td>Topics in Social Issues: Genocide</td>
<td>84</td>
</tr>
<tr>
<td>Transgender Identities &amp; Histories</td>
<td>85</td>
</tr>
<tr>
<td>Transitional Justice</td>
<td>85</td>
</tr>
<tr>
<td>Vietnam War Redux</td>
<td>85</td>
</tr>
<tr>
<td>World Issues Forums</td>
<td>197</td>
</tr>
<tr>
<td>World Issues Study Group</td>
<td>86</td>
</tr>
</tbody>
</table>

**College of Fine & Performing Arts**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Feminism</td>
<td>87</td>
</tr>
<tr>
<td>Contemporary Japanese Visual Culture</td>
<td>87</td>
</tr>
<tr>
<td>Cross-Cultural Representation</td>
<td>88</td>
</tr>
<tr>
<td>Education Matinee Series</td>
<td>193</td>
</tr>
<tr>
<td>Introduction to African Art</td>
<td>89</td>
</tr>
<tr>
<td>Islamic Visual Cultures</td>
<td>89</td>
</tr>
<tr>
<td>Japanese Film</td>
<td>89</td>
</tr>
<tr>
<td>M.O.T.Iey Crew</td>
<td>194</td>
</tr>
<tr>
<td>Nationalism &amp; Cultural Identity, 19th &amp; 20th Centuries</td>
<td>90</td>
</tr>
<tr>
<td>Pacific Arts and Visual Culture</td>
<td>90</td>
</tr>
<tr>
<td>Visual Culture in East Asia</td>
<td>90</td>
</tr>
<tr>
<td>Visual Culture in South &amp; Southeast Asia</td>
<td>90</td>
</tr>
</tbody>
</table>

**College of Humanities & Social Sciences**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Fitness Program</td>
<td>189</td>
</tr>
<tr>
<td>Advanced Philosophy of Religion</td>
<td>91</td>
</tr>
<tr>
<td>African Americans since 1865</td>
<td>91</td>
</tr>
<tr>
<td>African History to 1800</td>
<td>91</td>
</tr>
<tr>
<td>African History, 1800-present</td>
<td>92</td>
</tr>
<tr>
<td>American Cultural History: 1790-1880</td>
<td>92</td>
</tr>
<tr>
<td>American Political Thought</td>
<td>92</td>
</tr>
<tr>
<td>American Women Studies: 1620-1850</td>
<td>93</td>
</tr>
<tr>
<td>American Women Studies: 1850-Present</td>
<td>93</td>
</tr>
<tr>
<td>Anthropology</td>
<td>94</td>
</tr>
<tr>
<td>Arabic and Islamic Studies, Minor</td>
<td>94</td>
</tr>
<tr>
<td>Art and Society in China and Japan</td>
<td>94</td>
</tr>
<tr>
<td>Asian-American History</td>
<td>95</td>
</tr>
<tr>
<td>Center for Cross-Cultural Research</td>
<td>18</td>
</tr>
<tr>
<td>Center for East Asian Studies</td>
<td>18</td>
</tr>
<tr>
<td>Chinese History to 600 AD</td>
<td>95</td>
</tr>
<tr>
<td>Chinese History: 1800 to Present</td>
<td>95</td>
</tr>
<tr>
<td>Colonialism, Slavery and Contemporary Racism</td>
<td>96</td>
</tr>
<tr>
<td>Communication, Diversity &amp; Controversy</td>
<td>96</td>
</tr>
<tr>
<td>Communication Research Methods</td>
<td>97</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>97</td>
</tr>
<tr>
<td>Constitutional Law II: Individual Rights</td>
<td>97</td>
</tr>
<tr>
<td>Criminology &amp; Advanced Criminology</td>
<td>98</td>
</tr>
<tr>
<td>Cross-Cultural Counseling</td>
<td>98</td>
</tr>
<tr>
<td>Department of Communication Sciences and Disorders</td>
<td>98</td>
</tr>
<tr>
<td>Department of Communication Studies</td>
<td>99</td>
</tr>
<tr>
<td>Department of Communication Studies – Activities/Forums/Conferences</td>
<td>193</td>
</tr>
</tbody>
</table>
Department of Liberal Studies – Major & Minor .......................................................... 99
Department of Modern & Classical Languages .......................................................... 100
Department of Political Science .................................................................................. 101
Domestic Violence and the Criminal Justice System ................................................. 102
Early Modern Japan .................................................................................................... 102
East Asian History in the Early-Modern and Modern Eras ...................................... 102
Ecotourism, Principles and Practices & Project: Fieldtrip to Neah Bay .................. 103
Elementary Physical Education [Block 1] ................................................................. 104
Elementary Physical Education [Block 2] .................................................................. 104
Exposition and Argumentation .................................................................................... 105
Feminist Political Theory ............................................................................................ 105
Feminist Theory and Expression ................................................................................. 105
Field Research Methods .............................................................................................. 106
Fundamentals of Speech ............................................................................................. 106
Gay/Lesbian/Bisexual/Transgender Literature ......................................................... 106
Gender and Education ................................................................................................. 107
Gender and Society ..................................................................................................... 107
Gender, Bodies, and Sports ......................................................................................... 108
Gender in Early Modern Europe ................................................................................ 108
Global Women ........................................................................................................... 108
Going to College in America ...................................................................................... 109
History of Ancient Egypt ............................................................................................ 109
History of Ancient Greece ......................................................................................... 109
History of Ancient Mesopotamia .............................................................................. 110
History of Ancient Rome ........................................................................................... 110
Humanities of Africa ................................................................................................... 110
Humanities of China ................................................................................................. 111
Humanities of India ..................................................................................................... 111
Humanities of Islamic Civilizations ........................................................................... 111
Humanities of Japan .................................................................................................... 112
Hypokinetics and Disease ............................................................................................ 112
Instructional Communication ...................................................................................... 112
Intensive English Program ........................................................................................ 185
Intercultural Communication ...................................................................................... 113
Interpersonal Communication ...................................................................................... 113
Introduction to Asian American Literatures .............................................................. 114
Introduction to East Asian Civilizations ................................................................... 114
Introduction to Latina/o Literatures .......................................................................... 115
Introduction to Therapeutic Recreation & Camp TEAM ........................................... 116
Introduction to the Study of Religion ....................................................................... 117
Introduction to Women Studies .................................................................................. 117
Islam in France ........................................................................................................... 117
Issues in Intercultural Communication ...................................................................... 118
Japanese History Through Film ................................................................................ 118
Japanese Military History: Samurai Fact and Fiction ............................................... 118
Latin America: 1492-1824 ......................................................................................... 119
Latin America: 1824 to the Present .......................................................................... 119
Latinas/os in the U.S. West ......................................................................................... 119
Leisure and Society .................................................................................................... 119
Lesbian, Gay, Bisexual, and Transgender Experiences in U.S. History .................. 120
Lesbian, Gay, Bisexual, Transgendered Politics ....................................................... 120
Literature & Culture III: 18th & 19th Centuries ......................................................... 120
Literature & Culture V: 20th & 21st Centuries ............................................................ 121
Medieval and Early-Modern Chinese History ......................................................... 121
Modern Chinese Social History .................................................................................. 122
Modern Japanese History ............................................................................................ 122
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiculturalism in Canada</td>
<td>122</td>
</tr>
<tr>
<td>Mysticism</td>
<td>123</td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>123</td>
</tr>
<tr>
<td>Pacific Literature (Society Through Its Literature)</td>
<td>135</td>
</tr>
<tr>
<td>Perspectives of Human Lifestyles &amp; Wellness</td>
<td>123</td>
</tr>
<tr>
<td>Philosophical and Ethical Issues in Law</td>
<td>124</td>
</tr>
<tr>
<td>Philosophy of Religion</td>
<td>124</td>
</tr>
<tr>
<td>Physical Activity and Nutrition</td>
<td>124</td>
</tr>
<tr>
<td>Physical Fitness Assessment and Exercise Prescription/Exercise Prescription and Programming</td>
<td>125</td>
</tr>
<tr>
<td>Politics and Social Change</td>
<td>125</td>
</tr>
<tr>
<td>Politics, Government and Religion</td>
<td>125</td>
</tr>
<tr>
<td>Politics of Inequality</td>
<td>126</td>
</tr>
<tr>
<td>Premodern Japanese History</td>
<td>126</td>
</tr>
<tr>
<td>Professional Communication</td>
<td>127</td>
</tr>
<tr>
<td>Professional Practicum and Seminar on Diversity</td>
<td>127</td>
</tr>
<tr>
<td>Psychology and Culture</td>
<td>128</td>
</tr>
<tr>
<td>Psychology of Gender</td>
<td>128</td>
</tr>
<tr>
<td>Race and Ethnic Relations</td>
<td>128</td>
</tr>
<tr>
<td>Race, Politics and Public Policy</td>
<td>129</td>
</tr>
<tr>
<td>Religion and Society in China</td>
<td>129</td>
</tr>
<tr>
<td>Religion and Society in India</td>
<td>129</td>
</tr>
<tr>
<td>Religion and Society in Japan</td>
<td>130</td>
</tr>
<tr>
<td>Religion in Japanese History</td>
<td>130</td>
</tr>
<tr>
<td>Representations of Otherness</td>
<td>130</td>
</tr>
<tr>
<td>Rhetorical Criticism</td>
<td>131</td>
</tr>
<tr>
<td>Rhetorical Theory</td>
<td>131</td>
</tr>
<tr>
<td>Scriptural Literatures</td>
<td>131</td>
</tr>
<tr>
<td>Self, Emotions, and Society</td>
<td>132</td>
</tr>
<tr>
<td>Seminar in Cross-Cultural Psychology</td>
<td>132</td>
</tr>
<tr>
<td>Senior Seminars in Political Science</td>
<td>133</td>
</tr>
<tr>
<td>Sex and Gender Roles in Culture</td>
<td>133</td>
</tr>
<tr>
<td>Social Stratification and Inequality</td>
<td>134</td>
</tr>
<tr>
<td>Society, Law, and Morality</td>
<td>134</td>
</tr>
<tr>
<td>Society Through Its Literature: Graphic Novels</td>
<td>135</td>
</tr>
<tr>
<td>Society Through Its Literature (Pacific Literature)</td>
<td>135</td>
</tr>
<tr>
<td>Sociology of Deviant Behavior</td>
<td>136</td>
</tr>
<tr>
<td>Sociology of Race and Ethnicity</td>
<td>136</td>
</tr>
<tr>
<td>Sociology of Work and Occupations</td>
<td>137</td>
</tr>
<tr>
<td>Southern Africa</td>
<td>137</td>
</tr>
<tr>
<td>Special Topics in National Literatures: Chicana/o Literatures</td>
<td>138</td>
</tr>
<tr>
<td>Studies in Major Authors</td>
<td>138</td>
</tr>
<tr>
<td>The American Presidency</td>
<td>139</td>
</tr>
<tr>
<td>The Chinese Revolution</td>
<td>139</td>
</tr>
<tr>
<td>The First Cities: Urbanization in the Ancient World</td>
<td>139</td>
</tr>
<tr>
<td>The Indian in American History</td>
<td>140</td>
</tr>
<tr>
<td>Topics in Communication</td>
<td>140</td>
</tr>
<tr>
<td>Trauma and Recovery</td>
<td>140</td>
</tr>
<tr>
<td>Trends and Issues in Therapeutic Recreation</td>
<td>141</td>
</tr>
<tr>
<td>Understanding Healing Processes</td>
<td>141</td>
</tr>
<tr>
<td>U.S. Women to 1865</td>
<td>142</td>
</tr>
<tr>
<td>U.S. Women from 1865</td>
<td>141</td>
</tr>
<tr>
<td>War and Human Rights</td>
<td>142</td>
</tr>
<tr>
<td>Women and Literature</td>
<td>143</td>
</tr>
<tr>
<td>Women and Politics</td>
<td>143</td>
</tr>
<tr>
<td>Women in Japanese History</td>
<td>143</td>
</tr>
</tbody>
</table>
College of Humanities & Social Sciences Continued

Women of the Global South ................................................................. 144
Women Studies Program ................................................................ 145
Women Studies Senior Project ..................................................... 145
World History of Democracy, 19th and 20th Centuries .................. 146
World Religions ............................................................................. 146

Huxley College of the Environment

Borderlands .................................................................................. 147
Colonial Landscapes in the Pacific Northwest ............................... 148
East Asia: Society and Environment ......................................... 149

President's Office

Diversity Achievement Award ..................................................... 4
President's Taskforce on Equity, Inclusion and Diversity ............. 7

Provost & VP for Academic Affairs

ADA (Americans with Disabilities Act) Coordinator ...................... 3
Affirmative Action Program (AAP): Outreach for a Diverse Workforce ......................................................... 3
American Democracy Project (Undergraduate Education) ........ 4
Asia University America Program .............................................. 182
Center for Service Learning (CSL) .............................................. 184
Developing a Place and Culture-centered Ocean Science Curriculum for K-12 Quinault Students .......................................................... 21
Diversity Handbook .................................................................. 5
Diversity-Related Compliance Trainings .................................... 5
Equal Opportunity Office ............................................................. 6
Foundations of Student Leadership ........................................... 62
Heritage Resources – Western Libraries .................................... 31-32
Integrating Native and Western Perspectives on Geosciences into Post-Secondary Education .................................................... 32
International Programs and Exchanges ..................................... 186
Multicultural Initiative in the Marine Sciences: (MIMSUP) ........ 37
NSF ADVANCE Grant ................................................................. 171
Office of Undergraduate Education .......................................... 39
Original Script Entries in Library Catalog ................................. 39
Service Leader Program .............................................................. 174
Sexual Harassment Prevention Trainings ................................... 8
Teaching and Learning Academy ............................................. 42
Testing Center ........................................................................... 42
Title IX Coordinator ................................................................ 10
Western Libraries ..................................................................... 48
Western Libraries Liaison to the Disability Advisory Committee .. 49
Western’s Leadership Advantage Scholars Program .................. 11
Writing Center .......................................................................... 53
Writing Instructional Support ................................................... 53

College of Sciences and Technology

Advanced Materials Science & Engineering Center (AMSEC) .......... 189
American Association of University Women (AAUW) .................. 161
Association for Women Geoscientists ....................................... 163
Association for Women in Computing ....................................... 164
Association of Women in Mathematics ..................................... 164
College of Sciences and Technology Continued

Computer Science/Mathematics (CS/M) Scholars Program ........................................ 165
Engineering and Society ........................................................................................................ 150
Geology & Society ............................................................................................................... 150
Historical Perspectives of Mathematics ............................................................................. 150
History of Industrial Design ................................................................................................. 151
Kaiser-Borsari Women in Materials Science Scholarship .................................................. 168
Leaders in their Field ............................................................................................................ 194
Marion VanNostrand Scholarship .......................................................................................... 168
Math Center .......................................................................................................................... 169
Math Fellows ........................................................................................................................ 169
NSF ADVANCE Grant ......................................................................................................... 171
Oscar Edwin Olson Scholarship ............................................................................................ 171
Physics and Society .............................................................................................................. 151
Planetarium .......................................................................................................................... 196
Richard Greene Scholarship Endowment ............................................................................ 173
Ruth Watts Scholarship ....................................................................................................... 173
Science and Society .............................................................................................................. 151
Science and the univerCity ................................................................................................. 196
Special Problems in Science Teaching in the Jr. & Sr. High School ................................... 152
Wizards @ Western .............................................................................................................. 197
Women in Science Scholarship ........................................................................................... 176

University Advancement

Alumni Board of Directors Diversity Committee .............................................................. 16
Western Washington Foundation - Scholarships ............................................................... 176

Western Libraries

Heritage Resources ............................................................................................................. 31-32
Original Script Entries in Library Catalog ........................................................................... 39
Western Libraries .................................................................................................................. 48
Western Libraries Liaison to the Disability Advisory Committee ..................................... 49

Woodring College of Education

Bridges Project ..................................................................................................................... 153
Celebrating Diversity in Education Conference ................................................................. 165
Center for Education, Equity & Diversity (CEED) .............................................................. 19
Collaboration with Washington Elementary School ....................................................... 191
Compass 2 Campus ............................................................................................................ 192
Diversity and Social Justice Dynamics ............................................................................... 154
Diversity in Higher Education Minor ............................................................................... 73
Diversity Recruitment and Retention Specialist ................................................................ 155
Education, Culture, and Equity ............................................................................................ 155
Ershig Assistive Technology Resource Center (E-ATRC) .................................................. 25
Faculty Recruitment and Retention .................................................................................... 29
Future Teachers of Color Promise Scholarship ............................................................... 167
Future Woodring Scholars ................................................................................................. 167
Human Services Program ................................................................................................. 156
International Internships .................................................................................................... 156
Journal of Educational Controversy ................................................................................... 33
Learning in Communities and Schools ............................................................................. 34
Mildred M. Bain Scholarship ............................................................................................ 169
Minor in Education for Social Justice ............................................................................... 157
Northwest Center for Holocaust, Genocide, Ethnocide Education ................................... 37
Woodring College of Education Continued

Pacific Northwest Children’s Literature Clearinghouse ................................................................. 195
Practicum & Seminar in TESOL – Queretaro, Mexico Option ......................................................... 186
Special Education First Block Courses on Effective Teaching and Classroom Management with School Practicum ................................................................. 158
Students for Social Change, an AS Club, Human Services Program ................................................. 41
Woodring College of Education Educator Preparation Programs ................................................. 50
Woodring College of Education’s Equity and Diversity Committee .............................................. 51
Woodring College of Education’s Equity and Diversity Committee Scholarship ........ 177
Woodring College of Education Diversity Plan ................................................................. 52
Woodring Peer Mentoring Program ......................................................................................... 158

WWU

Lesbian, Gay, Bisexual & Transgender Advocacy Council (LGBTAC) - WWU ................................ 35
Minority Employee Council (MEC) ............................................................................................ 36
# Contact Person Index

<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akinrinade, B.</td>
<td>75, 82, 84, 85</td>
<td>Feinberg, S.</td>
<td>96</td>
</tr>
<tr>
<td>Allyne, A.</td>
<td>174</td>
<td>Fitzpatrick, L.</td>
<td>36</td>
</tr>
<tr>
<td>Anderson, K.</td>
<td>102, 108</td>
<td>Fizzano, P.</td>
<td>164, 165</td>
</tr>
<tr>
<td>Andreassen, A.</td>
<td>168, 175</td>
<td>Folk, H.</td>
<td>117, 146</td>
</tr>
<tr>
<td>Apple, J.</td>
<td>21, 32</td>
<td>Freeman, J.</td>
<td>123</td>
</tr>
<tr>
<td>AS DOC Coord</td>
<td>22</td>
<td>French, K.</td>
<td>19, 155</td>
</tr>
<tr>
<td>Banta, R.</td>
<td>48</td>
<td>Friday, C.</td>
<td>95, 140</td>
</tr>
<tr>
<td>Barnes, V.</td>
<td>94</td>
<td>Frisbie, S.</td>
<td>150, 151</td>
</tr>
<tr>
<td>Bates, J.</td>
<td>17</td>
<td>Garfinkle, S.</td>
<td>109, 110, 139</td>
</tr>
<tr>
<td>Belts, T.</td>
<td>31-32</td>
<td>Geary, E.</td>
<td>151</td>
</tr>
<tr>
<td>Bingham, B.</td>
<td>37</td>
<td>Goebel, B.</td>
<td>114, 115, 120, 121, 131, 135, 138, 143</td>
</tr>
<tr>
<td>Blick, A.</td>
<td>23</td>
<td>Goodnow, J.</td>
<td>103</td>
</tr>
<tr>
<td>Bover, D.</td>
<td>168, 171, 176</td>
<td>Guenter-Schlesinger, S.</td>
<td>3, 4, 5, 6, 10, 171</td>
</tr>
<tr>
<td>Bower, J.</td>
<td>71</td>
<td>Guess, C.</td>
<td>106</td>
</tr>
<tr>
<td>Bowers, S.</td>
<td>176</td>
<td>Hall, M.</td>
<td>165</td>
</tr>
<tr>
<td>Boxberger, D.</td>
<td>94, 144</td>
<td>Hartenstine, D.</td>
<td>165</td>
</tr>
<tr>
<td>Boyer, B.</td>
<td>24</td>
<td>Harvey, K.</td>
<td>96</td>
</tr>
<tr>
<td>Bradley, K.</td>
<td>107, 137</td>
<td>Hays, J.</td>
<td>106</td>
</tr>
<tr>
<td>Brilla, L.</td>
<td>112, 124, 125, 189</td>
<td>Heckathorn, J.</td>
<td>116, 141</td>
</tr>
<tr>
<td>Buckley, P.</td>
<td>147, 149</td>
<td>Helms, R.</td>
<td>98</td>
</tr>
<tr>
<td>Buckman, K.</td>
<td>43</td>
<td>Herring, J.</td>
<td>30, 70, 81, 84</td>
</tr>
<tr>
<td>Burgess, D.</td>
<td>152</td>
<td>Hoffman, S.</td>
<td>77</td>
</tr>
<tr>
<td>Capron, C.</td>
<td>15-16, 166, 170</td>
<td>Hoidal, S.</td>
<td>161, 189, 194, 196, 197</td>
</tr>
<tr>
<td>Card, S.</td>
<td>17</td>
<td>Housen, B.</td>
<td>150, 163</td>
</tr>
<tr>
<td>Carey, A.</td>
<td>170</td>
<td>Howard-Snyder, D.</td>
<td>91</td>
</tr>
<tr>
<td>Carney, J.</td>
<td>191</td>
<td>Howard-Snyder, F.</td>
<td>124</td>
</tr>
<tr>
<td>Casquilho, C.</td>
<td>193</td>
<td>Hsueh, V.</td>
<td>93, 105, 108, 117, 144, 145</td>
</tr>
<tr>
<td>Chen, P.</td>
<td>97</td>
<td>Hudson, H.</td>
<td>124</td>
</tr>
<tr>
<td>Collins, R.</td>
<td>161, 172, 174, 175, 177</td>
<td>Jack, D.</td>
<td>67, 73, 78, 81</td>
</tr>
<tr>
<td>Conton, L.</td>
<td>71, 72</td>
<td>Joffrion, E.</td>
<td>31-32</td>
</tr>
<tr>
<td>Corbin, N.</td>
<td>20</td>
<td>Johnson, B.</td>
<td>151, 196</td>
</tr>
<tr>
<td>Coskie, T.</td>
<td>195</td>
<td>Jones, L.</td>
<td>45</td>
</tr>
<tr>
<td>Costello, T.</td>
<td>184</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currier, D.</td>
<td>194</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dade, K.</td>
<td>50, 155, 158, 165, 167</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danysk, C.</td>
<td>122</td>
<td>Kahakauwila, K.</td>
<td>135</td>
</tr>
<tr>
<td>DeMark, J.</td>
<td>11, 35, 62</td>
<td>Karlberg, M.</td>
<td>96, 97, 99, 105, 113, 118, 123, 127, 140, 193</td>
</tr>
<tr>
<td>DeWees, D.</td>
<td>16</td>
<td>Kasprisin, L.</td>
<td>33</td>
</tr>
<tr>
<td>Dozier, R.</td>
<td>41, 79</td>
<td>Kerman, M.</td>
<td>89</td>
</tr>
<tr>
<td>Dubravka, I.</td>
<td>48</td>
<td>King, J.</td>
<td>18, 98, 128, 141</td>
</tr>
<tr>
<td>Dunn, P.</td>
<td>7</td>
<td>Kitto, K</td>
<td>171</td>
</tr>
<tr>
<td>Eaton, M.</td>
<td>63, 68, 73, 74, 157</td>
<td>Kjesrud, R.</td>
<td>53</td>
</tr>
<tr>
<td>Eckert, L.</td>
<td>3, 10</td>
<td>Koester, R.</td>
<td>31-32</td>
</tr>
<tr>
<td>Ericksen, L.</td>
<td>128</td>
<td>Kurtz, T.</td>
<td>31-32</td>
</tr>
<tr>
<td>Estrada, L.</td>
<td>63, 64, 65, 66, 67, 68, 72, 75, 76, 77, 78, 79, 80, 183</td>
<td>Continued on next page…</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Page(s)</td>
<td>Name</td>
<td>Page(s)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Langley, L.</td>
<td>8</td>
<td>Sanchez, N.</td>
<td>27</td>
</tr>
<tr>
<td>Larner, D.</td>
<td>81</td>
<td>Sanders, G.</td>
<td>58, 162, 197</td>
</tr>
<tr>
<td>Leonard, K.</td>
<td>91, 119, 120, 141, 142</td>
<td>Sapin, J.</td>
<td>87, 88, 89, 90</td>
</tr>
<tr>
<td>Lois, J.</td>
<td>106, 107, 132, 136</td>
<td>Schleef, L.</td>
<td>25</td>
</tr>
<tr>
<td>López, R.</td>
<td>119, 141, 146</td>
<td>Schwartz-DuPre, R.</td>
<td>131</td>
</tr>
<tr>
<td>Love, E.</td>
<td>59, 60</td>
<td>Sedovic, A.</td>
<td>48</td>
</tr>
<tr>
<td>Luce, K.</td>
<td>90</td>
<td>S'eiltin, T.</td>
<td>66, 80</td>
</tr>
<tr>
<td>Lyne, B.</td>
<td>64</td>
<td>Shelton, J.</td>
<td>196</td>
</tr>
<tr>
<td>Marrall, R.</td>
<td>48</td>
<td>Shepard, C.</td>
<td>192</td>
</tr>
<tr>
<td>Martin, L.</td>
<td>104</td>
<td>Sherwood, T.</td>
<td>150, 164, 173</td>
</tr>
<tr>
<td>Mastor, E.</td>
<td>31-32</td>
<td>Skillman, T.</td>
<td>186</td>
</tr>
<tr>
<td>Mathers-Schmidt, B.</td>
<td>98</td>
<td>Smith, B.</td>
<td>44</td>
</tr>
<tr>
<td>McCleery, J.</td>
<td>156</td>
<td>Smith, P.</td>
<td>31-32</td>
</tr>
<tr>
<td>Miller, B.</td>
<td>87, 88</td>
<td>Spaulding, L.</td>
<td>29, 51, 52, 177</td>
</tr>
<tr>
<td>Miran, J.</td>
<td>94, 110, 111</td>
<td>Steele, R.</td>
<td>31-32</td>
</tr>
<tr>
<td>Montoya-Lewis, R.</td>
<td>72, 85</td>
<td>Stewart, M.</td>
<td>92</td>
</tr>
<tr>
<td>Moon, J.</td>
<td>30</td>
<td>Stickley, B.</td>
<td>158</td>
</tr>
<tr>
<td>Mott, J.</td>
<td>168, 171, 176</td>
<td>Stoops, R.</td>
<td>117</td>
</tr>
<tr>
<td>Moulds, L.</td>
<td>34</td>
<td>Storer, P.</td>
<td>57, 58, 59, 61</td>
</tr>
<tr>
<td>Munro, E.</td>
<td>40-41</td>
<td>Stout, K.</td>
<td>112</td>
</tr>
<tr>
<td>Murray, K.</td>
<td>42</td>
<td>Sutton, C.</td>
<td>150, 163</td>
</tr>
<tr>
<td>Neem, J.</td>
<td>109</td>
<td>Takagi, M.</td>
<td>63, 66, 79, 80, 83</td>
</tr>
<tr>
<td>Nelson, C.</td>
<td>60</td>
<td>Teshima, C.</td>
<td>167, 169</td>
</tr>
<tr>
<td>Newcomer, J.</td>
<td>150, 151</td>
<td>Thibou, S.</td>
<td>48</td>
</tr>
<tr>
<td>Nicholas, T.</td>
<td>154, 156</td>
<td>Thompson, R.</td>
<td>95, 102, 121, 122, 139</td>
</tr>
<tr>
<td>Nightingale, K.</td>
<td>28</td>
<td>Timmons-Flores, M.</td>
<td>153</td>
</tr>
<tr>
<td>O'Connor, F.</td>
<td>182, 185</td>
<td>Tomasi, M.</td>
<td>18</td>
</tr>
<tr>
<td>Ojikutu, K.</td>
<td>9</td>
<td>Transportation</td>
<td>49</td>
</tr>
<tr>
<td>O'Murchu, N.</td>
<td>74, 76, 77, 78, 84, 190</td>
<td>Trimble, J.</td>
<td>132</td>
</tr>
<tr>
<td>Osen, R.</td>
<td>49</td>
<td>Tsunokai, G.</td>
<td>128, 134, 136</td>
</tr>
<tr>
<td>Osterhaus, S.</td>
<td>86, 197</td>
<td>Tuxill, J.</td>
<td>74, 181</td>
</tr>
<tr>
<td>Panelo, N.</td>
<td>26</td>
<td>Ullin, J.</td>
<td>36</td>
</tr>
<tr>
<td>Paredes, P.</td>
<td>100</td>
<td>VanderStaay, S.</td>
<td>4, 39</td>
</tr>
<tr>
<td>Partolan-Fray, L.</td>
<td>186</td>
<td>Vélez, V.</td>
<td>157</td>
</tr>
<tr>
<td>Quick, B.</td>
<td>43</td>
<td>Wasserman, R.</td>
<td>134</td>
</tr>
<tr>
<td>Ragsdale, K.</td>
<td>36, 169</td>
<td>Weir, S.</td>
<td>92, 101, 105, 120, 124, 125, 126, 129, 133, 139, 143</td>
</tr>
<tr>
<td>Richter, W.</td>
<td>39</td>
<td>Werder, C.</td>
<td>33, 42, 53</td>
</tr>
<tr>
<td>Roehl, T.</td>
<td>58, 59, 60, 61</td>
<td>Wolpow, R.</td>
<td>38</td>
</tr>
<tr>
<td>Romano, R.</td>
<td>29, 51, 52, 177</td>
<td>Wright, D.</td>
<td>102, 114, 118, 122, 126, 130, 143</td>
</tr>
<tr>
<td>Rosenberg, L.</td>
<td>46-47</td>
<td>Young, K.</td>
<td>133, 140, 142</td>
</tr>
<tr>
<td>Rossiter, D.</td>
<td>148</td>
<td>Ypma, T.</td>
<td>150, 164, 173</td>
</tr>
<tr>
<td>Rowe, D.</td>
<td>63, 65, 69, 85</td>
<td>Zimmerman, S.</td>
<td>91, 92, 137</td>
</tr>
<tr>
<td>Russell, K.</td>
<td>119, 127</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>